



TRACKING TERESA 1

TIME
25 to 30 minutes

OVERVIEW

Students watch "Tracking Teresa" to understand why it is important for them to protect their personal information while online. Students play the game "Two Truths and a Lie" to see how difficult it is to know whether what someone says about themselves is true or not. Thinking of the possible dangers of the Internet, they then develop a personal "Internet Safety Action Plan."

PROGRAM GOAL

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

INTERNET SAFETY MESSAGE

- **I WILL KEEP MY IDENTITY PRIVATE.** I will never share personal information such as my full name, my mailing address, my telephone number, the name of my school, or any other information that could help someone determine my actual identity. I will also not reveal any personal information about my friends or family. I will never send a person my picture or anything else without first checking with my parents or guardian.

MATERIALS

- computer lab or computer connected to an LCD projector
- "Tracking Teresa" vignette from the NetSmartz Teens program
- "Internet Safety Action Plan" handout
- 3 X 5 cards
- paper and pencils

ACTIVITY

Instruct the students to write down the personal information they find out about Teresa as they watch "Tracking Teresa." Compare what they wrote to the list at the end of the vignette. Discuss how a seemingly insignificant piece of information can reveal a lot to someone with harmful intent.

Give each student a 3 X 5 card and tell the students to write their names and three statements about themselves, Two of the statements need to be true, and one statement needs to be false. The false statement should not be obvious to the other class members. Collect the cards and screen them to help ensure appropriateness. Read each student's name and his or her statements aloud and have the students vote on which statement they think is false. Then let the student reveal if the class guessed correctly.

Explain even though it might seem like they know someone well online, they have no way of knowing whether the person is telling the truth. This is why they must not give personal information even to someone they have communicated with online for a long time. Point out even though the students in the class see each other every day, they were not always able to correctly guess which of their classmates' statements was false. How can they expect to know when someone they communicate with online is telling the truth?

Give students the last five minutes of class to fill out their "Internet Safety Action Plan," explaining they should think about what they learned today in class as they fill out the action plan.

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INTERNET SAFETY ACTION PLAN

How would you follow the Internet safety rules?
What would you do in these situations?
Complete the sentences below.

1. If I come across any information that makes me feel scared, uncomfortable, or confused, I will

2. If someone online asks me for a picture of myself, I will

3. If someone I first “met” online asks me to meet him or her in person, I will

4. If someone online asks me for my personal information, I will

5. If I see any messages that are mean or make me feel scared, uncomfortable, or confused, I will

6. In order to set up rules for going online, I will

7. If I receive a file over the Internet from someone I don’t know, I will