



## Survivor Diaries 2



### Overview

Students discuss the choices Ryan and Noah made in “Survivor Diaries” and the consequences of their actions. Students consider different choices that Ryan and Noah could have made to prevent that outcome. They then write and design their own advertising taglines chosen from a list of Internet safety topics.



### Materials / Preparation

- Computer lab or computer connected to an LCD projector or television monitor
- Video - “Survivor Diaries”
- Poster board or computers with printable capabilities
- Markers
- Attachment 1 - Internet safety topics



### 30 minutes



### Discussion

*We are going to watch a video about two teens who didn't know what to do when someone they met online wanted to meet them in person. Look for the issues the two teens have in the video, what they decided to do, and what they could have done to better protect themselves. Watch “Survivor Diaries.”*

The key points of this video are: online victimization happens to females and males; Internet predators don't fit any one mold and do not need your permission to contact you; and it's important to tell a trusted adult if you are victimized.

Discuss what the students learned from the video.

*One of the teens said “I felt numb and powerless and didn't know what to do.” What other choices could he have made? Answers may include telling a trusted adult what was going on, not giving out personal information, or not trusting anyone he first met online.*

*What should you do if you find yourself in a similar situation? Tell your students that they should have a plan of action prepared, including having a trusted adult to turn to, such as a teacher, parent or guardian, aunt, uncle, cousin, or coach.*



### Activity

Have students write and illustrate advertising taglines on poster board to promote Internet safety. For example, “How much is too much personal information?” or “Play the game; don't get played.” If computers are available, have students create and print their poster. Have students write a paragraph

about why they used this tagline and what message they are sending to their audience. Tell students that the slogans need to be catchy and easily understood for their target audience, much like a commercial. Have students share their taglines if time permits.



### Follow-Up

Display the posters or printed pages in a public area of the school building or classroom as a reminder to be safer online. Also, have students e-mail their

taglines to a teacher, parent, guardian, or to [NetSmartz\\_contact@ncmec.org](mailto:NetSmartz_contact@ncmec.org).



Choose from these Internet safety topics to create your taglines.

### Internet Security Issues

- Safer online transactions
- How to tell a secure website
- Identity theft
- Scams, phishing, and pharming
- Security settings
- Firewalls
- Privacy policies

### Evaluating Internet Sources

- Familiarity with domain names
- URL categories
- Recognizing biases
- Citing Internet sources

### Online risks

- Too much time spent online
- Online gaming
- Gambling
- Pornography

### Cyberbullying

- Spreading rumors and gossip
- Posting pictures of someone without consent
- Harassing or threatening with malicious language
- Stealing passwords to assume identities

### Digital Ethics

- Plagiarism
- Piracy of music, movies, programs, and games
- Copyrights of artwork, graphics, software, and shareware
- Hacking and cracking

### Potential Consequences

- Disciplinary action from parent, guardian, schools, or law enforcement
- Future college, military, employment applications

### Online Communities/Social Networking

- Social networking site
- Chatrooms and instant messaging
- Blogging
- Not sharing personal information
- Meeting in person with someone you first “met” online

### Call to Action

- What to do if you are being harassed, cyberbullied, or victimized
- What to do if you receive threatening or inappropriate materials
- Overuse of the Internet
- What to do if someone wants to meet you in person