

Defining Cyberharassment

Grade 7

Learning Goals

By the end of this lesson, students will be able to:

- apply interpersonal skills as they describe benefits and dangers, for themselves and others that are associated with the use of computers and other technologies, and identify protective responses; and
- apply critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents.

Facility

Classroom, Computer Lab

Equipment List

- Chart Paper
- Markers
-  [Student Resource: Code of Conduct](#)
-  [Student Resource: Cyber Organizer](#)
-  [Student Resource: Dealing with Cyberharassment](#)
-  [Student Resource: Internet Inventory](#)
-  [Teacher Resource: Place Mat Student Sample](#)
-  [Teacher Resource: Word Wall Student Sample](#)

Minds On

Using large group discussion, create a Mind Map with students reviewing the definition of harassment. Place the word “harassment” in the center of the Mind Map, and attach correct student ideas regarding the definition to the word.

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The *Ontario Curriculum, Health and Physical Education, Grades 1-8, revised (2015)* defines harassment as a form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

A&E - Minds On

Teacher observation of students demonstrated knowledge of the definition of harassment

Action

Place Mat

See Teacher Resource: Place Mat Student Sample for samples of the strategy.

In small groups, have each student respond to the following questions in their personal section of the chart paper:

- What is cyberharassment?
- What does it look like?

Have each group decide on one definition of cyberharassment and provide one or two examples in the middle of the chart paper. Have each group share their information with the class.

Clarify the definition before moving on to ensure all students start the unit with an accurate definition of cyberharassment.

Internet Language Introduction

Have each student individually complete Student Resource: Internet Inventory. Students will highlight or star any information that is personal and could reveal/communicate personal information about themselves to others.

Have students work with a partner or a small group and brainstorm some familiar terms that are used on the Internet, in chat rooms, on social media, or while direct messaging. Have them record the meanings and

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definitions and include these at the bottom of Student Resource: Internet Inventory in the box entitled Common Terms. Have each group share their list with the class and record the words on the board or chart paper.

Word Wall

See Teacher Resource: Word Wall Student Sample for sample of the strategy.

Working with a partner, have students brainstorm words they might be exposed to throughout the unit. Give an introduction to the language that students will be exposed to in this unit and compare it to the list the students came up with.

Think Pair Share

Provide each student with a copy of Student Resource: Dealing with Cyberharassment. Have each student indicate in order (1-10) the ways they would deal with being harassed on the Internet, in chat rooms, on social media, or while direct messaging.

Once completed, have students work with a partner and discuss and determine their top 3 ways to deal with cyberharassment.

Have each group choose the best way and explain why they believe this is the more appropriate way to deal with cyberharassment.

Have each group share with the class.

Consider recording the ways students chose to deal with cyberharassment and refer back to these after they play the Mirror Image game.

A&E - Action

Teacher observation of students demonstrated application of interpersonal skills as they describe benefits

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and dangers, for themselves and others, that are associated with the use of computers and other technologies and identify protective responses; and students' application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents using Student Resource: Dealing with Cyberharassment

Consolidation

Cyber Organizer Introduction

Give each student a copy of Student Resource: Cyber Organizer. This will be used throughout the unit. The organizer will be used to inform the content of their role play at the end of the unit.

Have them complete the following sections: "How would you deal with cyberharassment" and "Identify 3-5 ways to be safer on the Internet."

A&E - Consolidation

Teacher observation of students demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents using Student Resource: Cyber Organizer

Ideas for Extension

Have students read the first column of the Code of Conduct provided in Student Resource: Code of Conduct and discuss with a partner or small group what could be added to ensure the expectations and rules for using the Internet are reflected.

Students can also examine their school's Code of Conduct and make recommendations to the principal for items to be added to ensure students are safe on the Internet at school.

Lesson 1 of 5

30 minutes

Curriculum expectations: C1.1, C2.2, 1.3, 1.4, 1.5

Topics: Healthy Living

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Notes to Teacher

Students require strategies to be critical thinkers when on the Internet. This will allow them to identify what information can be accessed online and how to ensure that they are acting in a safe manner.

Students will be introduced to new technology related to information and Communication Technology. Students need to recognize that bullying, harassment and other inappropriate activities often happen on the Internet and there are consequences for these behaviours. This discussion should take place prior to the first lesson through a class discussion or small group activity.

Playing the Game

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Learning Goals

By the end of this lesson, students will be able to:

- apply interpersonal skills as they describe benefits and dangers, for themselves and others that are associated with the use of computers and other technologies, and identify protective responses; and
- apply critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents.

Facility

Classroom, Computer Lab

Equipment List

- Mirror Image game (loaded on a computer/on multiple computers)
-  [Student Resource: Cyber Organizer](#)
-  [Student Resource: Mirror Image Log Book](#)
-  [Teacher Resource: Introduction to the Game \(The Real Story\)](#)
-  [Teacher Resource: Mirror Image Log Book Answers](#)

Minds On

Before accessing the Mirror Image game, it is essential that the following introductory information about the game is shared with students.

- **Large or small groupings** – The game may be played on a single computer (theatre style) or in small groups on multiple computers. If working in a large group, assign one or two students to use the keyboard. Have the rest of the students call out their answers to the challenges. If played in small groups of 2-3 students consider assigning roles for each student in the group (e.g., timekeeper, keyboard user,

Playing the Game

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recorder). Regardless of style chosen, it is important to direct and support game play.

- **The Game** – Explain to students that the Mirror Image game is based on a real life story that happened in Canada. Read Teacher Resource: Introduction to the Game (The Real Story) to the class prior to playing the game.
- **CyberCops** – Inform students that there is an individual in the game that is a CyberCop and the girls have accessed him online. It is important to stress that this is not a real individual who can be accessed online. However, there are individuals in Ontario who are considered “CyberCops” who investigate crimes on the Internet. See Lesson 4: Ideas for Extension – Careers in Cyberpolicing for more information on the job of a Cybercrime Specialist.
- **Mirror Image Log Book** – It is essential that students collect information as they go through the game. There will be six clues throughout the game that the students must recognize and input accurately in order to move forward in the game. Provide each student with Student Resource: Mirror Image Log Book to record important information. Instruct students to use the log book to enter their responses to the clues. Inform students that if they do not accurately get the clue within three attempts to bring the log book to the teacher to direct the students to the correct response (for answers access Teacher Resource: Mirror Image Log Book Answers).
- **Time** – Remind students that the amount of time they have access to the computers is limited and in order to finish the game the students must stay on task.

A&E - Minds On

Teacher observation of students demonstrated understanding of the components of the game.

Action

Playing the Game

Begin the game, or have students work in groups to complete the game.

Caution: If you press 'Escape', the program stops and you must restart from the very beginning of the program. The game must be played in sequence as it cannot be stopped and restarted at the point stopped. Once a correct answer is entered, the program continues directly to the video and cannot be stopped. Thus, any important discussions or instructions should be given before the correct answer is entered or one must wait until the end of that video sequence so as to avoid disturbing students' concentration during the video. There is an opportunity to advance more quickly through the game. To skip a clue, wait for the dialogue box to appear and type in the word 'skip'.

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A&E - Action

Teacher observation of students demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents during game play and using Student Resource: Mirror Image Log Book

Consolidation

After the Game

Allow students to discuss areas of interest, concerns and topics that need further clarification.

Have the students complete the sections on Student Resource: Cyber Organizer entitled *“Could this happen to you?”* and *“List positive and negative choices the characters made.”* In the *“Could this happen to you?”* section have the students reflect on what happened in the game and provide a response paragraph outlining why or why not they think this could happen to them. In the *“List positive and negative choices the characters made”* section have the students list and explain one positive and one negative choice/decision the characters made in the game.

A&E - Consolidation

Teacher observation of students demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents using Student Resource: Cyber Organizer

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Ideas for Extension

Technology Used in the Game

Divide students into five groups. Provide each group with one of the types of cybertools used in the game (described in the Detective's Notebook Module). Each group will discuss how this type of technology can be used and the benefits of this technology. Have groups brainstorm other types of new technology that is being used. Students may want to do some additional research on this topic.

Notes to Teacher

Playing Mirror Image

It is important to allocate adequate time to play the game uninterrupted. The game can be played in either theatre style or in small groups. It is important that the teacher direct and support the game regardless of the style chosen.

Teacher Answer Sheet

Teacher Resource: Mirror Image Log Book Answers provides the correct responses to each of the six clues in the game. It is important to bring this sheet with you when playing the game as a quick reference.

Is this Just a Game?

Grade 7

Learning Goals

By the end of this lesson, students will be able to:

- apply critical thinking skills as they examine the Mirror Image Game and describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and apply interpersonal skills as they identify protective responses; and
- apply critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents.

Facility

Classroom, Computer Lab

Equipment List

- Chart paper
-  [Student Resource: Cyber Organizer](#)
-  [Student Resource: Dealing with Cyberharassment](#)
-  [Student Resource: Internet Inventory](#)
-  [Student Resource: Profiles and Supports](#)

Minds On

Teacher Lead Discussion

Discuss the term vulnerability and how individuals could potentially be vulnerable on the Internet or on social media sites and apps. Have students identify what social media sites and apps youth their age use. Have students share suggestions on risks as well as ways to protect themselves.

Is this Just a Game?

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A&E - Minds On

Teacher observation of students' prior knowledge of social media sites, apps and Internet technology

Action

Individual Activity

Examine the completed Student Resource: Internet Inventory and identify where each student could be potentially vulnerable on the Internet.

Using Student Resource: Profiles and Supports, have students read the list of emails and chat room topics and indicate which would appeal to them and which would not.

Note: In this game the girls were cheerleaders and were interested in modelling. What would you be interested in? (e.g., sports, dance, cars, etc.) Would someone be able to determine your areas of interest just from your profile and information that is accessible online?

Small Group Discussion

Have students share in small groups what they wrote on Student Resource: Cyber Organizer in the positive and negative section. Discuss the unsafe cyber practices the girls demonstrated during the game. What was it that made these girls vulnerable, and how could someone have access to their cyber chats?

Looking for Help

In real life the girls looked for help from a variety of sources. In small groups, have students read the stories found in the *Behind the Headlines* module, and record the individuals they went to for support and the responses that they received. Have students identify what/who makes a quality source of support.

A&E - Action

Teacher observation of students' demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others that are associated with the use of computers and other technologies using Student Resource: Profiles and Supports

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Consolidation

On Student Resource: Cyber Organizer, have students list the people, resources and/or supports that are available to assist someone experiencing cyberharassment or difficulties online in the school and community. Have students refer to their completed Student Resource: Dealing with Cyberharassment from Lesson 1.

A&E - Consolidation

Teacher observation of students demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents using Student Resource: Cyber Organizer

Ideas for Extension

Gathering and Evaluating Information from a Website

Have students discuss how they can tell if a website or email is authentic and how they can tell if the information on a website is accurate and credible. Discuss with students some of the sites they have recently searched for information and why they chose those sites.

Next Steps

Does Mirror Image work as an Internet safety tool?

Mirror Image is fun to play - but does it work as an Internet safety tool? That was the question posed by researchers at the University of Lethbridge. They found that students designed more guidelines for their Internet behavior after playing Mirror Image.

Researchers in the Faculty of Education at the University of Lethbridge were curious to know whether computer games are an effective tool to communicate ideas about risky behavior, ideas that youth might

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otherwise ignore.

During the 2004 school year, researchers conducted an evaluation of the Mirror Image game with 500 students from schools in Canada, the United States and Australia. Students filled in an Internet Safety Plan before and after playing Mirror Image. The completed surveys were analyzed to see whether there was a significant increase in safety ideas in three areas. The research from the University of Lethbridge has shown that:

- there was an increase in the guidelines students had for their personal protection. The most dramatic gains were made in the number of students who realized they should not send photographs of themselves over the Internet.
- the researchers noted a dramatic increase in the guidelines for protecting the family computer, as students recognized the importance of using filtering software and controlling webcam use.
- perhaps the most gratifying result was a significant rise in the number of students who wrote that they would talk to their parents/guardians or a police officer if they ran into difficulties online.

As a next step, have students develop and sign an Internet Safety Plan. This will help students to remember what they have learned from the experience.

Notes to Teacher

Be aware that the content in the *Behind the Headlines* story is factual and references are made to sexual conduct. Appropriate pre-teaching should take place, and teachers should check with school board guidelines around addressing this issue.

Making a Good Decision

Grade 7

Learning Goals

By the end of this lesson, students will be able to:

- apply interpersonal skills as they examine the Mirror Image script and describe benefits and dangers that are associated with the use of computers and other technologies, and identify protective responses; and
- apply critical thinking skills as they assess the impact of different types of bullying or harassment demonstrated in the Mirror Image script on others, and identify ways of preventing or resolving such incidents.

Facility

Classroom, Computer Lab

Equipment List

-  [Student Resource: CyberCrime Specialist](#)
-  [Student Resource: Cyber Organizer](#)
-  [Student Resource: Self/Peer Assessment](#)

Minds On

In small groups, have students discuss the Mirror Image game and reflect on the section they completed on Student Resource: Cyber Organizer from Lesson 2 on the positive and negative choices the characters made. Have each group identify one part in the game that could potentially be a turning point, where a different action, decision or choice would change the outcome in a positive way.

Making a Good Decision

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A&E - Minds On

Teacher observation of students' demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students' application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents

Action

Script Writing

Working in small groups have students brainstorm a list of potential outcomes for the story. Working individually, students select one positive outcome, or create their own, and write a 2-3 minute role play on their positive outcome to the story.

Review with the students the areas on Student Resource: Self/Peer Assessment to ensure they are aware of all the key components required prior to the development of the script.

Role Play Practice

Allow time for students to practice their role play prior to the next period when they will present their role play to the class.

A&E - Action

Teacher observation of students' demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students' application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents

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Consolidation

Students self assess their preparation to present their role play during the next period. Students share a thumbs up if they feel they are ready, thumbs middle if they believe they need more time, thumbs down if they feel it will be a challenge to present next class.

A&E - Consolidation

Teacher observation of students' self-assessment of their preparation to present their role plays during the next class

Ideas for Extension

Careers in Cyberpolicing To Support: Choices into Action

Have students examine the job description of a Cybercrime Specialist and further investigate the description requirements needed to qualify for employment in this field. See Student Resource: Cybercrime Specialist.

Have students discuss why or why wouldn't they choose to pursue a career in this area. This is a good opportunity to invite someone in from the community (e.g., police, Kids Help Phone) involved in Internet safety or identifying high-tech crimes and have them talk about this area as a potential area of employment with the class.

Making a Good Decision II

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Learning Goals

By the end of this lesson, students will be able to:

- apply interpersonal skills as they describe benefits and dangers, for themselves and others, which are associated with the use of computers and other technologies, and identify protective responses; and
- apply critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents.

Facility

Classroom, Computer Lab

Equipment List

- Index card (one per person)
- Props for role play
-  [Student Resource: Cyber Organizer](#)
-  [Student Resource: Self/Peer Assessment](#)

Minds On

Have students gather in their presentation groups and prepare for their role play. Students reflect on how a different action, decision or choice would have made a more positive outcome to the story. Have students record their reflections on an index card. As groups practice their role play, have them consider their reflection response and how their ideas could be integrated to make their role play even better.

Making a Good Decision II

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A&E - Minds On

Teacher observation of students' demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students' application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents

Action

Presentations

Each group will present the role play they developed in Lesson 4. After each role play the presenting group will complete Student Resource: Self/Peer-Assessment and submit an individual copy with their completed Student Resource: Cyber Organizer.

One of the groups watching will be responsible for providing a peer assessment for one of the role plays including input and constructive feedback. Students will use Student Resource: Self/Peer Assessment.

A&E - Action

Teacher observation of students' demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students' application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents using Student Resource: Self/Peer Assessment

Consolidation

Have students reflect on the three to five ways they can be safer on the Internet they identified and included on their Student Resource: Cyber Organizer in Lesson 1. They may add to this list or make changes prior to handing it in. This could include how to react to potentially dangerous situations as well as how to ensure

Lesson 5 of 5

30 minutes

Curriculum expectations: C1.1, C2.2, 1.3, 1.4, 1.5

Topics: Healthy Living

Making a Good Decision II

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they do not put themselves in dangerous situations.

A&E - Consolidation

Teacher observation of students' demonstrated application of interpersonal skills as they describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies, and identify protective responses; and students' application of critical thinking skills as they assess the impact of different types of bullying or harassment on others, and identify ways of preventing or resolving such incidents using Student Resource: Cyber Organizer

Question 1: Use the magnifier to compare the Met Models website and the application form sent by Mitch. What word proves that the application form is fake?

Answer:

Question 2: Sheena's IM profile says her gym is near her school. Use the directory to find gyms and schools in the same area. What is the address of Sheena's school?

Answer:

Question 3: Use the Whois tool to further investigate Mitch's website. Who has control over Sheena's pictures?

Answer:

Question 4: Can you remember a word that Mitch used in a conversation with Sheena, or a word that Mike used in a conversation with Megan?

Answer:

Question 5: What is Mitch's IP address?

Answer:

Question 6: What is the latitude and longitude of Mitch's office?

Latitude:

Longitude:

Question 7: What is the name of the computer?

Answer:



Please indicate if you feel the group met the criteria listed. Please add in any additional comments to support your choice.

CRITERIA	YES	NO	STRENGTHS/WEAKNESSES
Organization			
The speaker(s) had an equal part in the play.			
The individual roles are clear.			
The scenes flow, moving logically from one to the next.			
Presentation/Communication			
The speaker(s) did use effective eye contact with the audience.			
The speaker(s) did articulate clearly.			
The alternative ending is creative and unique.			
Content			
The alternative ending focuses on using one of the '3 ways' to deal with harassment.			
The purpose/message of the piece is accurate.			
Terms/vocabulary used are appropriate to the topic.			

Other helpful comments:

What does the Code of Conduct Say:

Standards of Behaviour

Respect, civility and responsible citizenship

All school members must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.



What needs to be added:

Standards of Behaviour

Respect, civility and responsible citizenship

All school members must:

How would you deal with Cyber harassment?

Who can help?

List positive and negative choices the characters made

Cyberharassment is a form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

It includes any overt, subtle, verbal or written comments or any physical conduct which places pressure on, ridicules, degrades, or expresses hatred based on a person's sex or sexual orientation, race, ethnicity, cultural background, place of birth, religion, citizenship or ancestry.

Could this happen to you?

Identify 3-5 ways you can be safe on the Internet

Cybercrime Specialists are fairly new positions for police forces. Presently, there is no formal recruitment process for these positions. Usually, recruiters focus on identifying officers who have experience in criminal investigations, superior computer skills and who can work effectively as part of a team. These skills make for a unique combination. Once in the position, these officers must also stay current and up to date with regard to new computer forensic skills and advancements in technology.

Putting trained police officers into this role has great advantages. Not only are their cybercrime skills important, but they can also provide advice to their clients in a number of areas as investigations progress. Some of these areas include the proper drafting of a search warrant, executing a search warrant and anticipating what is required in the form of evidence to advance a case.

For those interested in getting into this field, one option is to become a police officer. While in this position it is paramount to develop the skills to become a topnotch investigator while at the same time develop exceptional computer skills related to cyber investigations. It is this combination of skills that is desired. Interested officers with these skills who apply would be considered for the positions when they arise in the computer crime section of the police force. At this time, most large police services have a computer crime unit.

Indicate in order (#1 - #10) the ways you would deal with being harassed online.

←-----→
1: This is definitely the way I would deal with this **10: I would never deal with it this way**

Order from 1 to 10:

- Ignore and delete messages sent (hoping it will go away)
- Communicate firmly to leave you alone
- Respond in the same way
- Report/seek advice from a parent
- Report/seek advice from a friend
- Report/seek advice from a teacher
- Report/seek advice from a police officer
- Access Internet help (e.g.,Cybertips, Kids Help Phone etc.)
- Find out more about harassment and why the bully is behaving this way
- Report/seek advice from my Internet Provider

Choose your top 3 answers:

Answer 1	Answer 2	Answer 3

After discussing with a small group indicate the way you would deal with this situation.



My social media handle(s)...

The social media sites and apps I use are...

My family Internet rules are

Location of the computer I use...

The types of people I talk to are...

Common terms and words used online...

Read each of the examples below. Choose one of the emails below that may get your attention and indicate why this would appeal to you. What would you do to investigate it further to determine if it was authentic?

To: Karim (on-line) <comicfun@*****.com>
From: comics4line <comicbooks.com>

How would U like 2 B selected 2 meet a famous comic book writer? Send us UR email address and UR fav. Comic books.

To: Joseph (on-line) wannabefamous@*****.com
From: bigbandsrock@bands.com

Ever picture UR self as a famous drummer, guitarist or singer? Want to tour around the US and Europe? Now your dreams can come true. Email us UR address and a picture of you along with your 5 fav bands, Hurry, before U miss the opportunity of a lifetime.

To: Crystal (on-line) loves2dance@*****.com
From: dancing <ultimate@dancer.com>

Ever dreamed of attending the ultimate dance school? Are URparents/guardians holding U back? Forget what they say and send us UR email address, UR portfolio and you could be on the big stage!

To: Arek (on-line) <rideordie@*****.com>
From: Bikes <speedandtrick@biking.com>

Hey dudes and dudettes! U like 2 take jumps, ride rails, and live for speed? Forget about what the adults say U can make a ton of cash riding! Email us back and learn all there is to know about bikes. Unless UR too afraid to ask!

To: Brook (on-line) Myteamrocks@*****.com
From: <Sports@allcosts.com>

Do U enjoy meeting new people and being active? RU the best there is in your area? RU looking for a college scholarship to a top ranked university? We can get you there. We have access to thousands of top athletes and schools. Email us your name, address, pictures of you playing UR sport and video clips of you in action. Don't miss out on this once in a life time opportunity.

Identify the people and resources that are available to support you in making this decision

Mirror Image Log Book Answers

Question 1: Use the magnifier to compare the Met Models website and the application form sent by Mitch. What word proves that the application form is fake?

Answer: When Mitch created the fake application form, he spelled the address of the modeling agency incorrectly. He wrote: BERKLEY.

Question 2: Sheena's IM profile says her gym is near her school. Use the directory to find gyms and schools in the same area. What is the address of Sheena's school?

Answer: 7574 Glen Road

Question 3: Use the Whois tool to further investigate Mitch's website. Who has control over Sheena's pictures?

Answer: Vladimir

Question 4: Can you remember a word that Mitch used in a conversation with Sheena, or a word that Mike used in a conversation with Megan?

Answer: Any one of these words is correct: Panorama, t-backs, g-strings, modeling career, icy mysterious beauty.

Question 5: What is Mitch's IP address?

Answer: 156.114.152.256

Question 6: What is the latitude and longitude of Mitch's office?

Latitude: 43.7600°

Longitude: 79.0200°

Question 7: What is the name of the computer?

Answer: Keyhole

Write quietly on your own in your section of the place mat for several minutes.

Topic: Cyberharassment
Through group sharing of ideas and experiences, gather common concerns, concepts and ideas in this section of the place mat.

Example: Take a few minutes to think about and then individually write down what you know about: CYBERHARASSMENT

- When someone harasses you using a computer
- It is hard to get away from cyberharassment
- When someone online says things about you that are not true

- it is illegal
- people who email inappropriate things
- if this happens you should tell someone

Cyberharassment is when someone is bullying you or threatening you on your cell phone, online or on email.

- using a computer to bully you
- text messages, online or anything electronic
- emails that make me worried that something bad could happen to me

- you can never get away from it
- someone can always find you
- worse than physical violence

Note: These are sample student responses and to be used only as a teacher resource. This is not meant to be used as an answer sheet or to distribute to students.

In 2000, Robert Laking, a janitor at a community college, began to search out high school cheerleaders living in his home town. He went online and, with three clicks of his mouse, he had the names he needed.

Pretending to be a modelling agent, Laking contacted each of the girls, offering her an audition with a New York modelling agency. If a girl accepted the invitation, the janitor asked her to send photographs. Some of the girls sent school photos, but others sent pictures dressed in bathing suits and underclothes.

Then the conversations turned ugly: Laking demanded that each girl meet with him to “pay” for the chance to become a model. At least one of the young women met with him in a vehicle parked behind the community college.

When several of the girls refused his demands, Laking was outraged. He telephoned them repeatedly. He sent threatening emails, claiming to have posted sexually-explicit messages about them on the Internet.

On several occasions, the girls spotted his truck near their school and at cheerleading events. For months, Laking’s young victims lived in fear. Some feigned illness and stayed home from school. Others experienced anxiety attacks. Yet for weeks, not one of the girls spoke to her parents/guardians - or the police - about the threats.

Laking was eventually arrested. At the trial he was contrite. Standing with his head bowed, he apologized to his victims. He received a three month sentence.

When the young victims were contacted for permission to use their story in an educational computer game, one of them commented: “Most girls think cyberstalking isn’t serious. They say: ‘He’ll give up after a while. But cyberstalking ruins your life. It isn’t funny to live in fear.’”

“CyberCops”

Chatting

**Instant
Messaging**

Profile

IP Address

Webcam

Hard Drive

Internet

CUL8R

**Cyber
Harassment**

**Domain
Name**

Internet

The network that connects more than two billion people all over the world (Internet World Stats). The Internet is the virtual space in which users send and receive email, login to remote computers (telnet), browse databases of information (gopher, World Wide Web), and send and receive programs (ftp) contained on these computers.

Cyberharassment

Cyberharassment is any unwanted, uninvited remarks of a persistent nature that make you feel unsafe, degraded or uncomfortable. It includes any overt, subtle written emails or text messages that express hatred based on a person’s sex or sexual orientation, race, eth-nicity, cultural background, place of birth, religion, citizenship or ancestry.