think B4U POST

TOOLKIT

Established 1915
BROWARD
County Public Schools

4-20-23

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BEFORE YOU BEGIN

When digital citizenship is taught to students, it helps to create a positive school culture supported by safe and responsible technology usage. Implementing the Think B4U Post Internet Safety Program empowers students, parents, and staff to ensure children learn how to navigate the digital world safely by appreciating the responsibility they hold for their choices and online actions. Think B4U Post's goal of changing attitudes and behaviors surrounding online behaviors is accomplished by pairing marketing campaign messaging with student involvement and enriched lesson plans. In developing a school's Think B4U Post Internet Safety Program implementation plan, please keep in mind the time allocated as well as the fidelity of implementation will largely determine your success. All Think B4U Post components are available in the Resources SharePoint.

ACKNOWLEDGEMENTS

The Think B4U Post Internet Safety Program began as a collaboration between Broward County Public Schools (BCPS), the Broward Sheriff's Office, and the Miami Heat Organization. It was created in response to an increase of inappropriate technology usage, sexting, and cyberbullying among our youth. It has been expanded to include the latest research and curriculum from internet safety programs. The resources were chosen based on our district's needs and proven best practices*. Please visit and use the contributing programs listed in the Internet Safety Programs & Resources; Sources & Citations section of this toolkit. Their contributions and leadership helped to make this resource possible. Special thanks to Common Sense Education for providing the majority of the lessons. Please visit them to find more of their award-winning digital citizenship curriculum.

PROGRAM OVERVIEW

The Think B4U Post Program is a comprehensive 5 subject internet safety initiative designed to inspire BCPS students to be digital citizens who practice safe and respectful online communications. The program can be used anytime, but is a natural fit during Digital Citizenship Week (3rd week in October) or Anti-Bullying Week/Month (October or November). Think B4U Post's effectiveness can be increased if it is used school wide as a month-long or year-long effort.

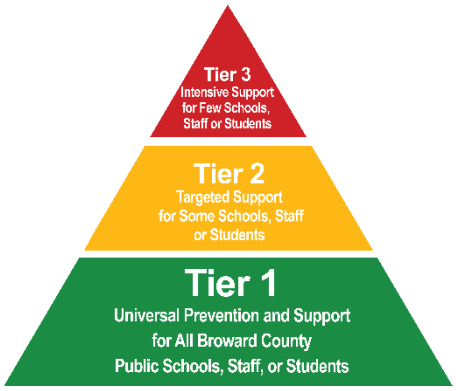
Each of the 5 Think B4U Post subject areas focus on a different aspect of technological communication and responsibility. Each of the subject areas has 1) supporting posters and marketing materials, 2) a morning announcement script and public service announcement (PSA) video, and 3) three classroom lessons with videos, discussion questions, homework, parent take home messages, student support pamphlets, and booster lessons. We recommend using the kick-off assembly to introduce the initiative, followed by teaching the lessons in the classroom.

The 5 subject areas are:

1. Subject 1, Posting for a Brighter Future: This topic area focuses on the permanency of posts and how what you post today can impact your future with such things as jobs and college admission.
2. Subject 2, Posts Are Forever: This topic area explores the potential pain and embarrassment caused by thoughtless online posts, such as with personal pics or sexting.
3. Subject 3, Keeping It Private: This topic area teaches the importance of keeping personal information private to remain safe from online dangers such as phishing, identity theft, and sexual predators.

4. Subject 4, Potential Consequences of Posts: This topic area teaches about the potential consequences for inappropriate online behavior both at school (inciting a disturbance, threats) and criminally (piracy, plagiarism, fraud).
5. Subject 5, Using Our Posting Power for Good: This topic area teaches the damage caused by cyberbullying and online harassment, while focusing on stopping it through bystander activation.

MULTI-TIERED SYSTEMS OF SUPPORT



The Think B4U Post Internet Safety Program is implemented in tiered approach to instructional delivery. It includes interventions of increasingly higher intensity based on school and student needs.

Tier 1: Universal Intervention Applied Schoolwide

- Schoolwide Kick-Off Assembly: Lays the foundation for the school's initiative and creates a common language and vision as it introduces the subject areas to be taught in the classrooms.
- Morning Announcements: Use the script and videos to reinforce the 5 subject areas.
- Classroom Lessons: Schoolwide, each student receives 3 lessons on each of the 5 subject areas.
- Posters and Marketing Campaign: Provided by our department, the posters are displayed schoolwide to increase awareness and interest, while videos and flyers are posted to the school webpage and newsletter for the community. Use your school's data in the Positive Community Norms (PCN) way detailed in Research-Based Lesson Structure section below to help encourage your students to be responsible digital citizens like their peers.
- Train All School Staff: Use the Think B4U Post Staff Training to train all school staff and share the school's implementation plan and identify passionate volunteers to assist in implementation.
- Think B4U Post Internet Safety Parent Night: This internet safety education event utilizes both students and staff and includes a training PowerPoint with videos.
- Internet Safety Resources Webpage: Each school must have the Internet Safety Resources page, located under the Students & Parents drop down on their website. If it is not there, make sure your school's webmaster adds it. It has numerous resources for families including technology use contracts and informational flyers.
- Supporting National Observances: Pair your efforts with a BCPS observance that supports the program's messaging (go to BrowardPrevention.org for a full list and exact dates), such as Digital Citizenship Week (3rd week in October), National Bullying Violence Prevention Month (October), National Youth Violence Prevention Week (in April), SBBC Anti-Bullying Week (in November), Choose Peace Week (3rd week in September), No Name Calling Week (in January), and the National Day of Silence (in April 11).
- Data Collection Methods: Use data to assess prevention and intervention needs as well as the effectiveness of your implementation efforts. Some of the sources used are YRBS, BCPS Customer Survey, SESIR, BMS, and FYSAS. Ensure you present the data using the Toolkit flyers. Post them on the school webpage and in your newsletter to the community. Use the school's data in the PCN approach detailed in the below Research-Based Lesson Structure section.
- Supporting District Policies: Be aware of and support BCPS policies that speak to safe internet usage. These include Social Media Use Guidelines, Code of Student Conduct Policy 5800, District's School and District Technology Usage Policy 5306, Acceptable Use Policy, Education Code of Ethics, Web publishing guidelines, National Education Technology Standards for Students and Teachers, Copyright School Board Policy 6318, Intellectual Property School Board Policy 4212, Anti-Bullying Policy 5900, and Dating Violence Prevention Policy Prevention Policy 5010.

Tier 2: Targeted Interventions Based On Need

- Peer-to-Peer (P2P) Component: Think B4U Post P2P Ambassadors create a grass roots movement increasing the “cool factor” of behaving in a kind and responsible manner online for Tier 1 prevention, while serving as conflict mediators for Tier 2 intervention.
- Peer Counseling/Mediation: Students who are Peer Counselors intervene with and mediate conflict between students, whether it began online or in the classroom.
- Fund Raising: Use community partners to raise money for posters and marketing incentives (silicon rings, etc.) students can receive during the kick-off assembly or after completing the Digital Citizenship Pledge.
- Celebrate Digital Citizenship Week: Utilize this annual observance to reinforce the Think B4U Post messaging and create your school’s Digital Citizenship Pledge.
- School Based Interventions: Refer students in need to School Counselors, School Social Workers, Family Counselors, and school administrators to receive interventions and increased supervision.
- Parent Conferences: Partnering with parents is key with internet safety issues as unsafe behaviors may be occurring in secret and at home.
- Specialized Staff Trainings: Access for specialized staff trainings based on needs and data trends (Cyberbullying, Sexting, CHAMPS classroom management, Peer Counseling/Mediation program, Support Group Methods of Bullying Intervention) by calling our department at 754-321-1655.
- Booster Lessons and/or Specialized Prevention & Intervention Curriculum: Use specialized curriculum as behavior and data indicate needs (cyberbullying, empathy, diversity, sextortion, human trafficking, etc.). Go to the Resources SharePoint to view the full curriculum list, but some examples are Monthly Character Trait Activities, Stop Bullying Now, iSafe, Common Sense Education, NetSmartz, and Get Real About Violence.

Tier 3: Intensive Interventions For Those In Higher Need

- School Based Intensive Interventions: Use high intensity referrals and services for behavioral emotional assessment, social skills training, PROMISE Program, and referral to law enforcement.
- Support Group Method of Bullying Intervention: Use this 7-step non-punitive, group intervention to increase empathy and change the behavior of students involved in bullying. This can be particularly effective with cyberbullying as this activity occurs most often outside the purview of school.

All Think B4U Post components are available in the Resources SharePoint. To access additional resources go to SharePoint or website, BrowardPrevention.org. For further support or questions, please call 754-321-1655.

RESEARCH-BASED LESSON STRUCTURE

Research has shown there are a number of fairly straightforward requirements for a successful internet safety education (ISE) program.* Therefore, as much as possible, these elements have been built into the Think B4U Post Internet Safety Program:

1) **Positive Community Norms (PCN) research-based messaging** is provided for each of the 5 subject areas and are to be shared and reinforced throughout the lessons. Don't make the common mistake of relying solely on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative social norms to mimic. Think B4U Post messaaging should be given using the social norms or Positive Community Norms (PCN) appraoch. PCN closes the gap between what we believe to be true and what is actually true. By talking about positive behaviors rather than emphasizing negative behavior and inadvertently making that seem common or even attractive, PCN brings forward the message that the positive is the norm. Student behaviors then follow these healthy perceived norms. For more information on PCN or social norms, please go to The Montana Institute, the Social Norm Web site.
2) **Skill-based learning objectives** are provided in each of the 5 topic areas designed to target established risk and protective-factors.
3) **Active learning strategies,** as opposed to a lecture format, are provided in the 5 subject areas with opportunities for youth to practice new skills through a) role playing activities as well as b) discussion periods with open-ended questions designed to produce a variety of opinions and answers for these complex issues.
4) **Adequate program dose** is key to program effectiveness. We recommend and have provided 3 lessons per topic area which are structured to build upon previous learning. *Note: complex problems like peer harassment, risky sexual decisions, and unhealthy romantic relationships (online or offline) may require more time than one 45-minute lesson can offer.
5) **Additional learning opportunities** such as **homework** and **booster lessons** (taught months or a year after the initial program implementation) have proven beneficial and are included with each subject area.
6) **Parent Support Take Home Messages** are provided for each lesson to assist in creating a partnership of support and safety for our students. Engage parents in your internet safety efforts by utilizing the take home pamphlets in coordination with robo-calls, newsletters, posts on the school website, etc.

BEST PRACTICES IMPLEMENTATION PLAN

All the items you need to create a week-long, month-long, or year-long Think B4U Post Internet Safety Program are available in the Resources SharePoint. As you plan the implementation of your school's Think B4U Post Internet Safety Program, the time dedicated and the fidelity with which you implement will determine your success. We recommend using a 5-week implementation plan; below is the timeline for that model. If time does not permit, use this timeline as a modifiable base.

Prior to Implementation

- **Create your implementation plan**: For this best practices model, implementation will occur in the month of October since it coincides with Digital Citizenship Week.
- **Determine method of evaluation:** What (if any) method of evaluation do you want to use to assess the effectiveness of program implementation? Some data your school can track are discipline data (bullying/cyberbullying, inciting a disturbance, etc.), pre and post attitude and behavior surveys, Customer Survey data, Common Sense Education surveys, etc.
- **Train all school staff**: During pre-planning week use the Think B4U Post Staff Training (about 45min-1hr) to train all school staff. Share your school's implementation plan and ask for volunteers who are passionate about this topic to assist in program implementation.
- **Choose lesson plan implementers**: At the staff training, ask for volunteers or choose teachers to implement the curriculum with a focus on ensuring universal implementation (all students receive the curriculum). For example, choose all the teachers in a particular subject area, or all first period teachers. Other options include your Prevention Liaison, Peer Counseling Coordinator, parent volunteers, School Counselors, or Peer Counseling students. Each lesson in this toolkit is very scripted and self-explanatory, but if you would like train the trainer assistance, speak to your Prevention Liaison or contact us at 754-321-1655.
- **Post announcements to create interest**: Post announcements and videos on your school's website and in the newsletter - "Think B4U Post is coming!"
- **Set up a Think B4U Post Internet Safety Parent Night**: This event can be held before, during or after curriculum implementation. Plan a night filled with internet safety education and send out the editable Think B4U Post Flyer. Include your students in the event as much as possible – either through art projects, as assistant presenters, or to train younger students on internet safety.
- **Secure and display the Think B4U Post posters**: Access the posters through your school's Prevention Liaison, our department, or print them from the Logo & Posters folder in SharePoint. Use these marketing tools to pique interest, begin the messaging process, and reward participation. Each poster reinforces that days/week's topic regarding healthy and safe attitudes and behaviors online. You might also want to look into the purchase of other Think B4U Post marketing materials (pens, thumb rings, etc.) with the assistance of community partners or parent clubs.
- **Peer-to-peer (P2P) Component**: Access already existing pro-social clubs and determine their interest in creating a pro-social grass roots movement with the Think B4U Post P2P Ambassadors. Grass roots movements with students greatly increases the "cool factor" of behaving in a kind and responsible manner online for Tier 1 prevention and can act as conflict mediators for Tier 2 intervention.

During Implementation

- **Schoolwide kick-off assembly**: Use the grade level kick-off assembly PowerPoint prior to providing the face-to-face classroom lessons. Have all students attend to lay the foundation for the initiative you have planned. It creates a common language and vision by introducing the subjects to be taught in the classrooms.

- **Morning Announcements**: Utilize the morning announcement script and public service announcement (PSA) videos each day to reinforce that week's topic. Utilize students to help create supporting messages or videos with pro-social messaging.
- **Classroom lessons**: Schoolwide, each student will receive 3 lessons per week on each of the 5 subject areas. Schools have scheduling flexibility, but for this example:
  1. Week 1 will be Posting for a Brighter Future (posts impacting future/jobs/colleges) and its 3 lessons will be taught during 1st period to all students Monday, Wednesday and Friday.
  2. Week 2 will be Posts Are Forever (potential embarrassment of posts) and its 3 lessons will be taught during 1st period to all students Monday, Wednesday and Friday.
  3. Week 3 (ideally during Digital Citizenship Week) will Keeping It Private (protecting personal information for safety). Have students voluntarily take the Digital Citizenship Week pledge and teach the lessons during 1st period to all students Monday, Wednesday and Friday.
  4. Week 4, October 22-28 will be Potential Consequences of Posts (plagiarism, suspension, criminal charges) and its 3 lessons will be taught during 1st period to all students Monday, Wednesday and Friday.
  5. Week 5 will be Using Our Posting Power for Good (cyberbullying) and its 3 lessons will be taught during 1st period to all students Monday, Wednesday and Friday.
- **Peer-to-peer (P2P) Component**: Consistently use your P2P Ambassadors to provide both Tier 1 and Tier 2 prevention and intervention components.
- **Parent Support Take Home Messages**: Send home via email, homework or robo-call supporting information on that week's topic along with suggested at home activities and parent tips on internet safety from each lesson.

After Implementation

- **Assess implementation:** Meet with your implementation team – making sure to include both staff and students in your assessments. Evaluate both the planning and implementation of the Think B4U Post Program. What worked and what can be improved for next year's initiative? Examine any data collected.
- **Booster lessons**: Reinforce the Think B4U Post messaging months and/or a year after implementation with booster lessons. Ideally during Digital Citizenship Week.
- **Peer-to-peer (P2P) Component**: This pro-social club of internet safety advocates will continue to be used to promote pro-social messaging of kind and responsible online behavior.

PEER-TO-PEER (P2P) COMPONENT

Peers have the power to greatly influence online behaviors. Access the Think B4U Post Peer-to-Peer tools to effectively create and use a P2P component in your Think B4U Post implementation. P2P pro-social ambassadors can provide effective Tier 1 and Tier 2 prevention and intervention.

- Tier 1: Student leaders set the norm that the majority of students will follow. Have them create a grass roots movement with a P2P component in your Think B4U Post implementation. It will greatly increase the odds your students are inspired to be digital citizens who practice safe and respectful online communications. Additionally, having a pro-social club expands the longevity of the Think B4U Post initiative and enables schools to easily reinforce the messages annually. Successful peer incorporation can consist of them hosting kick-off events, pro-social social media and poster campaigns, as well as teaching peer-to-peer lessons in the classroom.

- Ensure your P2P students use the PCN data to create pro-social research-based messaging to market their efforts and move behavior. For example, “MOST students have NOT been cyberbullied and would help those who were”.

- Tier 2: Much of the online student conflict and abuse can be mitigated with bystander activation or peer counseling or mediation. Who knows what drama is going on behind the scenes more than students? Let your students be activists for good who can teach their peers the essential life skills of anger and conflict management. Peer counseling and mediation is not to be used with cyberbullying, but conflict.

To create a P2P component, use already existing pro-social clubs, your Peer Counseling students, or form a new group of students made up of both traditional and non-traditional leaders. This group will act as your Think B4U Post P2P Ambassadors.

As a base for your efforts, use the “NetSmartz Student Project Kit”. This kit is designed for educators and other adult advisors to use with middle and high school students. It can be used in the classroom as part of an online safety curriculum, to help students fulfill school community service hours, or as a youth group service project. The “NetSmartz Student Project Kit” empowers middle and high school students to educate their peers and younger students about online safety and digital citizenship. The kit puts students in the driver’s seat and allows them to engage with peers as the Internet safety “experts”. The kit has suggestions for all the 5 subject areas within the Think B4U Post Program. It encourages students to influence peers about online safety issues through either presentations, skits, or leading a classroom activity. The internet safety activities and project ideas can be used with students in grades K-12. This kit can be supplemented with videos and suggestions for the movement with “Bystander Revolution The Weekly Stand”.

Posting for a brighter future

We know posts can impact our future, that's why ours reflect positively on us

SUBJECT AREA 1: POSTING FOR A BRIGHTER FUTURE

Subject Area 1: Lessons SharePoint Link

All Think B4U Post Resources

This subject area, Posting for a Brighter Future, focuses on the permanency of posts and how what we post today can impact our future with such things as jobs and college admission. In today's world, what we post online is not private. Parents, teachers, coaches, employers, and colleges often go online to find out about us – whether from our profile or from someone we know. People have lost and won jobs, college admission offers, and scholarships because of information posted online. We want our students to remember to Think B4U Post, because what they post online is forever and for everyone to see. If they post wisely, they can create the brighter future they want.

When considering how many of the lessons in this subject area to teach, consider adequate program dosage is key to effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided, but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Using accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students' attitudes and behaviors. Don't make the common mistake of relying solely on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, students may discount the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative PCN/social norms to mimic. For this topic area, key messages to use are:

- Most students don't drink alcohol or do drugs, so most are not posting things online that will get them fired or excluded from universities or scholarships. Unfortunately, if they think the norm is to drink alcohol or do drugs, they may post inappropriate content to fit in. For example, only 20% of BCPS students believe 80% of students don't drink alcohol, but in reality, 94% of students didn't drink in the last 30 days (BCPS 2021 Customer Survey). So many more students aren't drinking than students believe.
- The data also shows that 96% of BCPS students haven't used an electronic vapor product during the past 30 days.
- Most students are doing things in their real life that would be attractive to colleges and employers. If posted wisely, they can increase their chances of being accepted.
- This unit is not about being perfect online, but setting oneself up for success. It's about being real and respectful while recognizing that once something is posted, it can never be taken back.

GRADES K-2 LESSONS

Subject Area 1, K-2 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, Digital Trails:** Does what you do online always stay online? Students learn that the information they share online leaves a digital footprint or "trail." Depending on how they manage it, this trail can be big or small, and harmful or helpful. Students compare different trails and think critically about what kinds of information they want to leave behind.
- **Lesson 2, Meet Feet of Digital Citizens:** In this short digital citizenship lesson, students will meet Feet, one of the six Digital Citizen characters. Feet explores the meaning of digital footprints and why it's important to watch where we "step," being careful about what we share.
- **Lesson 3, We the Digital Citizens:** Students explore the amazing possibilities that come with using technology. They'll also learn from the Digital Citizens, who take a pledge to be safe, responsible, and respectful when traveling through the online world.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Conversation Starters Digital Relationships (English, Spanish)
  - Family Tip Sheets: Privacy & Digital Footprints K-5, Privacy & Digital Life K-5, Self-Expression & Identity, Family Tips Help Kids Balance Their Media Lives (English, Spanish, More Languages), Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - How To Create A Great Environment to Talk
  - Parent Set Up Safe Checklist
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- Heads Up Stop Think Connect (English, Spanish)
- Mind What You Do Online
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Meet Arms of the Digital Citizens: In this short, introductory digital citizenship lesson, students will meet Arms, one of the six Digital Citizen characters. Arms explores the meaning of media balance and why it's important to balance our time online so that we have time to do all that we love.

GRADES 3-5 LESSONS

Subject Area 1, 3-5 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, This Is Me:** From selfies to social media, many of us create unique online identities for ourselves, and our students are no different. But do kids always understand how others might perceive what they post? Help your students think critically about the online identities they're creating.
- **Lesson 2, Our Online Tracks:** Your digital footprint can affect your online reputation for a long time. But kids don't always realize that digital footprints aren't just a personal matter. Show your students how they can contribute to a positive digital reputation, both for themselves and for others.
- **Lesson 3, Super Digital Citizen:** Students explore what it means to be responsible and respectful to their offline and online communities as a step toward learning how to be good digital citizens. They create digital superheroes who exhibit exemplary attributes and are able to solve digital dilemmas in a responsible way.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheets: Privacy & Digital Footprints K-5, Privacy & Digital Life K-5, Self-Expression & Identity
  - Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - How To Create A Great Environment to Talk
  - Parent Set Up Safe Checklist
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- Heads Up Stop Think Connect (English, Spanish)
- Mind What You Do Online
- Tips for Tweens Netsmartz
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Picture Perfect: Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products. After learning that photos can be transformed on the computer, students first discuss how photo alteration can be both creative and, at times, deceptive. They then watch a short video that shows the evolution of a makeup-free model into a digitally enhanced billboard ad. Finally, students work in groups to analyze the messages on two magazine covers featuring digitally altered photographs.

GRADES 6-8 LESSONS

Subject Area 1, 6-8 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, Who Are You Online?:** What does it actually mean to "be yourself" or to be “real”? Those are deep thoughts for any middle schooler. For kids today, these questions matter online, too. Help your students explore why some people create different or alternate personas for themselves online and on social media.
- **Lesson 2, The Power of Digital Footprints:** Our digital footprints can impact our future. What others find about us online shapes how they see us or feel about us. Help your students learn about their digital footprint and the steps they can take to shape what others find and see about them online.
- **Lesson 3, Social Media and Digital Footprints: Our Responsibilities:** Social media can be a place to connect, learn, and, most of all, share. But how much do kids know about what they're sharing -- and not just about themselves but each other? Help students think critically about their digital footprints on social media.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheet: Privacy & Digital Footprints, Self-Expression & Identity, Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - And more

Student Support Pamphlets

- Heads Up Stop Think Connect (English, Spanish)
- And more

Suggested Homework Options

- Have students complete each lesson’s Family Activity and/or Conversation Starter sheets.
- Assign an essay from the perspective of a college counselor or parent about them. The essay is to be on how the counselor/parent views them after conducting a Web search and finding all their past posts. How would this information affect the counselor’s view for acceptance and scholarships? How would their parent feel about the child they see online versus the child they know at home?

Booster Lessons

- Ooops, I Broadcast It on the Internet: Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information. Students view the Eva’s Story video and discuss, roleplay, and offer solutions to an online privacy dilemma to demonstrate their understanding of the possible consequences of inappropriate oversharing.
- My Online self: After discussing their own unique identities, students investigate how these identities are expressed both online and offline. Students discover they have choices about how they present themselves to others on the Internet and explore different aspects of who they are by playing the “Three Facts, One Fiction” game. Then they watch the Self-Expression and Identity Student Intro video and discuss how online/offline personalities can be similar/different.
- Trillion Dollar Footprint: Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. Students then learn how to take control of it.
- Which Me Should I Be?: Students learn that presenting themselves in different ways online carries both benefits and risks. Students watch the video, Henry’s Story – Creating Online Identities, and discuss their responses to the different ways Henry presents himself to others on the Internet. Students complete the Take a Stand Student Handout, where they explore the ethics of exaggerating, deceiving, or adopting a different identity online.

GRADES 9-12 LESSONS

Subject Area 1, 9-12 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, Curated Lives:** Social media gives us a chance to choose how we present ourselves to the world. We can snap and share a pic in the moment or carefully stage photos and select only the ones we think are best. When students reflect on these choices, they can better understand the self they are presenting and the self they aim to be.
- **Lesson 2, Who's Looking at Your Digital Footprint?:** Our digital footprints can have a powerful impact on our future. This can be a scary thought, given that what's in our digital footprint isn't always in our control. Teach students that digital footprints are an opportunity to showcase their best selves and craft a footprint that leads to future success.
- **Lesson 3, The Change You Want to See:** Research shows that happiness in life is less about what you do and more about why you do it. When your actions have purpose, they lead to positive results -- both for you and the world. Help students use the power of the internet to turn their personal passions into positive impact.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheet: Privacy & Digital Footprints, Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Parent Set Up Safe Checklist
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- Heads Up Stop Think Connect (English, Spanish)
- Should I Share Poster
- Social Media Safety for Teens
- Tips for Teens Netsmartz
- And more

Suggested Homework Options

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Assign an essay from the perspective of a college counselor about them. The focus of the essay is on how the counselor views them after conducting a Web search with their name. Discuss what information the counselor found and how this information effects whether the counselor views the student positively or not for acceptance and scholarships.
- A possible modification for this exercise for younger students, is to have them write an essay from the perspective their parent(s)/guardian about what the parent found after viewing all their text messages and anything they or their friends have written on their social media. It is to be written with the assumption that the parent found all their online items and this is their parent's reaction about the child they see online versus the child they know at home. How does it make them feel? Change their views?

Booster Lessons

- Protecting Online Reputations: Tagging friends on social media is a great way to connect with others and capture memorable experiences. But what if they don't want to be tagged? Encourage your students to take responsibility for how they may affect the digital footprints of others.
- College Bound: Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint. Using the Admissions Packet Student Handout, they view elements of two students' digital footprints and consider how the footprints might affect those students' admission to college. Students then discuss what kinds of information they would want included in their own digital footprints, and learn strategies for shaping a positive online presence.
- Posting Something You Regret: Students are introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information. Students view the Brittney's Story videos and discuss, roleplay, and offer solutions to an online privacy dilemma to demonstrate their understanding of the possible consequences of inappropriate oversharing.
- Abba's Story video with Discussion Questions explores having pride in your digital footprint.
- Private Today, Public Tomorrow: Students reflect on their responsibility to protect the privacy of others when posting information about them online. Students read a true story about the unintended consequences of sharing a compromising photo, and then they consider how this situation might be different if someone else shared the photo. Next, students brainstorm questions they should ask themselves before posting and tagging photos, videos, or any information about others online, and create a decision tree to guide them through future choices.

Our posts are forever, so we Think B4 we post and keep it private

SUBJECT AREA 2: POSTS ARE FOREVER

Subject Area 2: Lessons SharePoint Link
All Think B4U Post Resources

This subject area, Posts Are Forever, explores the potential pain and embarrassment caused by thoughtless online posts as they relate to relationships. For younger students, the lessons will explore different aspects of online relationships and safety (communication, gaming), while the older student lessons cover the sharing of more serious or mature content (personal pics, sexting).

Posting messages, pictures, and videos online is a fun way to keep in touch with friends and meet new people. However, it's like an electronic tattoo, what is posted online can quickly become public and is permanent. We want our students to recognize their reputation is at stake and thoughtless posts can damage themselves, their friends, and their families. Have students ask themselves before posting, "do I want my grandmother to see this text or picture?" Imagine the embarrassment when family and friends view a photo they thought was only going to be seen by their friend or romantic partner. What seems safe and private, is anything but and might even result in criminal charges. We want our students to remember, what they post online is forever and for everyone. If they don't want everyone to see it, don't let anyone see it. This lesson will help students Think B4U Post.

Adequate program dosage is key to any program's effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided, but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages
Using accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students' attitudes and behaviors. Don't make the common mistake of relying solely on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, students may discount the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative PCN/social norms to mimic. For this topic area, key messages to use are:

- Most students aren't having sex. According to the 2021 Youth Risk Behavior Survey, only 30% of high school students had ever had sexual intercourse and the percentage of female and male students who had ever had sex decreased from 2011 to 2021.
- Along the same lines, most youth do not sext.
- Sexting usually happens in the context of a relationship or goofing off, so it is important to acknowledge the many different ways youth might feel when they get a request to sext.
- The most important thing for students to learn is to not forward sexual pictures if they receive them – this changes online cruelty or rumor spreading behavior into criminal behavior. Sexting House Bill states: If a minor is found to have knowingly possessed or distributed minor pornographic images, they can receive the following consequences 1) first offense is non-criminal and they only get community service or a fine 2) second offense is a first-degree misdemeanor and 3) third offense is a third-degree felony. Notably, the child will not be found guilty if they did ALL of the three - didn't solicit it, didn't transmit it, and tried to report it.
- Most police intervention happens in cases of blackmail, bullying, or forwarding without permission.
- This unit's lessons aren't about being perfect online, they are about being real and respectful while recognizing once something is posted, it can never be taken back and lasts forever. So, be wise about what you post; it can hurt you and those people for whom you care.

GRADES K-2 LESSONS

Subject Area 2, K-2 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, Pause & Think Online:** From our head down to our toes, and our feet up to our nose, the Digital Citizens teach students how to be safe, responsible, and respectful online.
- **Lesson 2, Who Is in Your Online Community?:** We are all connected on the internet. By learning the Rings of Responsibility, students explore how the internet connects us to people in our community and throughout the world. Help your students think critically about the different ways they connect with others, both in person and online.
- **Lesson 3, Media Balance Is Important:** Students consider the feelings of themselves and others when making decisions about when, where, and how much to use technology.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheets: Privacy & Digital Footprints K-5, Privacy & Digital Life, Boys Girls & Media Messages, Digital Life K-5, Help Kids Make Friends and Interact Safely Online (English, Spanish), Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Parent Set Up Safe Checklist
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- Heads Up Stop Think Connect (English, Spanish)
- Mind What You Do Online

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.

GRADES 3-5 LESSONS

Subject Area 2, 3-5 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, Our Digital Citizenship Pledge:** Belonging to various communities is important for students' development. But some online communities can be healthier than others. Show your students how they can strengthen both online and in-person communities by creating norms that everyone pledges to uphold.
- **Lesson 2, Rings of Responsibility:** Students explore what it means to take on responsibilities in both their offline and online communities to learn how to be good digital citizens. Students sit in circles, which depict the Rings of Responsibility, in order to explore the responsibilities they have to themselves, friends and family, and larger communities, both offline and online.
- **Lesson 3, Private and Personal Information:** It's in our students' nature to share and connect with others. But sharing online comes with some risks. How can we help kids build strong, positive, and safe relationships online? Help your students learn the difference between what's personal and what's best left private.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheets: Privacy & Digital Footprints K-5, Help Kids Make Friends and Interact Safely Online (English, Spanish), Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages), Family Tips Boost Kids Safety Privacy Security (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Sexting Fact Sheet Educators Parents
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- Heads Up Stop Think Connect (English, Spanish)
- Mind What You Do Online
- Tips for Teens to Prevent Sexting
- Tips for Tweens Netsmartz
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Just Send It: This lesson is recommended for 5th grade and higher. Students follow the story of a girl pressured to send naked pictures (sexts) and explores the possible consequences of sending a sext, both emotionally and legally. It also gives advice on how to avoid sending a sext when asked.
- Keeping Games Fun and Friendly: Social interaction is part of what makes online gaming so popular and engaging for kids. Of course, online communication can come with some risks. Show your students how to keep their gaming experiences fun, healthy, and positive.

GRADES 6-8 LESSONS

Subject Area 2, 6-8 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, My Social Media Life:** For most middle schoolers, being on social media can mean connecting with friends, sharing pictures, and keeping up-to-date. But it can also mean big-time distractions, social pressures, and more. Help students navigate the different feelings they may already be experiencing on social media.
- **Lesson 2, Sexting and Relationships:** It's natural for teens to be curious about their emerging sexuality. But most middle schoolers aren't prepared for the risks of exploring this in the digital age. Help students think critically about self-disclosure in relationships and practice how they'd respond to a situation where sexting -- or a request for sexting -- might happen.
- **Lesson 3, Chatting Safely Online:** Games, social media, and other online spaces give kids opportunities to meet and chat with others outside the confines of their real-life communities. But how well do kids actually know the people they're meeting and interacting with? Help students consider whom they're talking to and the types of information they're sharing online.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheets: Boys Girls & Media Messages, Help Kids Make Friends Interact Safely Online (English, Spanish, More Languages), Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Sexting Fact Sheet Educators Parents
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- Heads Up Stop Think Connect (English, Spanish)
- Should I Share Poster
- Tips for Tweens Netsmartz
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Just Send It: This lesson is recommended for 5th grade and higher. Students follow the story of a girl pressured to send a sext and explores the possible legal, social, and emotional consequences of sending a sext. It also teaches how to give advice to others to avoid sending a sext when asked.
- Photo Fate: This video with discussion guide assists trusted adults in opening the door for age-appropriate and respectful conversations, specifically about the topic of sexting, an increasing trend in reports to school officials and law enforcement agencies.
- Top Secret Lesson Plan: Students explore how they can protect their privacy online and respect the privacy of others. Students play Top Secret, an interactive narrated tutorial about privacy. In this interactive lesson, students follow the story of two young people, Chris and Mariah, as they deal with ethical and practical issues, both online and offline, related to sharing information online. At various points in the story, students decide what the characters should do next, or evaluate actions the characters have taken. Students then receive feedback based on the choices they make and discuss the main points of the tutorial as a group.

GRADES 9-12 LESSONS

Subject Area 2, 9-12 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, Overexposed Sexting & Relationships:** Students explore the risks and responsibilities of carrying out romantic relationships in the digital world. They watch a video about a girl who sent a "sext" message to her boyfriend, which he then shared with others. After discussing the video, students create an ending to a story about a girl who is pressured to "sext." They brainstorm ways to avoid sexting and to use digital technologies responsibly in romantic relationships.
- **Lesson 2, There's No Excuse, Confronting Moral Disengagement in Sexting:** Students learn about the "sneaky excuses" that can convince us to do things that we know are wrong. After learning about the different types of these excuses, students watch and discuss a series of videos in which the excuses are used to justify forwarding sexts without the original sender's consent. Finally, students create their own videos in which the excuses used to justify sharing sexts with other people are illustrated and most importantly, countered.
- **Lesson 3, Online Relationships Respect & Consent:** Students use mind maps to explore concepts of "respect" and "consent" in an online context. They consider a wide range of scenarios that shed light on different aspects of consent relating to digital media and draw on those to create a detailed definition. Finally, students create an "explainer" video in which they illustrate one of the aspects of consent. If the video suggestion in the lesson, "Tea Consent", is too mature for your students, another video option is "Choose What Happens Next" followed by "Your Photo Fate."

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheet Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Sexting Fact Sheet Educators Parents
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- Heads Up Stop Think Connect (English, Spanish)
- Sexting Advice for Teens
- Should I Share Poster
- Tips for Teens to Prevent Sexting
- And more

Suggested Homework

- Students will write an essay, within it they will:
  - Define underage sexting and analyze its potential risks and consequences.
  - Evaluate and reflect on the legal and emotional consequences of minor sexting and whether they think the current punishments are appropriate for teens who sext with other teens.

Booster Lessons

- Delete Day: We all love technology and use it to share what is happening in our lives, but sometimes our posts can have unforeseen consequences. Posting without thinking can negatively affect our relationships today and our ability to get into colleges or jobs tomorrow. "Delete Day – Take Your Future into Your Own Hands" is an opportunity for each of us to take the time to examine and modify aspects of our online lives that might harm us or others.

Keeping It Private

People online are phishing for our personal information, so we keep ours private

SUBJECT AREA 3: KEEPING IT PRIVATE

Subject Area 3: Lessons SharePoint Link
All Think B4U Post Resources

This subject area, Keeping It Private, teaches the importance of keeping personal information private to remain safe from online dangers such as phishing, identity theft, and sexual predators. It emphasizes that there is very little, if any, privacy online. Once you expose yourself to someone on the internet – you may have exposed yourself to everyone on the internet. Opportunistic online phishers can steal your info for financial gain, trolls can trick you in order to embarrass you, and sexual predators can show you more than you bargain for. We want our students to remember, what they post online is forever and for everyone. If they don't want everyone to see it, they need to keep it private.

Adequate program dosage is key to any program's effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided, but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages
Using accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students' attitudes and behaviors. Don't make the common mistake of relying solely on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, students may discount the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative PCN/social norms to mimic. Fact based messages regarding privacy, sexual solicitations and internet predators to share and repeatedly emphasize are:

- Internet predator cases are rare. It is a mistake to portray internet predators as older men who prey on young children by deceiving them. Research has identified that the overwhelming dynamic in internet predator cases, was teenage victims who knowingly went to meet persons who were older and interested in sexual relationships. The youth characterized their relationship as romantic, were flattered by the attention, and felt close to the adult. Recognize this dynamic may make it even harder for youth to tell an adult when the relationship turns dangerous. Keep in mind though, these internet predator cases of youth meeting adults online, forming a romantic attachment, and meeting them in person is still extremely rare.*
- What IS a much more common experience, is receiving unwanted sexual requests or questions online from either peers or unknown persons. There is a difference between unwanted sexual requests and internet predators.
- We want to teach there are a number of different options for responding to sexual solicitation based on these differences (i.e. – it's a stranger versus a peer).
- Sexual assault of youth by someone you know in person is a much greater risk than "online predators".
- Keep in mind and acknowledge that there are many reasons why it may be hard to tell an adult, so this is not a solution message upon which to rely solely.
- We are still learning about what online behaviors are risky. Even adults are scammed every day, so if a student falls victim they are not to be blamed, but supported and educated. Solely using admonitions like "don't share personal information online" suggests this simple (and almost impossible to follow) advice will keep youth safe from something as complex and risky as a youth becoming romantically involved with older adults or being tricked by professional online scammers.

GRADES K-2 LESSONS

Subject Area 3, K-2 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1 consists of two lessons to be provided in order:**
  1. **Meet Guts of the Digital Citizens:** In this short, introductory digital citizenship lesson, students will meet Guts, one of the six Digital Citizen characters. Guts explores what it means to be safe on the internet, sharing three simple rules for doing so.
  2. **Safety in My Online Neighborhood:** The power of the internet allows students to experience and visit places they might not be able to see in person. But, just like traveling in the real world, it's important to be safe when traveling online. On this virtual field trip, kids can practice staying safe on online adventures.
- **Lesson 2, Internet Traffic Light:** Staying safe online is a lot like staying safe in the real world. Using a fun traffic light activity, students learn how to identify "just right" content, giving them the green light to learn, play, and explore the internet safely.
- **Lesson 3, That's Private!:** Staying safe online is a lot like staying safe in the real world. By helping a Digital Citizen sign up for a new app, students learn about the kinds of information they should keep to themselves when they use the internet -- just as they would with a stranger in person.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tips Sheets: Boost Kids Safety Privacy Security (English, Spanish, More Languages), Help Spot Face News (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Cyber Security Made Clear
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- Heads Up Stop Think Connect (English, Spanish)
- Mind What You Do Online
- And more

Suggested Homework

- Have students complete each lesson’s Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Meet Head of the Digital Citizens: In this short, introductory digital citizenship lesson, students meet Head, one of the six Digital Citizen characters. Head introduces the topic of news and media literacy (in a kid-friendly way), and why it's important to be curious and ask questions, so that we can know what's true and what's unbelievable.

GRADES 3-5 LESSONS

Subject Area 3, 3-5 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, Password Power-Up**: Stronger, more secure online passwords are a good idea for everyone. But how can we help kids create better passwords and actually remember them? Use the tips in this lesson to help kids make passwords that are both secure and memorable.
- **Lesson 2, You've Won a Prize**: Students learn what spam is, the forms it takes, and then identify strategies for dealing with it. Students compare junk mail to spam, learn tips for handling spam safely, and then use those tips to answer questions on the Is It True? Student Handout about a boy who receives spam. Students finish by making their own songs about how to deal with spam.
- **Lesson 3, Smart Choices Online:** Students learn the tools they need to protect their privacy and interact safely online. They practice making Smart Choices regarding what information they give out, what sites they visit, with whom they interact, and how they present themselves socially. Students will use strategies to maintain their privacy online and avoid potentially dangerous situations. As time permits, they will also practice refusal skills for inappropriate online requests.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tips Boost Kids Safety Privacy Security (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - And more

Student Support Pamphlets

- Heads Up Stop Think Connect (English, Spanish)
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons:

- Digital Friendships: Kids make friends everywhere they go -- including online. But are all of these friendships the same? How can kids start online friendships and also learn ways to stay safe? Help your students understand both the benefits and the risks of online-only friendships.
- Privacy Rules Lesson Plan: Students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval. Students discuss a scenario in which their private information is shared without their permission.
- Talking Safely Online: Students learn that, while people can develop rewarding friendships online, they should be cautious with online-only friends and never reveal private information without asking a parent or trusted adult for permission. They discuss the difference between online and in-person friendships, explore an online chat scenario, and complete and sign a checklist for safe online chatting.
- You Won't Believe This!: The internet is full of catchy headlines and outrageous images, all to make us curious and get our attention. But kids don't usually realize -what you click on isn't always what you get. Show your students the best ways to avoid clickbait online.

GRADES 6-8 LESSONS

Subject Area 3, 6-8 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, Don't Feed the Fish:** Internet scams are part of being online today, but many students might not be aware of them. How do we help our students avoid being tricked into clicking malicious links or giving out private information? Use this lesson to help kids avoid online identity theft and phishing schemes.
- **Lesson 2, Big, Big Data:** Every time we go online, we're giving away information about ourselves. But just how much data are companies collecting from us? Hint: It's probably a lot more than we realize. Show your students these three tips on how to limit the data that companies collect.
- **Lesson 3, Safe Online Talk**: While acknowledging the benefits of online talk and messaging, students consider scenarios in which they may feel uncomfortable, or may encounter inappropriate behavior on the Internet. Students first watch a short video in which teens share their rules of the road for connecting with others online. Through a guided class discussion, students then learn strategies for recognizing and responding to risky online interaction. Finally, students work in groups to rate the riskiness of several online scenarios.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tips Boost Kids Safety Privacy Security-English (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - And more

Student Support Pamphlets

- Heads Up Stop Think Connect (English, Spanish)
- Top 10 Tips Passwords
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Digital Life 101: Students are introduced to the 24/7, social nature of digital media and watch the video Digital Life 101 Animation. They learn that because media connects us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly.
- Secret Sharer: Students look beyond protecting their own privacy to respecting the privacy of others online. Students read and analyze case studies about students who have compromised the privacy of someone and then generate ways to protect other people's privacy online.
- Sextortion Lesson Plan & Discussion Guide: To decrease the likelihood of students falling victim to sextortion they will engage in a series of interactive and instructive processes to develop an understanding of the increasingly common crime of sextortion.
- Being Aware of What You Share: Youth share a lot of information whenever they go online -- sometimes on purpose, sometimes not. But do they understand that online privacy isn't just what they say and post? Help your students learn about their digital footprints.
- Scams and Schemes: Students learn strategies for guarding against identity theft and scams that try to access their private information online.

GRADES 9-12 LESSONS

Subject Area 3, 9-12 Lessons SharePoint Link
All Think B4U Post Resources

- **Lesson 1, The Big Data Dilemma:** Many of us are aware that we're being tracked when we go online. It's one of the ways our favorite websites and apps know how to recommend content just for us. But how much information are companies actually collecting? And what are they doing with it? Digging into the details can help us make smart decisions about our online privacy and how to protect it.
- **Lesson 2, Chatting and Red Flags:** Having conversations online, without nonverbal cues or being able to see people, can be awkward and sometimes even risky -- with drawbacks from simple misunderstandings to manipulation or inappropriate messages. Help students navigate and avoid these situations before they go too far.
- **Lesson 3, Sextortion:** Students will be able to define sextortion, identify, and recall very serious similar behaviors based on Florida laws. Students will be able to identify coercive behaviors, associated impacts, and how to respond safely to sextortion and coercion.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Activity: Privacy & Security (English, Spanish), Family Activity Relationships & Communication (English, Spanish)
  - Family Tip Sheets: Boys Girls & Media Messages, Boost Kids Safety Privacy Security (English, Spanish, More Languages), Help Kids Make Friends Interact Safely Online (English, Spanish, More Languages), Help Kids Post Comment Upload Responsibly (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Cyber Security Made Clear
  - Seven Steps to Good Digital Parenting
  - And more

Student Support Pamphlets

- Heads Up Stop Think Connect (English, Spanish)
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Does It Matter Who Has Your Data: Students consider the ways websites and companies collect data online and utilize it to personalize content for their users, as well as consider companies' motives in doing so. Students then break into small groups and, using the Same Search Student Handout, examine the fictionalized Web results of two people with different demographic backgrounds who search on the same topic.
- Risk Check for New Tech: New tech, like location services and smart devices, helps make our lives easier and opens opportunities that didn't exist before. This lesson helps students consider the benefits and drawbacks of these new technologies.
- Digital Life 102: Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape. Students watch the video Digital Life 101 Animation, and make similes about their digital lives and learn that because media connect us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly.

We know posts can have consequences, that's why we Think B4 we post
think
B4U
POST

SUBJECT AREA 4: POTENTIAL CONSEQUENCES OF POSTS

Subject Area 4: Lessons SharePoint Link

All Think B4U Post Resources

This subject area helps students explore the Potential Consequences of Posts for inappropriate online behavior, whether at school and criminally. We want our students to recognize that their use of online content and posts may be used against them if they don't Think B4 they post. Everyone has disagreements, but if they post things at home that create a fight or disturbance at school, they can be disciplined for inciting a disturbance. If students don't think before they post or misuse online content, they can be charged with threats, destruction of property, piracy, video voyeurism, fraud, plagiarism, or copyright infringement.

Adequate program dosage is key to any program's effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided, but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Using accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students' attitudes and behaviors. Don't make the common mistake of relying solely on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative social norms to mimic. For this topic area, key messages to use are:

- Florida's Video Voyeurism Law, State Statute 810.145 states: Cell phones with cameras and/or video recording devices are not permitted to be used in locker rooms, restrooms, or places where there is the "perception of privacy". If the image is then broadcast, even if person in the picture had his/her clothes on, it is a crime. A person who commits this crime can be charged with a misdemeanor of the first degree if they are under 19 years of age and a felony of the third degree if they are over 19.
- Copying and pasting material found online into schoolwork without citing it is plagiarism. Many do not understand illegally downloading and sharing music, movies, and software is a form of stealing called piracy. Teens need to be educated so they can follow the law and be respectful of other people's hard work. To help allow them the creativity and freedom of usage, they should also know their rights to fair use, which is a principle that allows people to use a small amount of copyrighted material without permission in certain situations, such as for schoolwork, criticizing or commenting on something, or parody.
- Digital media shouldn't be confused with a secret diary that can be hidden under a bed and destroyed someday. Online threats are taken seriously and receive consequences both at school and criminally. Even if deleted, police and prosecutors can retrieve texts and online posts. For example, a 16-year-old Colorado boy was arrested for juvenile possession of a firearm after police saw pictures he posted of himself posing with rifles and handguns.
- Most students engage in social media for fun and participate in challenges that are safe and often for a greater purpose – like the ice bucket challenge that was designed to raise money for research to cure amyotrophic lateral sclerosis (ALS). But dangerous challenges can result in harm to ourselves, others, property, and criminal charges.

GRADES K-2 LESSONS

Subject Area 4, K-2 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, Respect the Person:** Students learn the importance of attribution - getting credit for the work they do and giving credit to others for their creative work.
- **Lesson 2, It's Great to Create and Play Fair:** To promote creative expression and help students understand the creative process of sharing and inspiration. To help students be fair with creative work.
- **Lesson 3, Let's Give Credit:** With so much information at our fingertips, students learn what it means to "give credit" when using content they find online. Taking on the role of a detective, students learn why it's important to give credit and the right ways to do it when they use words, images, or ideas that belong to others.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Activity We the Digital Citizens (English, Spanish)
  - Family Tips Help Kids Spot Fake News K-5 (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Parent Set Up Safe Checklist
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- Mind What You Do Online

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Creativity and Sharing Fairly: To promote creative expression, help students understand ownership concepts associated with creative work and encourage students to think about how their work might be shared.

GRADES 3-5 LESSONS

Subject Area 4, 3-5 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, A Creator's Rights and Responsibilities:** Some students use the images they find online for school projects or just for fun. But they may not understand which images are OK to use and which ones aren't. Help your students learn about the rights and responsibilities they have when it comes to the images they create and use.
- **Lesson 2, Copyright in the Real World:** This lesson will help students understand how to interact with the creative work, learn how to identify copyrighted works, find creative work in the Creative Commons, and respect artists' rights as an important part of being an ethical digital citizen.
- **Lesson 3, Whose Is It, Anyway?:** Students learn that although the Internet makes it very easy, copying the work of others and presenting it as one's own is called plagiarism. They also learn about circumstances in which it is permissible to use the work of others. Students are first introduced to the feeling of having someone pretend to have written work they created. Then they judge whether or not different situations involving students and schoolwork are acceptable. Students are introduced to the proper ways to cite people's words and ideas from the Internet, including how to write a citation.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheets: Respecting Creative Work, Help Kids Spot Fake News K-5 (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - Parent Set Up Safe Checklist
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- 10 Things You Should Know about Copyright
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- How to Cite a Site: Students reflect on the importance of citing all sources when they do research. They then learn how to write citations for two different types of online sources in Modern Language Association (MLA) style, and practice doing so.
- Sharing Fairly: Students explore creative expression and learn the basic concepts of copyright and fair use.

GRADES 6-8 LESSONS

Subject Area 4, 6-8 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, Creativity in the Online World:** To help students identify and understand their roles as ethical creators and consumers online.
- **Lesson 2, Digital Drama Unplugged – Inciting A Disturbance:** Use the "Inciting A Disturbance Teacher Lesson Add In" sheet with this lesson to introduce this Code of Conduct violation to help your students connect the reality of online drama (conflict, name calling, etc.) to face-to-face in school conflict and consequences.
- **Lesson 3, I Think for Myself Social Media**: Every day our students are faced with large and small choices. Some even have the potential to be life altering. One continuous pressure for today's youth is to post electronically – whether it be social media challenges, intimate images, or abusive texts. If they fail to Think B4 they post, an impulsive choice could lead to serious consequences, harming both themselves and others. Use this lesson to teach your students to Think B4 they post by using the ICED decision-making process. This four-step strategy is easy to remember and can help them weigh their options anytime they have a choice to make or a problem to solve.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Activity Cyberbullying, Digital Drama & Hate Speech (English, Spanish)
  - Family Conversation Starter Social Awareness (English, Spanish)
  - Family Tips Sheets: Help Kids Fight Cyberbullying and other Mean Online Behaviors (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - And more

Student Support Pamphlets

- Getting the Goods Ethically
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- A Creator's Responsibilities: Students reflect on their responsibilities as creators and users of creative work.
- A Creator's Rights: Students are introduced to copyright, fair use, and the rights they have as creators.
- Acquiring Content Legally and Ethically: This lesson helps students identify and understand how to get media/content online in legal and ethical ways that promote good digital citizenship.
- Copyright in the Real World: This lesson promotes creative expression and gives students experience understanding copyright protections and consequences.
- The Four Factors of Fair Use: Kids can be voracious consumers and creators of media. It's easier than ever for them to find and share digital content online. But do middle schoolers know about concepts like fair use, copyright, and public domain? Give students a framework they can use to better understand how fair use works in the real world.

GRADES 9-12 LESSONS

Subject Area 4, 9-12 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, Copyrights and Wrongs:** Students explore the legal and ethical dimensions of respecting creative work. First, they learn a basic foundation of legal principles and vocabulary related to copyright. They understand how such factors as the rules of copyright law, the values and intent of the original creator, and the audience and purpose should affect their decisions about using the creative work of others. Using the Mad Men Student Handout, students then apply these principles to a simulation activity in which they act as advertising executives who have to choose a photo for an ad campaign.
- **Lesson 2, Rights, Remixes, and Respect:** Students reflect on the differences between taking inspiration from the creative work of others and appropriating that work without permission. They review their knowledge of copyright and fair use, while examining a case study involving the appropriation of music by a popular band. Students then form groups in which they role-play different stakeholders in the music industry, and then debate the ethical and legal issues involved in using other people's creative work in practices such as remixes and sampling.
- **Lesson 3, Ramon's Story – Inciting A Disturbance:** Use the "Inciting A Disturbance Teacher Lesson Add In" sheet with this lesson to introduce this Code of Conduct violation to help your students connect the reality of online drama (conflict, name calling, etc.) to face-to-face in school conflict and consequences. Students explore the relationship between their online and offline selves. They compare people to their online avatars, then talk about what it means to be "real" or "fake". They learn that assuming different personas online carries both benefits and risks. The lesson includes an optional video on the phenomenon of online disinhibition to further explain why people may behave differently in real life than online.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Tip Sheets: Plagiarism and Piracy, Online Self-Expression
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - And more

Student Support Pamphlets

- Getting the Goods Ethically
- And more

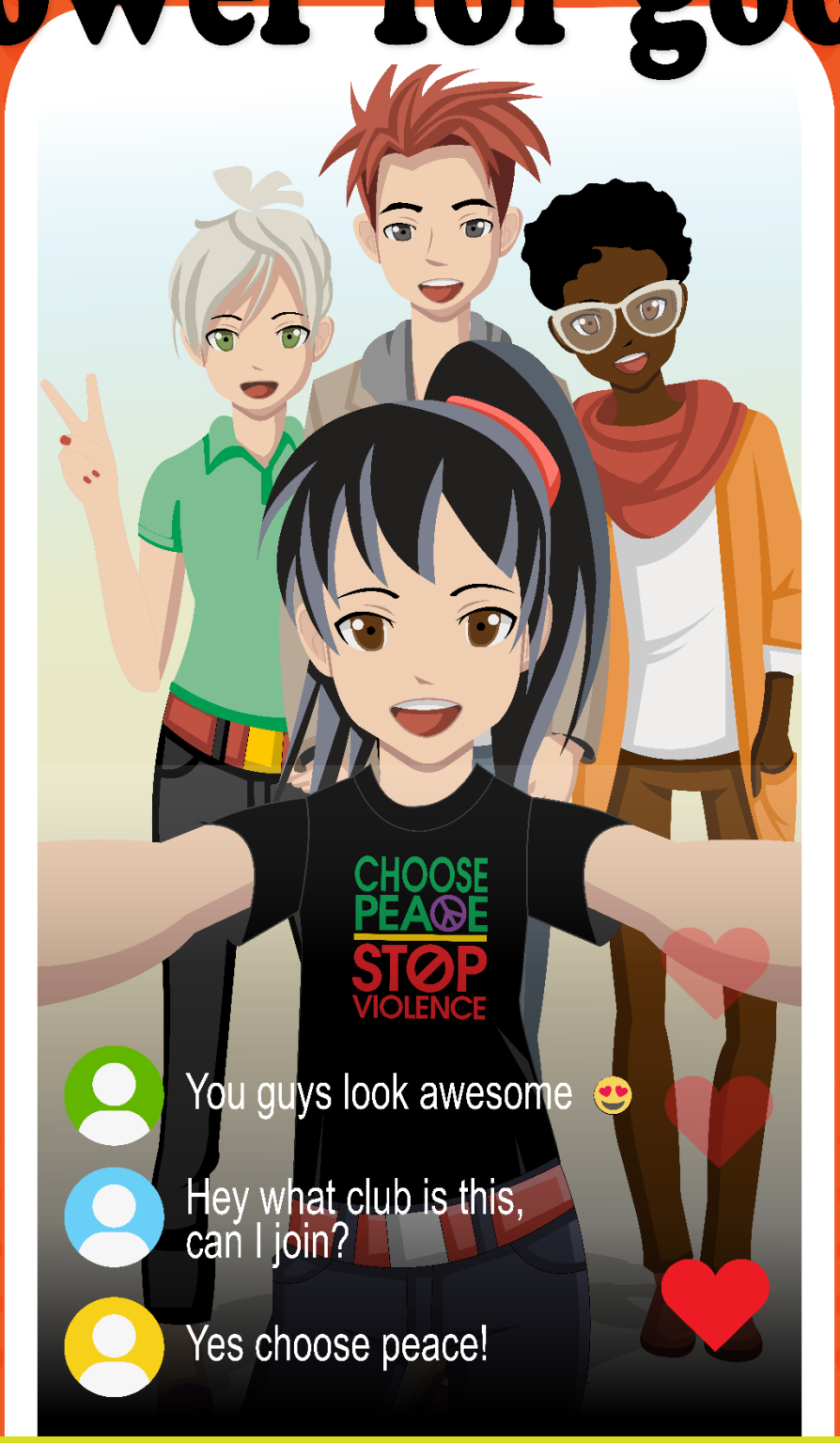
Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Creativity in the Online World: This lesson helps students understand their roles as ethical creators and consumers online and introduces the basic rights and limitations of copyright.
- I Think for Myself Social Media: Every day our students are faced with large and small choices. Some even have the potential to be life altering. One continuous pressure is to post, whether it be social media challenges, intimate images, or abusive texts. Use this lesson to teach your students to Think B4 they post by using the 4-step ICED decision-making process.

Using our posting power for good



think B4U POST

MOST students have NOT been cyberbullied and would help those who were

SUBJECT AREA 5: USING OUR POSTING POWER FOR GOOD

Subject Area 5: Lessons SharePoint Link

All Think B4U Post Resources

This subject area, Using Our Posting Power for Good, teaches the damage caused by cyberbullying and online harassment, while focusing on stopping it through bystander activation. This lesson will help students Think B4U Post or text to avoid engaging in cyberbullying. There is a particular emphasis on bystander activation, as that has been proven one of the most effective intervention tools. Work with your students to help create a climate where it's cool to be kind online.

Adequate program dosage is key to any program's effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided, but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Use accurate and effective research-based messaging to increase the likelihood that internet safety efforts are incorporated into students' attitudes and behaviors. Don't make the common mistake of relying solely on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative social norms to mimic. Fact based messages regarding cyberbullying and online harassment to share and repeatedly emphasize are:

- Traditional bullying and cyberbullying are closely related. Those who are bullied at school are bullied online and those who bully at school also bully online. Cyberbullying can be as damaging as face-to-face bullying and adolescent girls are just as likely, if not more likely, as boys to experience cyberbullying (as a victim and offender). Adolescents who are cyberbullied report increased depressive affect, anxiety, loneliness, suicidal behavior, and somatic symptoms. Perpetrators of cyberbullying are more likely to report increased substance use, aggression, and delinquent behaviors.
- Most youth do not engage in cyberbullying - some do, but most don't. Repeatedly emphasize this fact to help reduce the rates even more.
- In BCPS:
  - According to the 2019 Youth Risk Behavior Survey (YRBS):
    - From 2013 to 2019 there has been no statistically significant change in bullying, but there has been a significant increase in cyberbullying amongst Broward's middle school students.
    - Our high school cyberbullying rates are significantly lower than the nation. Approximately 3 students out of a class of 25 report being cyberbullied.
  - In the 2022 Climate Survey, 8 out of 10 elementary and 9 out of 10 secondary students stated they hadn't been cyberbullied this school year or in the last 12 months.
- Targets have a number of different options for handling online harassment. Share them so students have several tools in their toolbox to intervene appropriately based on their personality and the circumstances. Some online cyberbullying/harassment response options are:
  - Telling the person who is causing the problem to stop.

- Keeping a cyberbullying diary of what is happening. Take screenshots and save the posts to show someone if needed (police, parents, school).
- Ignoring or avoiding the person who is causing the problem; X out of the chat.
- Closing the social media account so you no longer have to see cruel posts and open a new one with permissions/access only given to trusted friends.
- Reaching out to friends for support. They can support you while online and at school and may be able to speak to the abuser about the impact their behavior is having.
- Reporting the abuser or abusive material to the social media site.
- Talking with a trusted adult in your family or at school about the problem.
- Reports can also be made using any of the multiple ways detailed on Broward County Public School's reporting webpage.

- Bystander activation is one of the most effective tools in bullying prevention and intervention. Teach the ways bystanders can intervene with cyberbullying – both directly and indirectly.

  Directly:

  - Stand up for others, counteract the negative comments with positive ones.
  - If you know the aggressor personally, consider discussing with them the harmful impact their words are having as well as how badly others may be viewing them due to their cruel posts.
  - Report the abuse using the reporting directions of the online service where the harassment occurred. Follow the instructions and provide evidence for the moderator to review.
  - Reach out to the person who is being harassed and ask if they are ok.
  - Offer help to report the incident or to enlist the support of a trusted adult.

  Indirectly:

  - Never forward the comments and immediately delete those you receive.
  - Refuse to add unkind messages to the conversation.
  - Use texting and social media in positive ways. As you post more and more positive information, others will follow your lead.
  - A lot of bullying happens offline too, and kind behavior works anywhere – let's increase the kindness by making it more "fun" to be kind than cruel. Say hi at school to the person being targeted or invite them to lunch.
- Adults may be helpful in many ways and students will often tell an adult. Make sure you and school staff have the tools you need to help and provide support and referral to services.

A note for Broward County educators: Online harassment or cyberbullying falls under Anti-Bullying Policy 5900. It is willful and repeated harm inflicted through the medium of electronic text or imaging and it may constitute a computer crime. If you see or have cyberbullying reported to you, you must report it electronically to your school's administrative Investigative Designee and/or principal.

GRADES K-2 LESSONS

Subject Area 5, K-2 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, Meet Heart of the Digital Citizens:** In this short, introductory digital citizenship lesson, students meet Heart, one of the six Digital Citizen characters. Heart explains the importance of being kind, and shares ways to show kindness to others, both online and in person.
- **Lesson 2, Meet Legs of the Digital Citizens**: In this short, introductory digital citizenship lesson, students meet Legs, one of the six Digital Citizen characters. Legs shares why it's important to stand up for the people we care about, explaining how we can do that online and in person.
- **Lesson 3, Putting a STOP to Online Meanness:** The internet is filled with all kinds of interesting people, but sometimes, some of them can be mean to each other. With this role play, help your students understand why it's often easier to be mean online than in person, and how to deal with online meanness when they see it.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Activity: We the Digital Citizens (English, Spanish)
  - Family Tips Sheets: Help Kids Make Friends Interact Safely Online (English, Spanish), Fight Cyberbullying and Mean Online Behavior Online (English, Spanish)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - What To Do If Your Child Is Cyberbullied
  - Tips for Parents when Your Child Cyberbullies Others
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Have students use what they have learned about cyberbullying and how to intervene as an upstander to create posters. The posters should be positive, uplifting, and encourage others to help and/or be kind online.

GRADES 3-5 LESSONS

Subject Area 5, 3-5 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, The Power of Words:** Students consider that while they are enjoying their favorite websites, they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and upsetting language online. Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids' game website, and explore both the similarities and differences between in-person versus online communication. Students then brainstorm ways to respond to cyberbullying.
- **Lesson 2, Is It Cyberbullying?:** Let's face it, some online spaces can be full of negative, rude, or downright mean behavior. But what counts as cyberbullying? Help your students learn what is and isn't cyberbullying, then give them the tools they'll need to combat the problem.
- **Lesson 3, Group Think:** Students identify actions that will make them upstanders in the face of cyberbullying. Students learn people their age sometimes think and behave differently in groups than they would if each person was alone. Students examine the role of a bystander versus an upstander in a group cyberbullying situation. They then try to understand the feelings of the target and develop a class pledge about what they will do if they witness cyberbullying.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Activity: Cyberbullying, Digital Drama & Hate Speech (English, Spanish)
  - Family Conversation Starter Social Awareness (English, Spanish)
  - Family Tips Sheets: Fight Cyberbullying and Mean Online Behavior Online (English, Spanish), Cyberbullying
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - What To Do If Your Child Is Cyberbullied
  - Tips for Parents when Your Child Cyberbullies Others
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- What to Do if Someone Is Mean to You Online
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster Lessons

- Keeping Games Fun and Friendly: Social interaction is part of what makes online gaming so popular and engaging for kids. Of course, online communication can come with some risks. Show your students how to keep their gaming experiences fun, healthy, and positive.
- Do the Digital Citizenship Week activity if not already completed.
- Have students use what they have learned about cyberbullying and how to intervene as an upstander to create posters for the hallways. The posters should be positive, uplifting, and encourage others to help and/or be kind online.

GRADES 6-8 LESSONS

Subject Area 5, 6-8 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, What Is Cyberbullying?:** Students learn the definition of cyberbullying, who the players are in the bullying triangle, how choices can have helpful or harmful results whether intended or not, as well as what they can do to use their posting power for good.
- **Lesson 2, Cyberbullying Crossing the Line:** Students learn to distinguish good-natured teasing from cyberbullying. Students learn about the serious forms of cyberbullying such as harassment, deception, "flaming", and threats to safety.
- **Lesson 3, Upstanders and Allies: Taking Action Against Cyberbullying:** When cyberbullying happens, everyone involved brings their own perspective to the situation. Help students learn how to consider others' feelings, and how to be a cyberbullying upstander.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Activity: Cyberbullying, Digital Drama & Hate Speech (English, Spanish)
  - Family Tips Sheets: Fight Cyberbullying and Mean Online Behavior Online (English, Spanish), Cyberbullying Middle High
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - What To Do If Your Child Is Cyberbullied
  - And more

Student Support Pamphlets

- All Digital Citizens Poster
- What to Do if Someone Is Mean to You Online
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster lessons:

- Bystander Revolution: Have students read the We Are All Bystanders Article and then read and review the videos on Bystander Revolution The Weekly Stand. Have students choose one video that most inspires them to take the power out of bullying/cyberbullying. Each student should be prepared to explain why and how he/she will incorporate this behavior into his/her efforts as a bystander to reduce and prevent bullying/cyberbullying.
- Provide the Word Scramble, Crossword Puzzle, or Word Find to students. If needed, have students watch the What Is Cyberbullying Video to refresh their memory on cyberbullying.
- Create a tri-fold brochure or poster on cyberbullying. Have students first read the Cyberbullying Prevention Guide for MS HS Students and take notes about cyberbullying and how to handle it effectively. Then working individually or in small groups, have them develop a cyberbullying brochure or poster. Display the posters in the hallways. For brochures, as a class, take the best elements of all the groups' brochures and develop a class brochure to be posted around the school. Within the brochure, make sure students include the following 4 elements:
  1. A catchy anti-cyberbullying brochure title or slogan.
  2. The facts about what cyberbullying is.
  3. The different forms cyberbullying can take.
  4. Steps for dealing with cyberbullying, including going to a trusted adult for help.

GRADES 9-12 LESSONS

Subject Area 5, 9-12 Lessons SharePoint Link

All Think B4U Post Resources

- **Lesson 1, What You Send in "That Moment When ...":** We've all faced thorny situations where what we say or do could potentially harm or hurt someone. Being honest is important, but is there such a thing as being too honest? Sometimes, innocent -- but insensitive -- comments or actions can easily escalate to digital drama or even cyberbullying. Help students recognize and navigate these types of situations that happen online.
- **Lesson 2, Online Disinhibition and Cyberbullying:** Texting and chatting online can sometimes feel just like talking to someone in person, but it's pretty different. It's all because of something called the "online disinhibition effect," which makes us more likely to share or communicate differently from how we would in person. Help your students learn to consider this concept before they post and stop digital drama and cyberbullying before they start.
- **Lesson 3, How To Be A Cyberbullying Upstander:** Students learn the definition of cyberbullying, understand the role of the bystander within the bullying triangle, and identify appropriate ways to intervene with cyberbullying so they can move from being a bystander to an upstander.

Parent Support Pamphlets/Take Home Messages

- Take homes from the lessons:
  - Family Activity: Cyberbullying, Digital Drama & Hate Speech (English, Spanish)
  - Family Tips Sheets: Help Kids Fight Cyberbullying and Mean Online Behavior Online (English, Spanish, More Languages)
- Additional topic area parent pamphlets:
  - Chatting with Kids about Being Online (English, Spanish)
  - Family Media Agreements and Digital Contracts
  - What To Do If Your Child Is Cyberbullied
  - And more

Student Support Pamphlets

- 10 Tips for Bystanders Standing Up to Cyberbullying
- 10 Tips for Teens Responding to Cyberbullying
- And more

Suggested Homework

- Have students complete each lesson's Family Activity and/or Conversation Starter sheets.
- Booster lessons can be adapted to serve as homework.

Booster lessons:

- Bystander Revolution: Have students read the We Are All Bystanders Article and then read and review the videos on Bystander Revolution The Weekly Stand. Have students choose one video that most inspires them to take the power out of bullying/cyberbullying. Each student should be prepared to explain why and how he/she will incorporate this behavior into his/her efforts as a bystander to reduce and prevent bullying/cyberbullying.
- Countering Hate Speech Online: As humans, we thrive on social connections and group associations. This tendency can lead us to be suspicious of people outside our perceived group. This fear, xenophobia, can be overcome by more exposure to people who are different from us.

However, the internet can often make this more difficult. Help students recognize this challenge and find strategies for navigating content online.

- My Online Code: Students discuss their understanding of ethical behavior and are introduced to the concept of online ethics. They analyze a mock social networking page based on these ethical considerations. Students then learn about digital citizenship and the different levels of online responsibility (to self, friends and family, and community).
- Provide the Word Scramble, Crossword Puzzle, or Word Find to students. If needed, have students watch the What Is Cyberbullying Video to refresh their memory on cyberbullying.
- Create a tri-fold brochure or poster on cyberbullying. Have students first read the Cyberbullying Prevention Guide for MS HS Students and take notes about cyberbullying and how to handle it effectively. Then working individually or in small groups, have them develop a cyberbullying brochure or poster. Display the posters in the hallways. For brochures, as a class, take the best elements of all the groups' brochures and develop a class brochure to be posted around the school. Within the brochure, make sure students include the following 4 elements:
  1. A catchy anti-cyberbullying brochure title or slogan.
  2. The facts about what cyberbullying is.
  3. The different forms cyberbullying can take.
  4. Steps for dealing with cyberbullying, including going to a trusted adult for help.

INTERNET SAFETY PROGRAMS & RESOURCES SOURCES & CITATIONS

This toolkit could not have been completed without the research and resources from the following:

- ****Evaluation of Internet Child Safety Materials Used by ICAC Task Forces in School and Community Settings, Final Report*** by Lisa M. Jones, Ph.D., Kimberly J. Mitchell, Ph.D., Wendy A. Walsh, Ph.D.
- **B4UClick:** B4UClick aims to create a way to educate, communicate, and provide a method of reporting online abuse to children and adolescents. In addition, B4UClick has supporting resources for parents, caregivers, teachers, and educators that meet government educational testing standards. Explore the online resources and reporting section to learn about internet safety and help your students learn to make smart, safe decisions when having fun online.
- **Bystander Revolution**
- **Canadian Centre for Child Protection:** Resources and campaigns such as Don't Get Sextorted to help protect children from sexual predators and sextortion.
- **Childnet International:** Joe's Story, Crossing The Line campaign.
- **Common Sense Education:** Common Sense Education's Digital Citizenship Program provides K-12 teachers with materials in multiple formats to fit seamlessly into the classroom: lesson plans by grade and subject, lessons available as PDFs, iBooks Textbooks, Nearpod, student-facing videos, interactive games, assessments, teacher-training and support materials, as well as family education materials across subjects. The curriculum empowers students to make safe, smart, and ethical decisions online while addressing real challenges for teachers and students such as: internet safety, privacy and security, relationships and communication, cyberbullying and digital drama, digital footprints and reputation, self-image and identity, information literacy, as well as creative credit and copyright. Also provides items specific to Digital Citizenship Week.
- **Copyright and Creativity**: Curricula, professional development, and other resources available to educate consumers about the importance of copyright and fair use protection and to help consumers find appropriate ways to enjoy digital content.
- **Cyberbullying Research Center**: Many tools, brochures, and research articles from Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.
- **Equity, Diversity, & School Climate Department**: All Think B4U Post components are available in the Resources SharePoint. To access additional resources go to SharePoint or website, BrowardPrevention.org. For further support or questions, please call 754-321-1655.
- **FightChildAbuse.org**: Resources for child abuse awareness and prevention. Short films produced by Barbara Sinatra Children's Center Foundation in collaboration with Wonder Media.
- **Federal Trade Commission**
- **iKeepSafe:** iKeepSafe's material is geared toward elementary, middle, and high school students and consists of books, videos, and animated films. Programs include Faux Paw the Techno Cat series for young children; a series of workshops on digital literacy developed with Google; and Project Pro, an interactive program focused on online reputation and privacy. All educational programming material is made available for free to educators and focuses on providing information about how to recognize and avoid inappropriate contact, content, and conduct online.
- **InCtrl**

- **i-SAFE:** This K-12 prevention program and curriculum was purchased a site license by BCPS, therefore BCPS staff has access to the curriculum from that time period within SharePoint. It focuses on seven areas: 1) cyber citizenship; 2) personal safety; 3) cyber-security; 4) cyber predators; 5) intellectual property; 6) digital literacy; and 7) outreach and empowerment.
- **KidsHealth**: Provides lessons for educators.
- **Shane Koyczan**: To This Day video, Troll video
- **Media Smarts**
- **MTV, A Thin Line**:
- **NBC Nightly News**
- **NetCetera:** The Net Cetera online toolkit offers free resources for teachers, parents and students which teach online safety. Resources include presentations to parents or teachers, student videos for the classroom, and free booklets for distribution.
- **Netsmartz:** Program curricula and materials designed to educate youth about potential internet risks and empower them to prevent online exploitation and victimization. Materials, developed for youth from elementary school through high school, are all available on their website for free. Power point presentations are available for use in assemblies, and over 25 individual "lessons" are also available that include short videos with "activity cards" to help shape the lesson.
- **Dr. Maureen O'Connor, JD, PhD, John Jay College of Criminal Justice**: Cyber stalking information.
- **Olweus Bullying Prevention Program**
- **Positive Community Norms**:
  - An Introduction to Positive Community Norms
  - Reducing Alcohol Use through Positive Community Norms
  - Promoting Positive Community Norms CDC
  - Positive Community Norms Fact Sheet
  - Defining Community Norms
  - The Montana Institute helps communities and organizations apply the Positive Community Norms approach to prevention, manage change and foster transformation, and grow healthy norms and positive protective factors.
  - The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, and Clinicians by Wesley Perkins (Jossey-Bass 2003)
  - Montana State University, The Positive Culture Framework.
- **SchoolClimate.org**
- **Sextortion:** If you believe you're a victim of sextortion or know someone else who is, call your local FBI office or toll-free at 1-800-CALL-FBI.
- **We Are Social:** Data from the GlobalWebIndex.
- **Web Wise Kids:** This national nonprofit organization specializes in interactive computerized games, training workshops, lesson, and more on internet safety. The games cover issues of piracy, e-fraud, online-romances, cyber-stalking, online predators, and identity theft. A newer program "It's Your Call" was designed to address cell phone safety. There is also a free game played through a cell phone application: "Be Seen" was developed to address responsible behavior on social networking sites.

APPENDICES

To access the Appendix resources below, click on the link.

A. Digital Citizenship Week
B. Event Flyer
C. Logo & Posters
D. Morning Announcements & Videos
E. Parent Letter
F. Parent Training
G. Program Overview Flyer
H. Staff Training
I. Student Kick-Off Assembly

Established 1915
BROWARD
County Public Schools