

Cyber Savvy: Embracing Digital Safety and Civility

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Cyber Safe Instructional Objectives

Avoid the Impulse ~ Remember, What You Do Reflects on You

- (Grades K–3) Students will recognize that there are many websites that have material that is not designed for children and will collaborate with their parents in remaining on the sites that are safe, fun, and appropriate.

Keep Your Life in Balance ~ Avoid Addictive Access

- (Grades 2–3) Students will recognize that time spent using digital devices should be kept in balance with other activities.

Think Before You Post ~ Protect Your Personal Information and Reputation

- (Grades 2–3) Students will recognize that material posted in digital form can be provided to others and that others will judge them based on what they have posted. They will enunciate personal standards that they will only post material that will make people think they make good choices and would want to be friends with them.
- (Grades K–1) Students will recognize that they should not type their name, address, or phone number online. (Grades 2–3) Students will describe important actions to protect their personal information online, including not typing their name, address, phone number, sending a picture, or completing an online form without checking with a parent and not providing their password to anyone other than a parent.

Connect Safely ~ Interact Safely With Others Online (Incorporated Embrace Civility)

- (Grades K–3) Students will distinguish between personal communications, including e-mail and IM, and public sites, such as fun game sites, and will know that they should only communicate with friends through personal communications.
- (Grades K–3) Students will recognize that people can be hurtful online; indicate that if they receive a hurtful message on a public site or through a private message, they should tell an adult; and express personal standards for how they will treat others online.

Stay Out of the Garbage ~ Avoid “Yucky Stuff” Online

- (Grades K–3) Students will recognize that sometimes, through no fault of their own, “yucky” material could appear, and that if this happens, they should immediately turn off the screen and tell an adult. They will demonstrate the ability to rapidly turn off any computer they use while at school.

Don't Sell Yourself ~ Be a Wise Consumer

- (Grades 2–3) Students will explain that the purpose of advertising is to try to convince them to get their parents to buy them something and will demonstrate the ability to distinguish between advertising and content on websites.

Cyber Savvy Instructional Objectives

Avoid the Impulse ~ Remember, What You Do Reflects On You

- (Grades 4–12) Students will recognize that their actions using digital technologies, which are recorded in digital form, can be widely disseminated and can affect their reputation, friendships, and opportunities.
- (Grades 4–12) Students will engage in effective problem solving to develop appropriate options for response to potentially harmful online situations, including an analysis of the situation, identification of potential harmful consequences, development of possible options for action, and evaluation of possible outcomes to those actions.

- (Grades 4–12) Students will determine the appropriateness of actions using digital technologies using self-reflection questions that will seek to address the potential negative influences on behavior and lead to safe, ethical, and responsible choices.
- (Grades 4–12) Students will recognize the key negative influences on behavior when using digital technologies—including the perception of invisibility; lack of tangible feedback; acting without thinking, which may result in posting damaging material in digital form; being negatively influenced by others; and thinking that because they can easily do something using technology, this gives them permission to do it—and describe strategies to avoid digital actions that have been negatively influenced.
- (Grades 4–12) Students will identify actions they can take to be a helpful ally if they witness a situation that could lead to a harmful consequence to another, including speaking out for good values, helping someone who is at risk or being harmed, and reporting significant or unresolved concerns

Read with Your Eyes Open ~ Assess the Credibility of Information and Trustworthiness of People

- (Grades 4–12) Students will understand that the skills that they gain to assess the credibility of information found on websites also apply to assessing the safety and trustworthiness of individuals or groups they interact with through digital communications.
- (Grades 4–12) Students will recognize that any individual, organization, or company can post information online; that the intentions of posting such information may vary; that sometimes a variety of individuals, organizations, or companies may be contributing to the information presented; and that there is no mechanism to assure the credibility of such information.
- (Grades 4–12) Students will understand the dangers in relying on appearance and high ranking in search returns as a basis to assess credibility.
- (Grades 4–12) Students will demonstrate skills in assessing the credibility of information and the safety and trustworthiness of individuals, including
 - assessing the importance of determining credibility and safety;
 - considering the path to the information;
 - evaluating the source;
 - looking for evidence of interest and potential bias;
 - determining the consistency of the information;
 - looking for evidence of influence or manipulation;
 - conducting a substantive evaluation;

- consulting with others.

Keep Your Life In Balance ~ Avoid Addictive Use of Digital Technologies

- (Grades 4–12) Students will identify indicators that can determine whether the amount of time they spend using digital devices is interfering with other important activities. Indicators include spending more time more time online than planned; using Internet late into the night; fatigue; spending time online instead of other activities; being preoccupied with online activities; depression or anxiety; arguing about time limits; and sneaking around parent limits.
- (Grades 4–12) Students will describe strategies they can use to keep their time using digital devices in balance with other important life activities, including setting goals and keeping track of time, making plans for other activities, avoiding being online when doing homework, and turning cell phone off at night.

Think Before You Post ~ Protect Your Reputation and Respect Others

Teachers will note a difference in approach in the instructional objectives on these issues between middle and high school. The reason for this difference is the perspective that high school students will take on more personal responsibility for such information sharing.

- (Grades 4–12) Students will recognize that any material they post or send in digital format can easily become very public, potentially permanently available, and can potentially affect their reputation, relationships, and current or future opportunities—in a positive or negative manner.
- (Grades 4–12) Students will distinguish different kinds of personal information about themselves or others, recognize the risks associated with disclosure of such information, identify different kinds of online environments where such information might be disclosed, identify possible recipients of such information, and demonstrate effective strategies to protect against disclosure of personal information in a manner that could cause harm to reputation or opportunities.
 - (Grades 4–12) Personal interest material includes interests and activities. This is generally safe to share on protected profiles or on safe online community sites. Such material could be used to direct advertising to them.
 - (Grades 4–8) Personal contact information includes address, phone numbers, and e-mail/IM address. This could make it easier for an unsafe person to find them or be used to send them advertising. This information should not be posted or shared without parent permission. (Grades 9–12) This material should not be posted in an online profile. This material should

never be shared with an online stranger. Only provide on web forms for necessary purposes such as a purchase, when privacy will be protected. (Grades 9–12) Financial identity includes any personal identification or financial account information, as well as hometown and birth date. This can be used for identity theft. Should only be shared with parent permission on secure web sites.

- (Grades 4–12) Sensitive or damaging personal material includes material that can make them appear vulnerable or demonstrate that they make negative choices, or any information they want to be kept secret. This could be used to manipulate them or disseminated to harm their reputation, relationships, and future opportunities. This information should generally never be posted or shared publicly or privately. Sensitive information may be shared with care on a professional support site or to a very trustworthy friend.
- (Grades 4–12) Sensitive or damaging personal material about others could harm their reputation, relationships, and future opportunities. This material should never be shared publicly or privately.
- (Grades 4–8) Damaging information about them posted by others could harm their reputation and opportunities. Tell a responsible adult. (Grades 9–12) Damaging information about them posted by others could harm their reputation and opportunities. Demand it be removed. File a complaint with the site. If it is serious or not removed, tell an adult.
- (Grades 4–12) Threats could be real or not. Never post material that someone might think is a threat. Always report a possible threatening situation because if it is real, someone could get hurt.

Connect Safely ~ Interact Safely With Others Online

- (Grades 4–12) Students will describe the differences between public and private communication environments in terms of the kinds of people they may interact with in these environments and the risks associated with these interactions, and describe basic safety practices for interacting with people through both public and private communications.
- (Grades 4–12) Students will recognize the need to discontinue communications with anyone who is overly friendly and overly pushy, acts in a strange manner or causes them to feel uncomfortable, or engages in hurtful behavior.
- (Grades 4–12) Students will know that if someone they are interacting with is making them feel uncomfortable or is being hurtful, they should discontinue contact by leaving the site or blocking the person and, if appropriate, file an

abuse report. Students will know the importance of reporting to a responsible adult in situations where someone appears to present a danger to anyone, if they are unable to stop contact, or if they continue to feel uncomfortable,

- (Grades 4–7) Students will recognize the dangers presented when interacting with someone online who is not known in person; they should communicate with friends only in personal communications, and others only on safe youth sites.
- (Grades 8–12) Students will recognize the dangers presented when interacting with someone online who is not known well in person, including acquaintances, friends of friends, and strangers. Students will explain safe practices for interacting with these different kinds of people, including safe personal standards for when they will friend someone in their personal-communication environment. Generally, students will know the importance of limiting communications in personal communication environments to only people who they know or a trusted friend knows in person.
- (Grades 8–12) Students will recognize the importance of exercising care when getting to know people online and recognize the risks presented by others who are presenting false information, may try to impersonate them, have created a fake profile, are causing grief, may be trying to manipulate them, or may be trying to encourage involvement in unsafe actions.
- (Grades 4–12) Students will recognize the potential risks of meeting in person with someone whom they have gotten to know online and describe steps to take to arrange for a safe meeting, including having someone they trust review this person's profile and communications, meeting in a public place with a parent or friends present, having a well-designed escape plan, obtaining parental approval, and not leaving with this person.

Keep Yourself Secure ~ Implement Security and Avoid Scams

- (Grades 4–5) Students will describe the actions necessary to ensure effective computer security and will ask parent approval before registering on sites.
- (Grades 6–12) Students will describe the actions necessary to ensure effective computer security.
- (Grades 6–12) Students will recognize indicators of a scam, including offers that are too good to be true and threats that if they do not disclose personal information, something bad will happen to their account.

Abide by the Terms ~ Act in Accord with Policies, Terms, and Laws.

- (Grades 4–12) Students will describe the common provisions of school and employee Internet use agreements and terms of use agreements for social networking and other sites and services. Students will explain the purpose for such provisions are to prevent harmful consequences to others or to the site or service and will recognize that the consequences for violating such terms generally involve restrictions on use or other consequences.
- (Grades 4–12) Students will distinguish the difference between online socializing and the use of technology resources for educational and (Grades 6–12) for employment purposes.
- (Grades 4–12) Students will demonstrate the ability to guide their online activities while at school in accord with provisions of the district's Internet use including the educational use restriction.
- (Grades 8–12) Students will describe the criminal laws that could apply to activities using digital technologies and explain the harm that these laws seek to prevent.
- (Grades 8–12) Students will describe the ways in which a teen and his or her parents could be sued for financial damages in the event that the teen engaged in behavior using digital technologies that causes harm to another.

Stay Out of the Garbage ~ Avoid Objectionable and Illegal Material

- (Grades 4–12) Students will describe the techniques they can use to avoid accidentally accessing objectionable material and the actions they should take if such accidental access has occurred.
- (Grades 6–12) Students will understand that objectionable material often comes with malware.
- (Grades 9–12) Students will understand issues related to the creation, possession, and distribution of child pornography, including the laws against child pornography and the consequences of a conviction for violating those laws, as well as how law enforcement investigates these cases.

Don't Sell Yourself ~ Disclose and Consume Wisely

- (Grades 4–12) Students will recognize that most of the sites they visit are supported through advertising revenues and that this will lead to efforts to create a market profile of their demographics and interests that will be used to direct specific advertisements to them.
- (Grades 4–12) Students will describe the various forms of advertising online, including banner ads, advergaming, permission marketing, and viral marketing.
- (Grades 4–5) Students will know to ask a parent before providing personal contact information or responding to a quiz or game that asks them about personal interests.

- (Grades 6–12) Students will identify the specific techniques used online to obtain their demographic and interest data and recognize that much of what they post online will be maintained in an aggregated manner to support targeted advertising.
- (Grades 6–12) Students will develop personal standards regarding the amount and kinds of personal information they will provide when such information is specifically solicited or when they have the opportunity to control such the collection of such information.
- (Grades 9–12) Students will develop effective standards to follow in engaging in prepurchasing investigations, agreeing to permission marketing arrangements, purchasing safely online, and effectively engaging in postpurchase interactions.

Protect Your Face and Friends ~ Be Savvy and Civil When Networking.

These instructional objectives should be adjusted based on how a teacher or school decides to handle the issue of under-age users.

- (Grades 4–12) Students will describe the ways that social networking is allowing them to creatively demonstrate their personal identity and maintain connections with friends. Students will identify the risks that may be associated with these activities.
- (Grades 4–12) Students will identify the protective features that are provided on the popular sites, and explain how these features give them control over who can access their information or send messages. Students will express personal standards to safely guide their use of these features.
- (Grades 4–12) Students will describe how what they post on their profile is used by others to form an impression of them and how this impression can impact their reputation, personal relationships, and opportunities. Students will express personal standards regarding what they will post on a social networking profile and in comments on the profiles of others.
- (Grades 4–12) Students will explain how the process of “friending” leads to increasing circles of friends including people whom they know as well as people whom their friends know, but that establishing a friendship link to an unknown or unsafe person could potentially result in harm to a friend. Students will express personal standards for establishing a quality circle of trustworthy friends.
- (Grades 4–12) Students will describe how the material they post or actions they engage in, such as friending someone who may not be trustworthy, may place their friends or others at risk of harm or could invade their privacy. Students will express personal standards related to actions that could cause harm to or invade the privacy of others.
- (Grades 4–12) Students will identify features of the terms of use that prohibit actions that could cause harm to others or the site. Students will describe how they can file an abuse report on the site.

Embrace Civility ~ Prevent Hurtful Digital Communications

- (Grades 4–12) Students will recognize that the majority of students do not like it when people are hurtful using digital technologies, that many students are willing to take steps to stop this kind of harm, and that other students look up to and respect those who reach out to help others.
- (Grades 4–12) Students will describe reasons to avoid engaging in hurtful behavior, including the fact that they would not like it if someone did this to them, that this material is available in digital format that thus can damage their reputation among their peers who do not like to see this occur, that their parents would disapprove of this kind of behavior, and that evidence may also lead to other consequences.
- (Grades 4–12) Students will recognize how their online postings or communications might place them at risk and develop personal standards so that what they post cannot be used to cause harm to them.
- (Grades 4–12) Students will explain how a cycle of aggression that involves aggressive acts that lead to retaliation and increased aggression can grow to a point where all parties are being harmed, and describe strategies that can be used to effectively stop the expansion of such aggression.
- (Grades 4–12) Students will describe effective independent strategies to follow if someone engages in online aggression that targets them, including taking the time to calm down and consider possible actions, not engaging in retaliation, and saving the evidence and identify the aggressor. Steps they can take to independently resolve the problem including leaving the site or ignoring the person, calmly and strongly telling the person to stop, blocking the person from communicating, and filing a complaint with the site or service.
- (Grades 4–12) Students will describe ways in which adults can help stop online aggression, including providing “invisible guidance” to help them deal with the person, contacting this person’s parents, obtaining assistance from the school, and contacting an attorney or the police.
- (Grades 4–12) Students will recognize that the majority of their peers do not approve of aggression and think badly of people who engage in aggression, and that retaliating online to someone who is bullying them will not resolve the problem and could lead to their being blamed for the problem
- (Grades 4–12) Students will develop personal standards to avoid engaging in online aggression. They will demonstrate skills in resolving a conflict situation that they have started.
- (Grades 4–12) Students will recognize that as witnesses to aggression they can play an exceptionally important role in preventing the continuation of the harm by helping the person who is being harmed, publicly or privately telling the aggressor to stop, and filing a complaint. They will recognize that it is important to report serious or unresolved concerns to a responsible adult.
- (Grades 4–12) Students will recognize the seriousness of material posted online that appears to threaten an act of violence against self or others. Students will know to

avoid posting or sending material that others could view as threatening and the importance of promptly and effectively reporting such material to a responsible adult.

Cyberdate Safely ~ Avoid Exploitation and Abusive Relationships.

- (Grades 4–12) Students will recognize that young people may use digital technologies to develop personal relationships. In a manner appropriate to their age, students will describe how Internet resources and technologies can be used for healthy sexual and relationship purposes.
- (Grades 6–12) Students will recognize the sexual and relationship risks and describe effective strategies to prevent themselves from getting into risky situations, detect whether they are at risk, and respond. Some topics might include[AU: Please confirm.] the potential of furthering a relationship online that is not grounded in a realistic understanding of the other person; how unsafe people might use the Internet to engage in seduction for the purpose of leading to sexual involvement, common grooming techniques used by such individuals, and the emotional and health risks associated with such involvement; how abusive partners can use technologies to abuse and maintain control; that asking for, creating, or disseminating nude sexy pictures could lead to significant damage to reputation and potentially legal trouble.
- (Grades 4–12) Students will recognize the potential harm to their friends from risky sexual and relationship activities, demonstrate skills in communicating to a friend how such involvement could lead to harm, and recognize the need to report such situations to a trusted adult.