



OVERVIEW

Teens watch "Tracking Teresa," based on a true story of a girl who did not realize the possible consequences of giving out her personal information on the Internet. Teens discuss what happened to Teresa and learn how they can avoid similar situations by maintaining their privacy on the Internet.

PROGRAM GOAL

Enhance a teen's ability to recognize dangers on the Internet.

INTERNET SAFETY MESSAGE

I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/telephone number, or the name and location of my school without my parents' or guardian's permission.

MATERIALS

- "Tracking Teresa" vignette from the NetSmartz "I-360" program
- situation cards
- computer lab or computer connected to an LCD projector or television monitor
- large pieces of paper for each student group
- whiteboard/chalkboard

TIME

20 minutes
(excluding the situation cards)

ACTIVITIES

Write clues about a person in the group on the board or pieces of paper. Have the clues contain information such as hobbies, extracurricular involvement, number of siblings, favorite food, or other characteristics of that person. Make the first clue the most general, and have the clues become more specific as they are given. Cover all but the first couple of clues so the teenagers will only see those clues at the beginning of the activity. Once the activity begins, allow a couple of guesses before revealing another clue until the teenagers figure out whom the clues are describing. Emphasize how easy it was to figure out the person's identity based on the minimal information given.

Have the teens watch "Tracking Teresa."

Have each teen write down one guideline for Teresa that could help her avoid this type of situation in the future. In a large group or small groups, write a list of the suggestions on the board.

OPTIONAL: SITUATION CARDS

For additional reinforcement, you may use the situation cards as a group, in partnerships, or in small groups. Or you may use the cards on another day to review the concepts learned in this guide.

SITUATION 1:

Karli should first tell her parents or guardian. Together they should check with the newsgroup and see if they can remove her posting. If not, they should contact the newsgroup administrator, and ask the administrator to remove Karli's posting.

SUGGESTED SOLUTIONS

SITUATION 2:

Bryce should not use his first or last name in his E-mail address or screenname since these are obvious identifiers. He should not include his age or birth year either. He may wish to have a name associated with his love of baseball, but shouldn't include his team name or the school or city for which he plays, nor give any other clues about where he lives. He also might want to consider names that involve his interest in music as long as he doesn't include the name of his band or any other information that could enable someone he doesn't know to discover his identity.

SUGGESTED SOLUTIONS

SITUATION 3:

First of all, Rachel has no proof that Cristina is who she says she is. It is easy online to pretend to be a teenager even if in reality you are a middle-aged man. Rachel has good reasons to have her doubts. She should not meet Cristina and immediately tell her parents what has been going on.

SUGGESTED SOLUTIONS

SITUATION 4:

Jeremy should tell his parents about the situation. If they decide it is OK to try to meet, Jeremy's parents should call Thomas' parents. If the meeting still seems OK after that conversation, Jeremy's parents should go with Jeremy to meet Thomas and his parents in a public place such as a popular park. To avoid this type of situation in the future, Jeremy is better off meeting people to trade cards through organized events.

SUGGESTED SOLUTIONS

SITUATION 1:

Karli recently made a posting on a newsgroup that included her full name, telephone number, and E-mail address. After listening to the Internet safety lesson given by her teacher, she realizes that she probably doesn't want that information posted online.

What should she do?

SITUATION CARDS

SITUATION 2:

Bryce is opening a new E-mail account and trying to come up with his E-mail address. He is 17; plays on both the school and city baseball teams; plays drums in a band; and is a huge Yankees fan, especially since he lives in New York. What would be a good E-mail address for Bryce? What should he avoid including in his E-mail address or screenname?

Why?

SITUATION CARDS

SITUATION 3:

Rachel has had a really rough time this past year. It seems like no one is there for her anymore. Feeling lonely, Rachel has been spending a lot of time online. She met a girl named Cristina there. Rachel feels like she and Cristina have a lot in common. Cristina is always so sympathetic and a great listener. Just last night Cristina mentioned that she would be in Rachel's hometown in a week and suggested that they meet. Rachel thinks that would be a lot of fun. Why not finally meet this person she has gotten to know so well? Cristina trusts her — Cristina has told her everything from her shoe size to where she shops to her favorite music to where she lives and what her parents do for a living. Cristina doesn't understand why Rachel has to be so protective of her personal information. Rachel agrees to meet with Cristina, but now she is having doubts.

What should she do?

SITUATION CARDS

SITUATION 4:

Jeremy is a huge fan of baseball cards. Through a baseball-card site, he has become friends with another baseball-card fan named Thomas. Both Thomas and Jeremy live in the same city, and they decided online that they should meet in person so that, rather than having to type about their different card collections, they can compare and trade them in person. Jeremy knows that it is a bad idea to meet someone in person he only knows online, but he is certain Thomas is harmless.

What should he do?

SITUATION CARDS