Name_____ Date _____

Private and Personal Information

A Great Place to Share Ideas

Cyberspace is a great place to learn, to be entertained, and to try out new ideas. Suppose you visited a Web site where you could post your ideas about protecting wild animals. Think how exciting it would be to have others read and respond to your opinions. People around the world would read what you'd written and tell you if they agreed. However, the site might first require you to fill out a form with your name and the name of your school. What should you do?
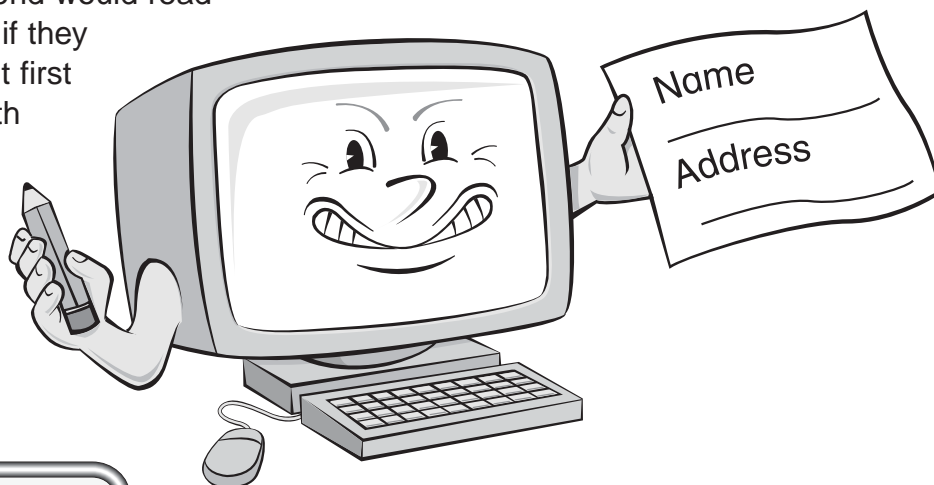
Name
Address

What's Private Identity Information?

- full (first and last) name
- postal address
- name of school
- school address
- E-mail address
- phone number
- passwords
- calling card number
- credit card number
- social security number
- mother's maiden name
- your parent's place of work
- photos in which you can be recognized

Private Identity Information

Stop and think, "Am I being asked to give out information that reveals who I am or where I can be found?" These kinds of facts, shown in the chart, are called private identity information. You wouldn't give out this kind of information to a stranger on the street. Nor should you in cyber-space. When you communicate in cyberspace, you're dealing with strangers, too.

So, protect yourself, your family, and friends by not giving out private identity information without permission of a teacher or parent.

Name_____ Date _____

Personal Information

It's okay to share information about yourself, your family, and friends that cannot be used to identify you or them. This is called personal information and the chart shows some examples. Think of some other examples to list below.

_____

_____

_____

_____

What's Personal Information?

- your age
- whether you are male or female
- how many brothers and sisters you have
- your favorite band
- your favorite food
- how many pets you have
- the name of your pet
- your opinion about an important issue

Make a Collage

Plan a collage about yourself that includes pictures, words, and other items. First, use the box below to jot down ideas about what to put in your collage. You can include personal information, but omit private identity information—just as you would in cyberspace. Then use these ideas to make your collage. Finally, have the class review and evaluate your collage, making sure it contains no private identity information.
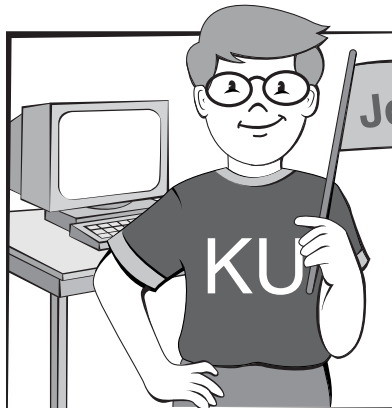
Name _____ Date _____

Protecting Private Identity Information

Passwords

Your passwords help protect your computer and your files from tampering by strangers. Passwords also protect your private identity information, including your screen name or E-mail account. Only your parents should know your password. Never give a password to anyone else—not even your friends.

Don't use passwords that are easy to guess—like your nickname or your pet's name. Combinations of letters, numbers, and symbols are harder to crack than just words. Change your password regularly. And—most importantly—never use any private identify information in your password.

Be CyberSmart!®

Know the kinds of private identity information:

- full (first and last) name
- postal address
- name of school
- school address
- E-mail address
- phone number
- passwords
- calling card number
- credit card number
- social security number
- mother's maiden name
- your parent's place of work
- photos in which you can be recognized

Jesse lives in Lawrence, Kansas—the home of the University of Kansas. He is a big fan of the Kansas Jayhawks men's basketball team. Jesse chose "jayhawks" as his password. Did he make a safe choice? Why or why not?

_____

_____

_____

Sondra lives in Miami, Florida. Her birthday is August 4 and she likes to swim in the ocean. Her password is "soswim84." How did Sondra choose her password? Was it a safe choice? Why or why not?

_____

_____

_____

Name_____ Date _____

Personal Web Sites

Personal Web sites provide a great opportunity for people who want to publish their writing, photography, artwork, or display their computer programming skills.

The audience is anyone—and maybe everyone— in cyberspace. Before including private identity information on a Web site, talk it over with your parents or guardian. To be safe, never give your last name—especially if you choose to show a photo of yourself. Instead of a photo, you might show a drawing of yourself. If you want E-mail from people who visit your site, use an address that does not reveal your last name.

Jenny's Horses

Write me! My address is ilovehorses@net
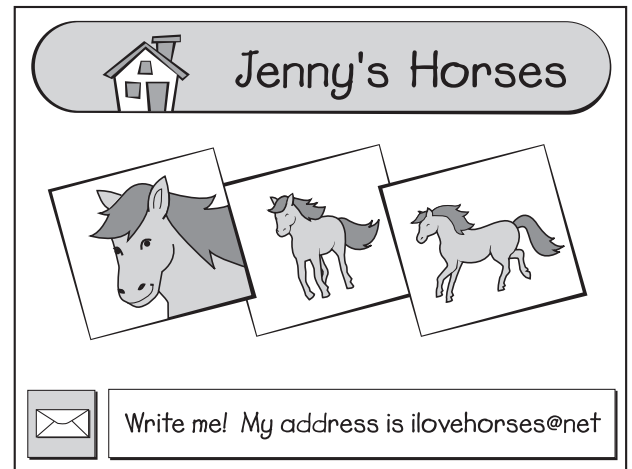
Visit and evaluate some personal Web pages.

☐ Go to www.cybersmartcurriculum.org

☐ Click on the diamond. Find the title of this lesson and select one of the links to a recommended site.

☐ Tell what you think about the personal Web page you selected by answering the following questions.

Name of page _____

What private identity information is given about the subject of this site? _____

_____

How could the site be changed to keep this information private? _____

_____

What private identity information is given about other people? _____

_____

How could the site be changed to keep this information private? _____

_____

Name _____ Date _____

Play It Safe with Cyberpals

Jasmine is a popular student who enjoys many friends at school. Her friends know that Jasmine has diabetes. Still, they can't really understand what it feels like to have this medical condition.

Jasmine finds an online chat room for kids with diabetes. Someone with the screen name "Nicole" has joined the chat group, too. Nicole and Jasmine really get along. They share their feelings about having diabetes.

Jasmine and Nicole exchange addresses in order to send birthday cards. One day, Nicole asks Jasmine to meet.

Was it a good idea to exchange addresses? Why or why not?

_____

Should Jasmine go meet Nicole? What else should she do?

_____

_____

Jason enjoys playing an interactive Web game in which he creates his own character. The game involves players from all over the country. Sometimes, while playing, he chats with other players, usually swapping game strategies. He frequently runs into one particular player, who he recognizes by his character. The player asks him what school he attends and what sports teams he plays on. At what point should "alarm" bells go off in Jason's head? Why?

_____

_____

What are some ways Jason might respond to stay safe?

_____

_____

_____

Name_____ Date _____

A Pal in Cyberspace

Like Jason and Jasmine, you too might find a pal in cyberspace. Although you have never met this person face-to-face, you can have very good talks. You might share your thoughts about school, friends, and family. You might discuss a problem you have. Your cyberpal might give you good advice. Or, maybe, he or she is just a good listener. Or just someone with whom you enjoy playing a game online.

Do you like mice?

Cyberpal or Face-to face Friend?

Think about it. Can you really know if your cyberpal is male or female? Do you really know how old he or she is? You can't know for sure with a pal in cyberspace. That's the difference between a cyberpal and a friend you know face to face. A cyberpal is still a stranger.

I *love* mice.

Be CyberSmart!®

Don't share private identity information with cyberpals. If a cyberpal asks to meet face-to-face, get permission from your parent or guardian. If they say yes, take them along to the meeting.

Name _____ Date _____

Dealing With Online Bullies

Sondra is planning a slumber party to celebrate her birthday. Her parents have set a limit of eight girls, so Sondra can't invite everyone she'd like. Two girls who are left out overhear the plans. Angry, they plan their revenge.

The girls make a "We Hate Sondra Jones" Web site. They say that anyone invited to the party should not go. They tell everyone in school the site's address. The girls invite everyone to add new reasons why they hate Sondra and to spread ugly rumors about her.

When Sondra hears about the site, she gets a sick feeling in her stomach. Unable to ignore it, she checks the site often. Each day she finds a new nasty comment or joke about her. She feels hurt and powerless to defend herself. Sondra is too embarrassed to go to school and tells her parents she is sick.

If you were Sondra's friend, what advice would you give her?

_____

_____

For the tenth day in a row, **Andrew** opens an E-mail that says, "I'm getting closer." He doesn't recognize the sender's address. He wonders if someone at school is trying to scare him. On the other hand, it could be a stranger. Whatever the source, Andrew is scared. The next afternoon, Andrew is home alone. The E-mails come every few minutes. "I'm hiding in your house using a wireless Internet connection. You'll never find me. But I'll find you."

Frozen with fear, Andrew can't think what to do. If he called you for advice, what would you tell him?

_____

_____

_____

Name_____ Date _____

Feeling Uncomfortable

While going into cyberspace can be fun, some online experiences may make you feel embarrassed, upset, depressed, or afraid. It can happen to anyone—even when going into cyberspace sitting comfortably inside your own home or favorite library. When it happens, it's best to take action.

Recognizing Bullies

Both Sondra and Andrew are the targets of online bullies. Whether bullies are face to face or in cyberspace, they feel powerful when they bother other people. They may use hurtful words or threaten. Often the online bully is someone you know face to face. Perhaps the bully finds it easier to be mean and nasty online, when he or she can't see the other person's reaction. Online or off, bullying is meant to make you feel uncomfortable. Usually, online bullying does not cross over into real life, but it can. Either way, it's upsetting.
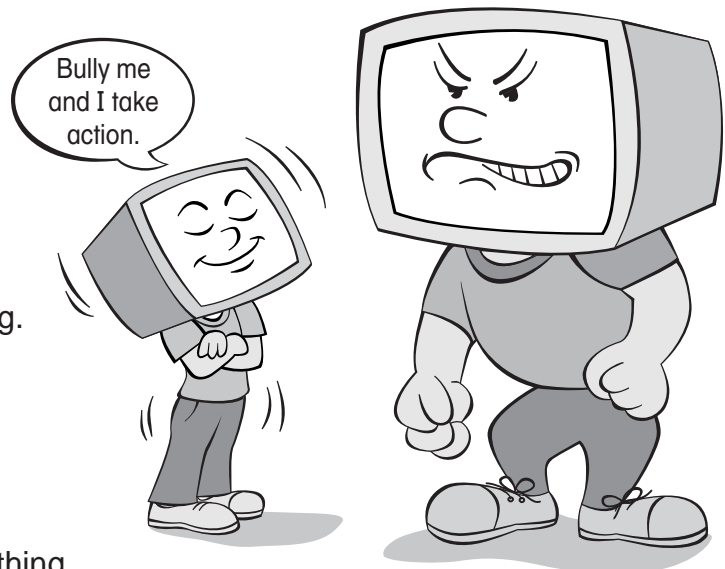
Taking Action

Bullying should not be tolerated, whether in school or in cyberspace. Trust your uncomfortable feelings—they mean something is wrong. Here is what to do about it.

- Sign off the computer.
- Leave the chat room or Web site.
- Block the bully's messages.
- Save and print the bully's E-mails or your message logs.
- Never reply to a bully.
- Talk over how to handle the situation with a friend.
- Report your experience to a parent, teacher, or other trusted adult.

Be CyberSmart!®

If you feel at risk because someone has your private identity information, tell your parents or a trusted adult right away.

Name _____ Date _____

Savvy Talk

Kaylee, 12 years old, is in a chat room talking about her favorite hip-hop artists. Someone with the screen name "HipHopMike" really seems to know his music. As it often happens, the chat wanders from music to other topics. Kaylee and HipHopMike begin to flirt.

HipHopMike says, "What do you look like?"

"I'm cute," replies Kaylee.

"Well, what color is your hair?" HipHopMike responds.

Kaylee answers, "Light brown. I wear it in a pony tail with longish bangs."

A few minutes later, HipHopMike asks, "Do you cyber?"

Kaylee begins to feel really uncomfortable. She knows that to "cyber" means going into a private, unmonitored chat room. Should she be nervous? Why or why not?

_____

_____

_____

Then HipHopMike asks, "So, what are your measurements?"

Kaylee replies that she doesn't know because she is always confusing metric measurements with feet and inches in math class.

HipHopMike says, "Really? Whose math class are you in?"

How should Kaylee answer?

_____

_____

Name _____ Date _____

Soon HipHopMike says, "I've got to go. My old college roommate just arrived."

Kaylee gets a sick feeling in her stomach. She feels guilty and scared. What led Kaylee to assume HipHopMike was a boy her age?

_____

_____

A few days later, Kaylee is still shaken up. She worries that she gave too much information to HipHopMike. What safety advice would you give her?

_____

_____

_____

Daryl collects comic books and goes online to a chat room for comic book fans. He offers to trade comic books with someone there. The other person agrees, and says, "I'll mail you the comic book. What's your address?" Daryl is really desperate to make the trade. Yet, he hesitates.

Why does Daryl hesitate? What should he do?

_____

_____

_____

Name_____ Date _____

Listen to Your Safety Alarm

Online chatting and messaging can be lots of fun. It's a great way to keep in touch with your friends and family. However, when you chat with strangers, you have to stay alert. People may NOT be who YOU think they are. So, make sure you hear your **safety alarm** when it rings in your head.

Daryl must have heard his safety alarm when asked for his address. Daryl wouldn't give his address to a stranger on the street. Nor should he give it to a stranger in cyberspace without asking his parents first.

Kaylee's safety alarm went off several times while chatting with HipHopMike. Kaylee should know that going into a private chat room is unsafe. She should also remember that people in cyberspace may not be who she thinks they are. Last, Kaylee should also know that the names of her teachers and school can be used to find her. That's why they should be kept private. To stay safe, Kaylee might have answered, "I'm in Ms. B's class."
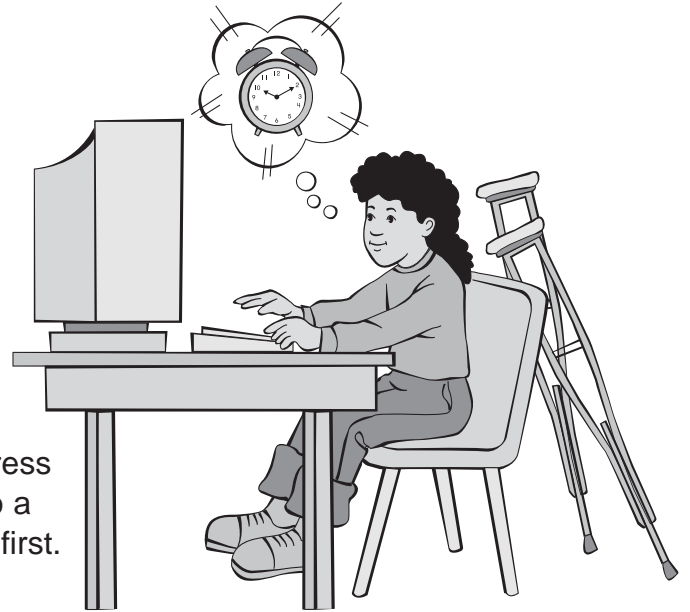
Online Talk—Dos and Don'ts

✓ Do stick to monitored chat rooms for kids.

✓ Don't use screen names that tell your name, age, or whether you're a boy or girl.

✓ Don't go into private, unmonitored chat rooms.

✓ Since instant messaging is like private chat, do use it only with family and friends.

✓ Don't relax so much that you accidentally give out private identity information.

✓ Don't flirt with strangers.

✓ Don't answer questions that make you uncomfortable. Remember to listen for that alarm bell!

✓ Do respond to the question "Are you alone?" with "no"—even if you are alone.

✓ Do tell your parent or guardian if someone bothers you. Let them know if the person might have your private identity information.

✓ Never plan to meet face-to-face with someone you met in a chat room without taking your parent with you.

Name_____ Date _____

Smart E-mailing

One day, Yukio gets this E-mail. Assuming it's a message from a friend, he opens it. Without much thought, Yukio clicks on the hyperlink. It takes him to a Web site showing photos that startle him. Not wanting his parents to see the pictures, Yukio tries to exit the site. However, new pages keep popping up. Finally, he quits his browser program and deletes the E-mail. Upset, he wonders if he did something wrong.

Yukio did not check the "From" address. What could this have told him?

Subject: It's party time!

Date: Sept. 17

To: YF3344@anymail.net

From: jerrymoore@thecommons.com

Dear Yukio,
Want to party with us? Click here!

_____

_____

_____

Yukio also wonders where the sender got his E-mail address. What do you think?

_____

_____

_____

How should Yukio handle E-mails from unknown senders in the future?

_____

_____

_____

Name_____ Date _____

We've Got Spam for You

Thinking the E-mail must be from a schoolmate, Yukio was excited to get a party invitation. In his haste, he ended up at a site that would have upset his parents. Had he checked the "From" line, he might have realized that the E-mail was from an address he did not recognize.

The "From" line might not have told Yukio much more. That's because the sender was trying to trick him into opening the E-mail. The E-mail was from a company trying to sell things by sending out thousands of E-mails at a time. Such E-mail is called **spam.** Many spam offers sound too good to be true ("Make $10,000 a day from home!") and, usually, they are! Others may contain messages, pictures, or links to Web sites that are offensive.

These companies ("spammers") don't know if you're an adult or a kid—everyone gets the same E-mails. Spammers collect E-mail addresses from many sources, including chat rooms, message boards, and personal Web sites. Some spammers just guess at E-mail addresses and, often, they're correct.

Don't Reply to Spam

Don't reply to spam—even if it includes your name. When you click to open the E-mail, the spammer's computer knows your address is "live." This only encourages the company to send more spam. A more effective strategy is simply to not open spam. Then you'll eventually be dropped from their "live list."

Contact from Strangers

You might also get E-mail from a stranger. As you know, you can never tell if a stranger's intentions are good or bad. If a stranger contacts you, NEVER reply. It is safer to use E-mail only with friends and family. If you want to exchange E-mail with someone you met in cyberspace, first ask your parents for permission.

Be Cyber **Smart!** ®

Prevent spammers and strangers from finding you:

- Don't include your real name in your E-mail address.
- Get a separate address just for chat and message boards.
- Use a chat screen name different from your E-mail address.

Name_____ Date _____

Spreading Viruses

Viruses are computer instructions that can damage your computer files. They're often spread by E-mail. Virus creators may make the E-mail look like it's coming from a friend or a real company. So, NEVER download a file unless you were expecting one from someone you know and trust. And never pass along funny E-mails or chain letters with attached files to your friends unless you know exactly what you're sending them.

The Person You Know

Sometimes even people you know can act pretty strange. Never reply to any E-mail that makes you uncomfortable. Print the message and show it to a parent or guardian.

Party Time!

You're having a last-minute party and want to invite twenty friends from school, camp, and music school—most of whom don't know one another. You could make twenty phone calls and leave twenty messages with little brothers or sisters. Or, you could send one E-mail message to all twenty people at the same time. However, you'd need to protect each person's E-mail address—remember, an E-mail address is private identity information. So, don't list all of your friends' addresses in the "TO:" line.

Instead, address the letter to yourself. Then put the addresses of the friends you wish to send to under "Bcc" (blind carbon copy). This way, your friends' addresses will be invisible and protected from strangers and spammers.
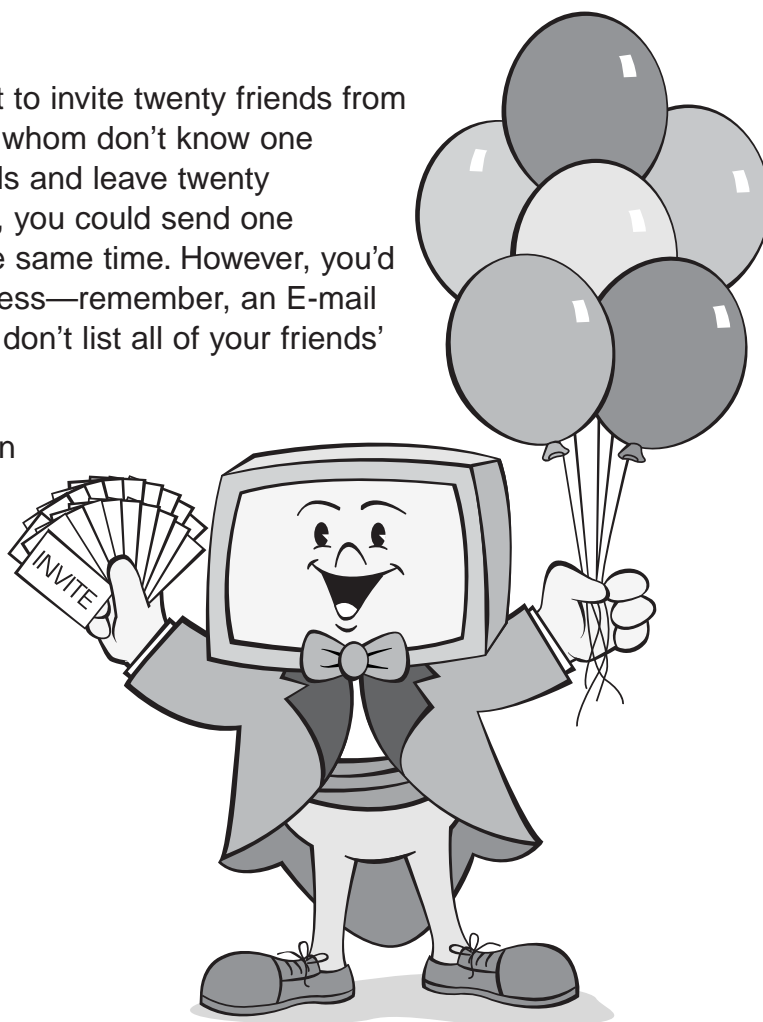
Be CyberSmart!®

Some E-mail software automatically adds your real name to the "From" line. Change the settings so your name does not appear.

Name_____ Date _____

Power and Responsibility

The Power to Be Heard

One hundred years ago, letters took months to travel across the ocean. Today, anyone using the Internet can instantly reach others around the world. The Internet can be used to share knowledge that makes people's lives better. Unfortunately, its power can also be used to spread lies and hate.
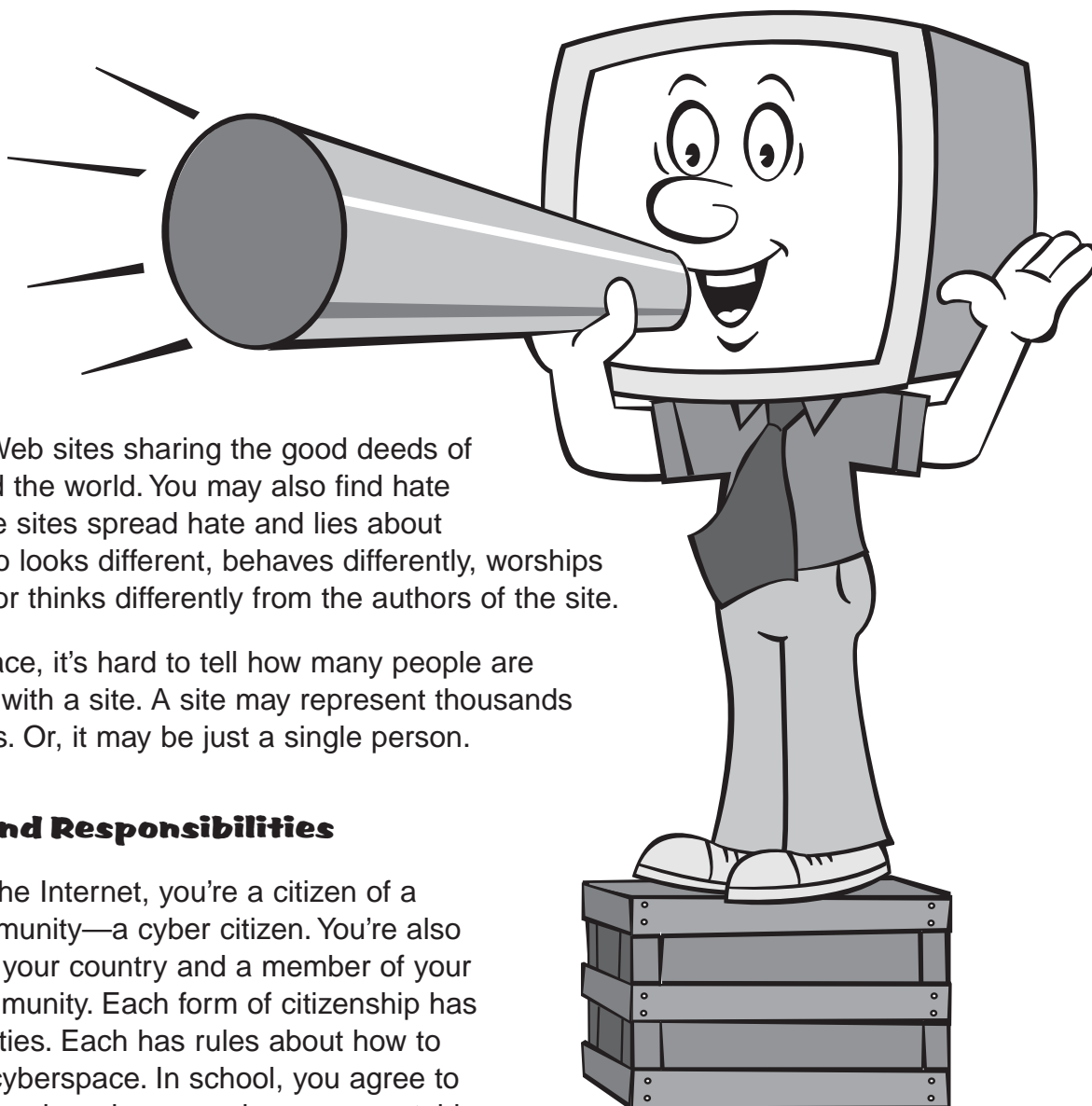
You'll find Web sites sharing the good deeds of kids around the world. You may also find hate sites. These sites spread hate and lies about anyone who looks different, behaves differently, worships differently, or thinks differently from the authors of the site.

In cyberspace, it's hard to tell how many people are associated with a site. A site may represent thousands of members. Or, it may be just a single person.

Rights and Responsibilities

If you use the Internet, you're a citizen of a global community—a cyber citizen. You're also a citizen of your country and a member of your school community. Each form of citizenship has responsibilities. Each has rules about how to behave in cyberspace. In school, you agree to follow those rules when you sign an acceptable use contract.

Name_____ Date _____

Imagine that each situation below is about a student in your school. Is their behavior acceptable under your school's Acceptable Use Policy? Explain your answers.

Duane sends an E-mail from school to his friend in another school. In it, he repeats a joke containing rude language that he heard on a TV show.

Gotta joke for ya!

Anthony has started a math tutoring business. Knowing that many teachers have younger children, he advertises his services and fees on a personal Web page that is displayed only on the school network.

Calculator
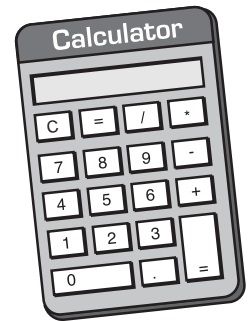
Tutor for Hire

_____

_____

_____

_____

Julia gets angry when Jennifer, in a crowded lunchroom, repeats something Julia told her privately. Julia goes home and writes Jennifer a threatening E-mail intended to scare her.

POW

Randy, playing a joke, creates an official looking E-mail saying tomorrow is a half-day and sends it to the whole school.

Official Notice

_____

_____

_____

_____

Name _____ Date _____

Considering Copying

You copy photographs from various Web sites and place them on your personal Web page.

You use a search engine to find several Web sites containing information for a school report. You copy, paste, and reorganize one paragraph from each site into your report. Then you write your own introduction and conclusion.

You get a very funny birthday card in the mail, scan it, and post it on your personal Web page.

You copy a photo from a Web site and paste it into a school report.

You make a copy of your favorite word processing program and E-mail it to a friend who needs it to do homework.

Kids in school find out you have a very fast Internet connection and ask you to download music files for them. You see an opportunity to make some money, copy the files onto CDs, and offer them at much cheaper prices than they would pay for a CD in a music store.

You see a very cool animation on a video game site and copy it to your personal Web page.

An older brother tells you where on the Internet to get free passwords for subscription online games. You get a password and play a game that costs others $10 a month.

You learn where on the Internet to download first-run movies and watch one at home with your family.

You watch someone use their password to get into a library computer system and then copy the password to let yourself in.

Name_____ Date _____

A Right to Earn a Living

Everyone has a right to earn a living from his or her work. That includes photographers, authors, artists, musicians, and software programmers. When another person copies an artistic work to sell or give away, the person who created the work loses money. The author or artist is the only person who has the right to make copies or to give permission to make copies. They are protected against such "stealing" by **copyright laws**.
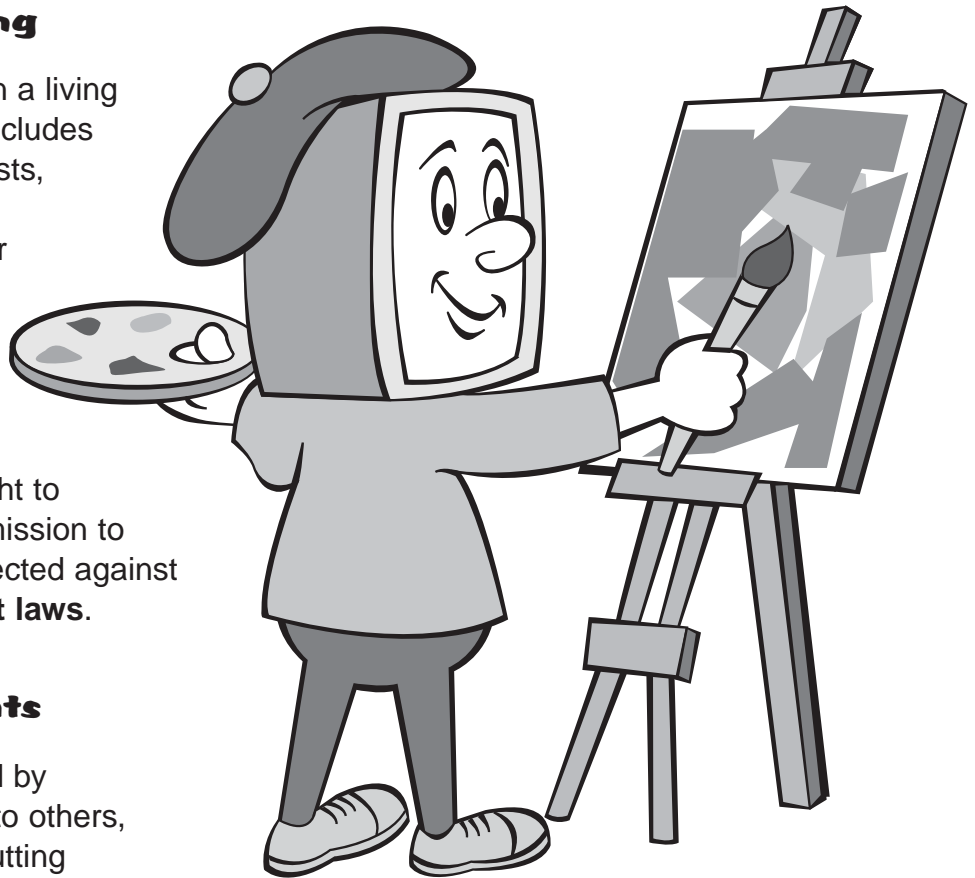
Respecting Copyrights

If you copy a work protected by copyright and give or sell it to others, you are breaking the law. Putting copyrighted works on your Web site for public display is also illegal. Just because you may not get caught doesn't make it okay. It's only okay if the copyright owner gives you permission. Anyway, it's the right thing to do.

Remember: We are all responsible for the care of the Internet. If cyber citizens use the Internet to break the law, it may make it harder for everyone to use the Internet in the future.

Fair Use for School Work

It's okay for students to use copyrighted works in school reports and projects without getting permission. Use of the work by a student is called **Fair Use**. When you use copyrighted works, always give credit to the author of the work you are copying. Also, you must put quotation marks around the copyrighted words.

Name_____ Date _____

Give Credit Where Credit Is Due

Copy and paste. Copy and paste. Copy and paste. Your report is almost finished. Or, is it? If you use the exact phrases, pictures, or graphs of another person and do not say who created them, you're guilty of **plagiarism**. While you might not get arrested for plagiarism, your school considers it a form of cheating and may punish you.

Give credit when you:

- Copy someone's exact words—even one sentence
- Copy someone's drawing, diagram, chart, or graph
- Copy facts that most people do not know
- Tell someone else's idea in your own words

Copying Passwords

Imagine that someone has found a key to your front door, uses it, wanders around your home, and stands next to your bed watching you sleep. Creepy, isn't it? And it's clearly against the law.

Now imagine that someone gains entry to your computer and looks through your files, reading things you wrote and that friends sent you. Getting into a computer without permission is also illegal. It's called **hacking**, whether it is meant to do damage or just play a game for free.

In addition to invading your privacy, hackers can delete data, damage files, and pretend to be you. Hacking into sites you should pay to use is also illegal. Think of the person who created the site. He or she has a right to earn a living.

Be CyberSmart!®

Assume that all writings, charts and graphs, pictures, photographs, music, and movies are copyrighted, unless you see a notice saying otherwise.

Name_____ Date _____

Tell It to the Judge

Robert, 13 years old, is very good with computers and likes a challenge. Exploring the Internet, he figures out how to enter the computer system used by his city. Just for fun, and to prove he was there, Robert makes a very small change to the city's home page. He adds, "It's MY town!"

Would you consider this a harmless joke? Why or why not?

_____

_____

_____

_____

Sonia and **Brandon** are at work on a school project. They come upon a hate site that really upsets them. It says the Nazis were the heroes of World War II and denies that they murdered innocent people. The two figure out how to enter the site. They type, "It's a bunch of lies!" across the home page.

Are Sonia and Brandon's actions right or wrong? Why or why not?

_____

_____

_____

_____

Name_____ Date _____

WHOSE property is it?

Every computer, and the files it contains, is the property of some person or organization. People who enter computer systems without permission are committing a crime. It's called hacking, cracking, or plain old "breaking and entering." It's a crime that can be committed while sitting in your own home, school, or library.

Why do kids say they do it?

"I was looking for a challenge."

"Why not? It doesn't hurt anyone."

"It's fun."

"I was bored."

"I wanted people to know how good my computer skills are."

"I didn't think I could get caught."

"I'm doing them a favor by showing them weaknesses in their security system."

What are the consequences?

Unauthorized entry causes a lot of trouble for computer system owners. Valuable information can be lost. Systems have to be shut down to look for damage. Business cannot be carried on. Customers get angry and take their money elsewhere. It all costs the owner a lot of money.

In addition, hacking causes trouble for people whose data is stored in these computer systems. Their private information can be stolen, changed, or deleted.

Teen hackers also cause trouble for themselves when they are eventually caught. Their Internet connection can be taken away. They can be fined. A few, tried in court as adults, even face jail time.
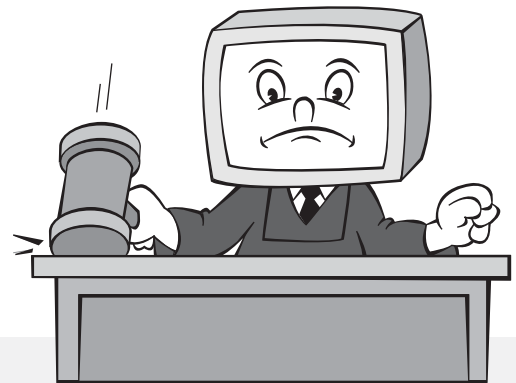
Hold a Mock Peer Court

Rather than go to court, Robert, Sonia, and Brandon decided to go before a jury of their peers.

Decide who will play the defendants, their parents, prosecuting attorney, defense attorney, bailiff, jury members, and judge.

Then conduct the peer court. Focus on the rights and wrongs in each of the two cases. Explore why the students did what they did. Make sure that the punishment will help the defendants become better citizens.

Name _____ Date _____

Good Messaging Manners

In cyberspace, people can't see your facial expressions or hear your tone of voice. They have only two ways of judging what you're thinking. One way is by the words you choose. The other is by the manners you use. So, choose them wisely.

thank you

please

cool

*&^%$
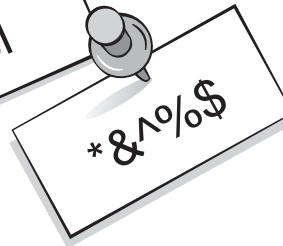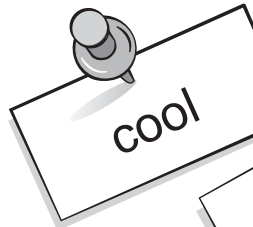
Dos and Don'ts for Any Message

✓ Do get right to the point—some people have many messages to read.

✓ Don't type in UPPERCASE—it means you're shouting.

✓ Don't use slang or rude language.

✓ Do check your spelling, grammar, and punctuation.

✓ Do think twice before using sarcasm. Without hearing your tone of voice, or seeing your facial expression, it's nearly impossible to know that a message is sarcastic.

✓ Do use smileys, or emoticons, to make your message clearer.

✓ Do stay calm when you get a rude message. Don't respond to an angry reply. A flame war—battling with hot, angry words—is bad manners.

Activity Sheet 1 of 3

Name _____ Date _____

While on vacation, Juanita sends an E-mail to her friend Elisa. She tells Elisa how a big ocean wave knocked her down and made her look foolish. Laughing, Elisa forwards a copy of the message to four more of their friends. When Juanita gets home, her friends tease her. What should Juanita say to Elisa?

_____

_____

_____

E-mail Dos and Don'ts

✓ Do type your first name at the end of your message.

✓ Don't forward E-mails without the sender's permission.

Chat Dos and Don'ts

✓ Do hang around the chat room before joining in. Learn the rules of the community.

✓ Don't waste others' time. If the chat room has a topic, do stick with it.

✓ Don't forget you're chatting with real live people, even though you may not know them face to face.

✓ Don't ask people for information you know is not safe to give out.

✓ Don't ask personal questions that you would not ask face to face.

✓ Don't scroll or flood the screen with useless characters. Nobody likes a bully!

Sean joins a chat room that is supposed to be monitored, but things seem pretty out of control. One guy is flooding the screen with rude, offensive language. Soon, others are complaining and responding with angry words. What should Sean do?

_____

_____

Name_____ Date _____

Good friends, Samantha and Jared are sending instant messages. Suddenly, Samantha stops answering Jared's messages. Wondering why, Jared sends the message, "Are you there?" over and over again. There could be many reasons why Samantha is not replying. What are your ideas?

_____

_____

_____

_____

One-to-one Instant Messaging Dos and Don'ts

✓ When you don't have time to chat, do tell the person who is messaging you.

✓ If the person doesn't respond, don't keep sending messages.

✓ If you're messaging a face-to-face friend, it's fine to be less precise with the spelling, grammar, and punctuation—as long as you both understand the shortcuts.

Message Board Dos and Don'ts

✓ Do read messages posted by others for a while before posting your own. Get familiar with the rules of the community.

✓ Do stick to the topic of the group and post only if you have something new to add. Don't waste the group's time.

✓ Don't state something as a fact if you aren't sure it is accurate.

Derek visits an online gaming message board and posts a game tip that doesn't work. Malcolm, reading the message, tries the tip and loses the game. How might Malcolm respond?

_____

_____

_____

_____

Be CyberSmart!®

Forgive the mistakes of others. Assume they just didn't know any better.

Name _____ Date _____

Sticky Sites

What is a sticky site?

Picture a spider spinning its web. If a small insect flies into the web, it gets stuck. That's good news for the hungry spider. Now picture yourself flying around (oops, surfing!) the World Wide Web. You happen upon a site. You find yourself spending a lot of time there and visiting often. You've found a sticky Web site. Sticky sites are popular sites. Commercial sites are intended to be popular because then more people will see the ads or brands, feel good about what is advertised, and want to buy the products.

What shows that a site is sticky?

Software programs count the number of individuals who visit, which pages are visited, and in what order. The software program can also tell how long a visitor stays at each page and which ads the visitor clicks on. These measurements help show what parts of the site visitors like most.

What features make a site sticky?

The exact list of features depends on a person's interests. What you like, your friends may not like. However, all the possible sticky features can be grouped into the three C's: content, customizing, and community.
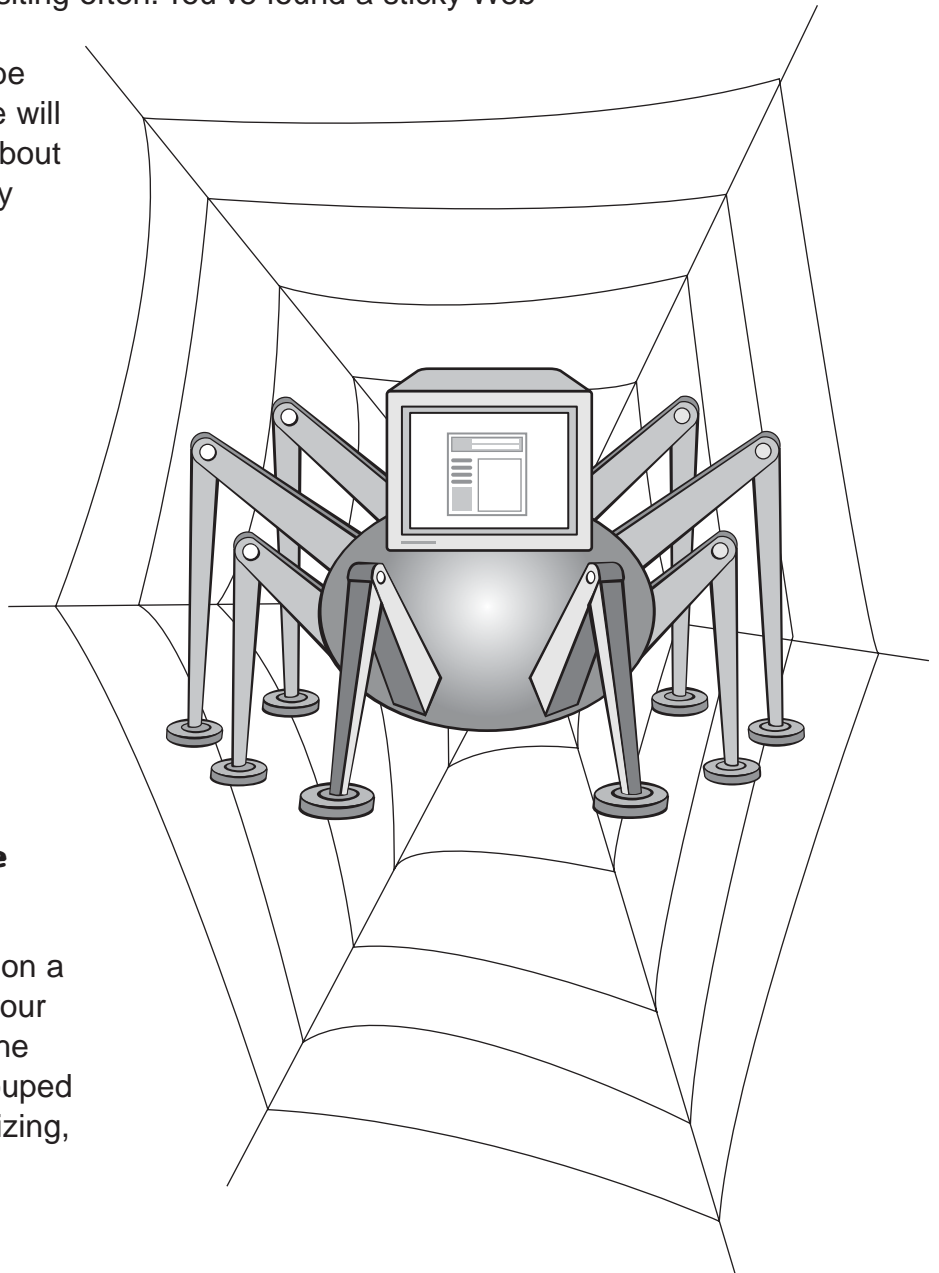
Name_____ Date _____

Site Name _____ URL _____

Content

Content is the stuff to see, do, or find at the site. Content may be factual information (as in an encyclopedia), news (as in a newspaper or magazine), and extras such as free E-mail, games, music, pictures, and jokes. Tons of good content and content that changes often make a Web site sticky.

What kinds of content are at this site?

_____

Which content is the "stickiest" for you? Why?

_____

Customizing

Many sites use what they know about you to personalize what you see or do at the site. For example, a site might allow you to change the way its home page looks. Another site might ask you to register so that when you return, it can give you the particular content that especially interests you. These kinds of customizing, or personalizing, make the site stickier.

Welcome, Suzanne!

How could this site be changed to meet your needs?

_____

Community

Sites that make visitors feel connected to one another create a feeling of belonging, or community. For example, a game site might post the screen names of high scorers for all to see. A homework site might let kids chat about school or post messages. Other sites might encourage kids to join a club, take part in an opinion poll, or enter a contest. When visitors connect often enough they begin to care about one another. Making people care about one another helps makes a site sticky.

What features at this site make people feel like they are part of a community?

_____

Name _____ Date _____

Check the Privacy Policy

Site name _____

Site URL _____

Should this site have a policy?	Yes	No	Details
1. Is any part of the site content meant for kids 13 and younger? If yes, go to 2.			
2. Does it ask for any private identity information? (This includes information that is requested but not required.) If yes, go to 3.			
3. Does it require private identity information to participate in some or all activities? If yes, then answer 4–17.			
Posting the Policy	**Yes**	**No**	**Details**
4. Does the homepage, or kids' homepage, have a link to its privacy policy?			
5. Is there a link to the privacy policy wherever private identity information is requested?			
6. Are the links clear and easy to find?			
7. Does it give the name, address, phone number, and E-mail address of the person to contact with questions?			
Collecting and Using Information	**Yes**	**No**	**Details**
8. Does the policy list the types of private identity information collected?			
9. Does it say how the information is collected?			

Name_____ Date _____

Collecting and Using Information (continued)	Yes	No	Details
10. Does it say how the site will use the information?			
11. Does it say whether the information is shared with anyone else? (for example, an advertiser)			

Getting Parents' Permission	Yes	No	Details
12. Does the site ask parents' permission before collecting personal identity information?			
13. Does the site ask parents' permission before letting kids chat or post messages? (when private identity information could accidentally be given out)			
14. Does the site ask parents' permission to share private identity information with others?			
15. Does the policy explain that parents can check the information collected and ask to have it deleted?			
16. Will the site contact parents if it changes the way it collects and uses information about you?			

Privacy Seals	Yes	No	Details
17. Does the site show a TRUSTe® Privacy Seal for Kids?			
18. Does the site show a Kid's Privacy BBB*OnLine*® seal?			

Be CyberSmart!®

If a site asks for information you do not want to share, leave the site.

Name_____ Date _____

Privacy—What's the big deal?

It's a good idea to check a site's privacy policy before using the site. Here are some terms you're likely to find in privacy policy notices.

Cookies are small computer files placed in your computer by the sites you visit. These files contain numbers to identify your computer. They also identify your browser, operating system, and Internet service provider. It is also technically possible for cookies to identify you by any private identity information you may have given to the site.

A cookie records the date and time you visited and how long you stayed. It also records which Web pages and ads you viewed. The next time you return, the site reads the cookie for preferences chosen on the last visit. Then it can present customized content and ads.
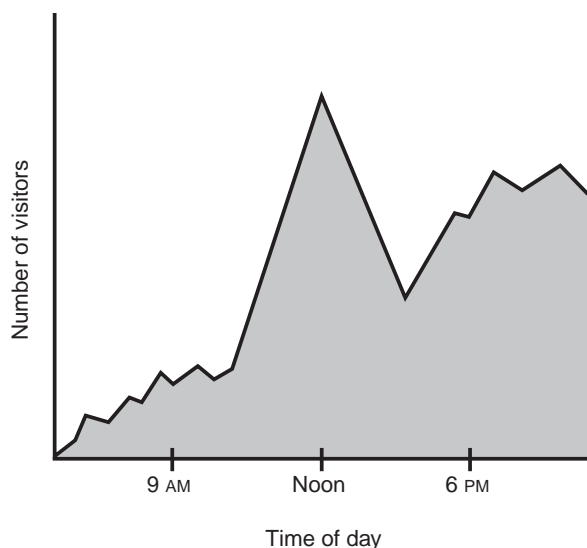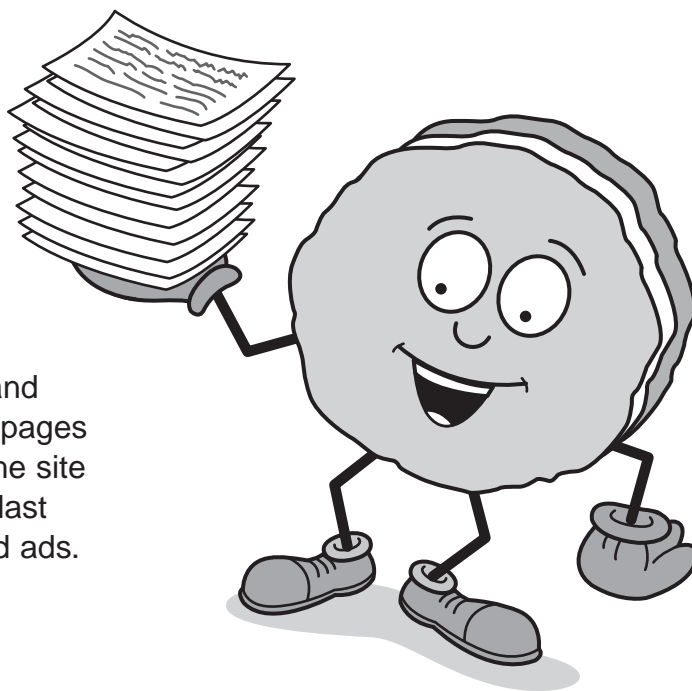
Aggregate data is information collected, usually by cookies, from many visitors to a site. Web owners can use this information to make generalizations about their visitors, For example, "Visitors stay an average of 27 minutes each time they visit." This information is used to decide how to improve the site in order to get more visitors, make more sales, or to determine how much to charge advertisers. Information that is in aggregate cannot be traced back to you individually.

Name_____ Date _____

Third party The word "party" is a legal term for an individual or a company. You (the visitor) are the first party. The site owner is the second party. Any other person or company is the third party. Most people don't mind sharing information about themselves with site owners to get better service. However, many people do NOT want their information passed to a third party without their knowledge. A site's privacy notice should state if the owner shares your information with third parties.
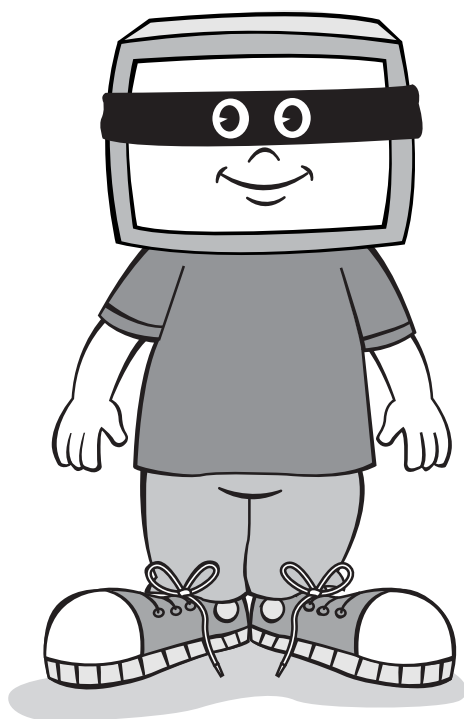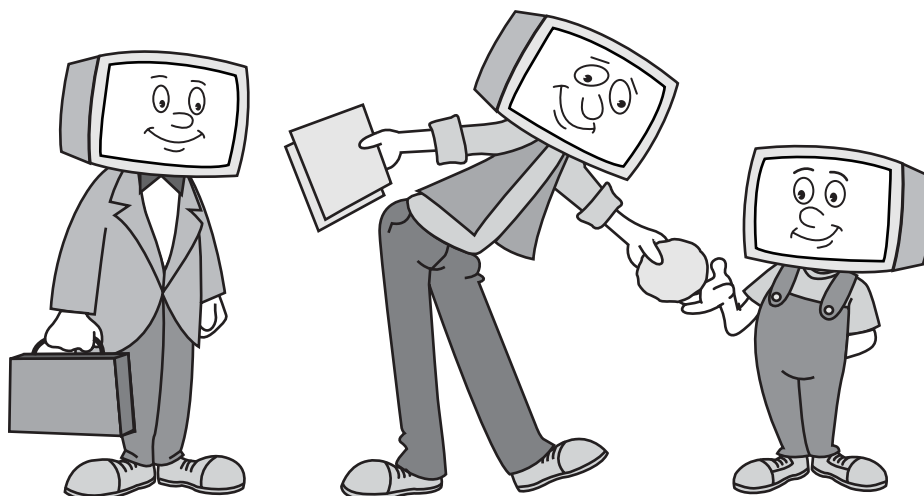
Anonymity Most people think no one knows who they are online. That state of not being identified is called anonymity. That's why people sometimes do things they would not do face to face. However, it's nearly impossible to be completely anonymous online.

Be CyberSmart!®

What can kids do about privacy? Think about it. Listen to your parents' concerns. Talk about ways to protect your family.

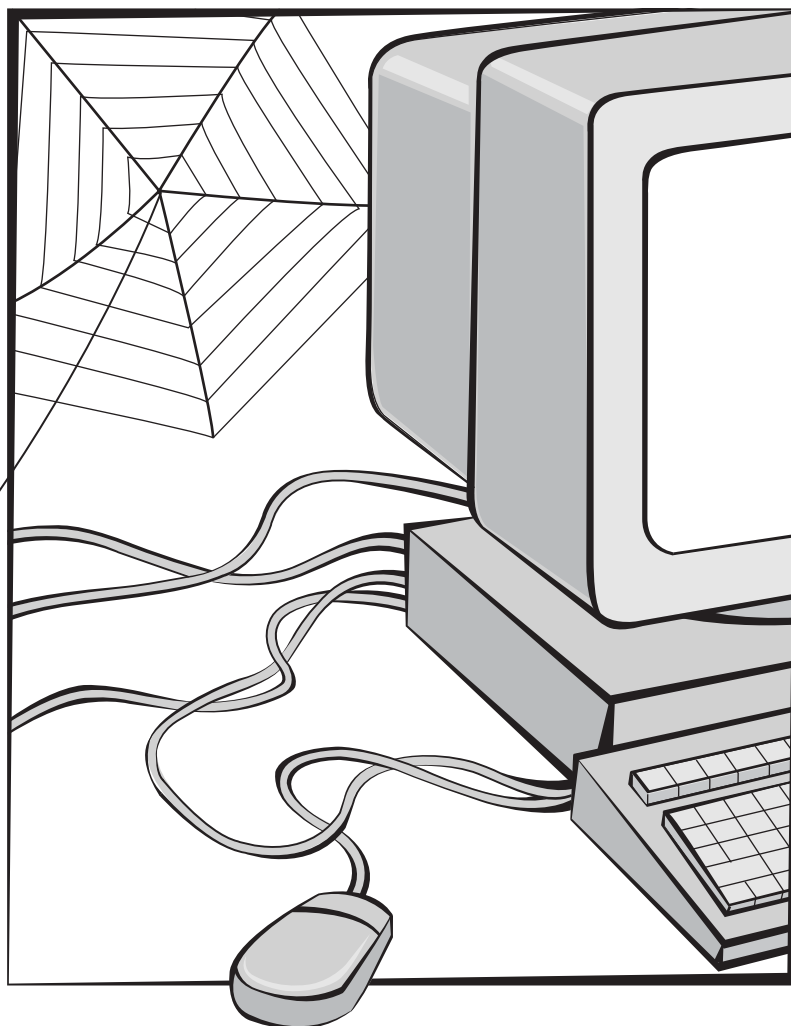Name_____ Date _____

Investigating Search Engines and Directories

How does a SEARCH ENGINE work?

Search engines use a computer program called a **spider** to roam the World Wide Web exploring Web pages and their links. The spider collects information and then a second computer program **indexes** all the information. Each search engine's spider and index organizes Web pages a bit differently.

Search engines also have a third computer program that actually goes into the index to find **matches** between your keywords and Web pages.

The sites with the best matches are displayed first. Each search engine has a different way of identifying the best sites. This is why you are very likely to get different results from different search engines.

These three tasks are all done without any human involvement—so a huge number of sites are indexed quickly.

Name_____ Date _____

How does a DIRECTORY work?

In a directory, **people,** not computers, put the index together.
Editors evaluate Web sites and organize them into subject categories.

Because people have chosen them, the sites in directories may be of higher **quality**.

However, the number of sites in a directory is usually much **smaller** than in a search engine's index.

Many people use the term "search engine" to describe either a search engine or directory. And many search sites offer both services.

How does a META-SEARCH ENGINE work?

A meta-search engine sends your keywords to several search engines at the same time. The results from each search engine are organized and displayed on one page. This type of service is useful when your topic is very **narrow** and you want to search as many Web sites as possible.
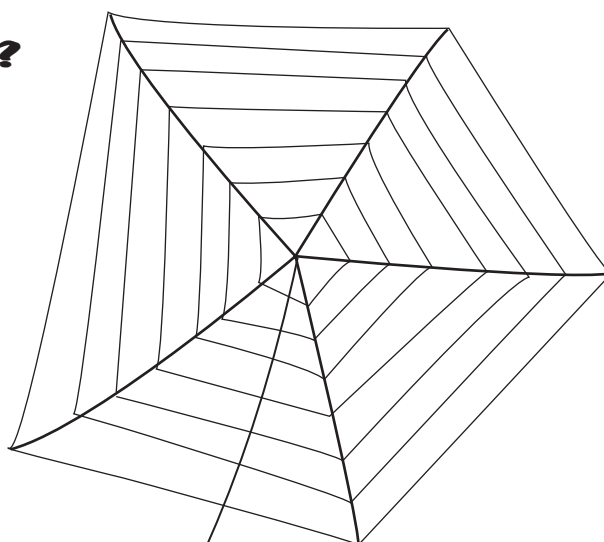
Be CyberSmart!®

No one search engine, directory, or meta-search engine covers the entire Web. So, don't get stuck in a rut by using only one. Try them all.

Name_____ Date _____

Search Site Name _____

1. This site is generally known as a (check one):

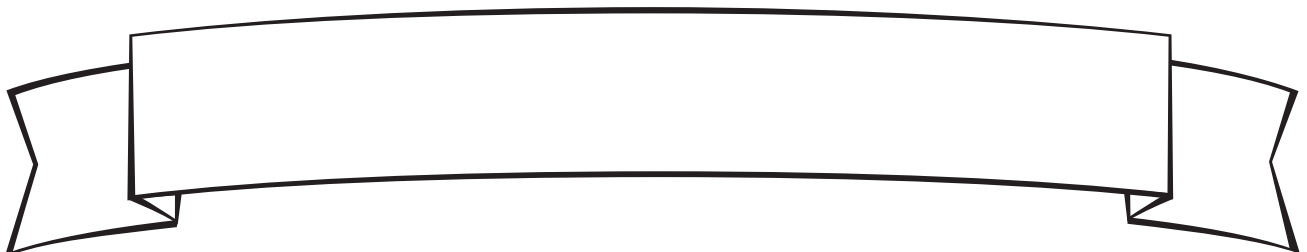☐ Search engine ☐ Directory ☐ Meta-search engine

2. What other kinds of information or activities are on the home page of this search site?

_____

_____

_____

3. Try a quick search for *tandem bicycles.* What kinds of information are provided on the results page?

_____

_____

_____

4. How can you submit questions or comments about the site?

_____

_____

Sum It Up

Make up a slogan to remember this site.

Name_____ Date _____

Smart Keyword Searching

Just think! Every major search engine has information about millions and millions of World Wide Web sites. At the click of a button, a search engine sorts through what it "knows" and lists the sites it "thinks" you want. In some ways, a search engine is like a well-trained dog. It will fetch what you want, but only if you use the right commands.

More Words Are Better

While single words are better commands for dogs, more words are better for search engines. A search for a single word may "fetch" a million sites. Obviously, it's tough to check a million sites to find the best one for your needs.
Adding more words fetches fewer sites that are closer to what you need.
See how it works now.
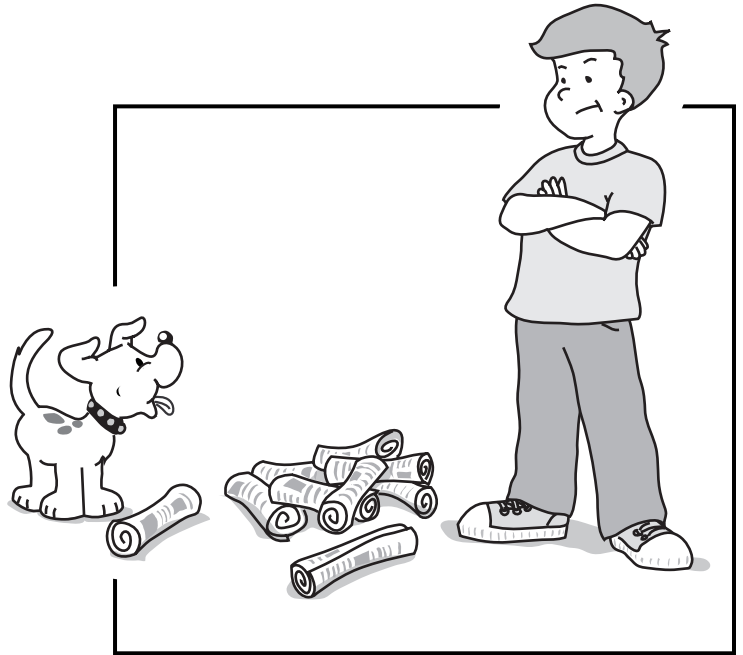
Go to www.cybersmartcurriculum.org and click on the diamond. Find the title of this lesson and click on one of the search site links.

Which search site are you using? _____

Let's say your teacher tells you to find out whether the element mercury is toxic. Start by typing in *mercury* and hitting the enter key.

How many web pages were retrieved? _____

Look over the description of the first few sites. What are they about?_____

_____

_____

_____

Name _____ Date _____

By now you may realize that the word *mercury* has more than one meaning. Try adding another word to tell what about *mercury* really interests you. Type in *mercury element*.

How many Web pages were retrieved? _____

Look over the description of the first few sites. What are they about? _____

_____

_____

_____

Although these sites might have the answer to your question, they might not. Now try adding a third word. Type in *mercury element toxic*.

How many Web pages were retrieved? _____

Look over the description of the first few sites. What are they about? _____

_____

_____

_____

Now you are getting somewhere! By now all the sites retrieved should help answer the question.

Looking at the Numbers

Compare the number of web pages retrieved for the three searches. What do they tell you about how the search engine does its work?

_____

_____

_____

Name_____ Date _____

Use Synonyms

Lets say you want to find out about living on the planet Mars. You think your keywords should be *planet   Mars   living.* Submit those three words to the search site.

How many Web pages were retrieved? _____

Look over the description of the first few sites. What are they about?_____

_____

_____

_____

Now think of synonyms for each keyword. Well, a planet is a planet. Mars is Mars. But other words might work just as well as *living, such as coloninzing.* Submit *planet Mars colonizing* to the search site.

How many Web pages were retrieved? _____

Look over the description of the first few sites. What are they about?

_____

_____

_____

Which synonym retrieved that sites are most likely to answer your question? Explain why.

_____

_____

_____

Be CyberSmart!®

Always check the search help pages when using a search engine for the first time. There you'll learn which commands will work and how. You may also find menus of options for identifying just what kinds of sites you want retrieved.

Name_____ Date _____

Making Search Decisions

If...		Then...
your topic is broad For example, *sports* is a broad topic and *women's soccer* is a narrow topic.	→	**go to** a directory site (such as About, Lycos, Open Directory Project [www.dmoz.org] or Yahoo!). Choose a subject category that matches your topic. Then narrow your topic by browsing the sub-categories.
you know what you want but can't think of the name for it For example, you want to find the name of the people who parade in fancy costumes on New Year's Day.	→	**go to** a directory to browse subject categories. You may find subjects that will lead you to the name you want.
you need to come up with a topic For example, your teacher has said you can write about anything you wish.	→	**browse** the subject categories in a directory, selecting subcategories until you find a topic that seems just right.
your topic is narrow For example, *Chinese kite designs* is a narrow topic and *crafts* is a broad topic.	→	**go to** a search service known for its huge index of sites (such as Alta Vista, Excite, Google, or HotBot) or a meta-search engine (such as Dogpile or Metacrawler) that will submit your search to many search engines at once. Enter your keywords into the search tool.
your topic is narrow and a proper noun The names of people, places, and organizations are proper nouns—for example, Queen Elizabeth II, Buckingham Palace, and The Royal Society.	→	**enter** your keywords in quotation marks to make sure you get the whole name and not just one part of it.
your topic is narrow and an exact phrase For example, *water pollution*	→	**enter** your phrase in quotation marks to make sure you get the whole phrase.
you want to search for all the keywords related to a single root For example, *astron* is the root for astronomy, astronomer, and astronaut.	→	**enter** only the root of the word followed by an asterisk. The asterisk acts like a "wild card" telling the search engine to find any words with that root.

Name_____ Date _____

1. Michael plans to write his social studies report about American history. He knows his topic is too large to cover in a few pages. He has to zoom in on a smaller topic. Which of the search tips will be most helpful for this task?

_____

_____

Go to www.cybersmartcurriculum.org and click on the diamond. Find the title of this lesson and open its links. Using the tip you chose, find a topic for Michael's report. What topic did you choose?

_____

_____

How did you find the topic?

_____

_____

2. Elena plans to write her report about indentured servants in the American colonies. Which of the search tips will be most helpful for this task?

_____

_____

Using the tip you chose, find the titles of Web sites to help Elena. List the first three sites in your search results.

_____

_____

_____

_____

Be CyberSmart!®
Try the **advanced search** features at each search service. You'll get what you want **faster** than simply searching for a keyword.

Name_____ Date _____

Identifying High-Quality Sites

Anyone can be an "author" on the World Wide Web. Site creators don't have to be experts in any subject. Their "facts" don't have to be true. They don't have to fix errors if some are found. They can pretend that their opinions are true facts. They can even choose to include unkind or harmful statements.

All that's really needed in order to be a Web author is knowledge of how to build a site. With the software available today, it is even easier to create a site than it was a couple of years ago.

So, when you need to research a topic, which Web sites should you trust? It's up to you to judge which sites are the good ones. You also need to judge which sites meet your needs. The questions on the next two pages will help you decide whether or not to use an informational site for research. If a site doesn't measure up, move on and find another one.

Name _____ Date _____

Title of Site _____ URL _____

Site Evaluation Form

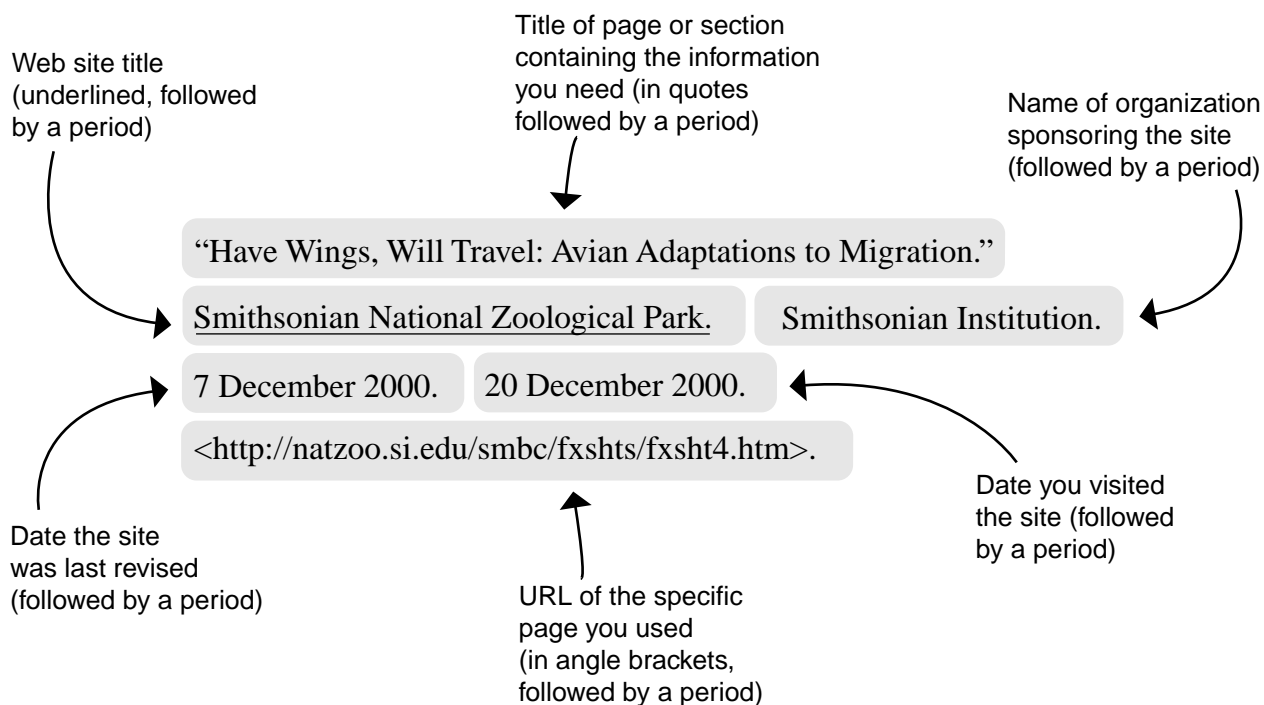| Purpose of the Site	Circle one	Add details to explain
Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	yes no	
Is the site free of advertising?	yes no	
If there are ads, is it easy to tell the difference between ads and content?	yes no	
Is the site sponsored by any organizations?	yes no	
Is it clear who the site is for? (for example, college students or young children)	yes no	
Is the tone calm and fair? (Sites that are hateful and angry may not be good sources of information.)	yes no	
Is the site open to everyone? (no age requirements, fees, passwords, or registration)	yes no	
Trustworthiness of the Author	Circle one	Add details to explain
Is the author identified by name?	yes no	
Is the place the author works or the organization he/she belongs to given?	yes no	
Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	yes no	
Has the author or site received any respected awards?	yes no	
Was this site recommended by a site you trust? (for example, by a homework help site)	yes no	
Are sources given for statistics?	yes no	

Name _____ Date _____

Trustworthiness of the Author (continued)	Circle one	Add details to explain
Can the author be contacted if you have questions? (E-mail address, street address and phone number)	yes no	
Is the site without spelling, typographical, and grammatical errors?	yes no	
Usefulness of Information	Circle one	Add details to explain
Does this site have enough information for your research?	yes no	
Is most of the information useful for your research? (If not, it may be hard to find what you do need.)	yes no	
Up-to-Date Information	Circle one	Add details to explain
Is the date the article, page, or site was created given?	yes no	
Is the date last revised given?	yes no	
Do all the links lead to active pages? (no dead links)	yes no	
Ease of Use	Circle one	Add details to explain
Is the text understandable?	yes no	
Is the type easy to see?	yes no	
Do the titles and headings give a clear idea of the content?	yes no	
Is there a "what's new" feature?	yes no	
Is there a site map?	yes no	
Is there a tool for searching the site?	yes no	
Do pages load quickly?	yes no	
Are links labeled clearly?	yes no	

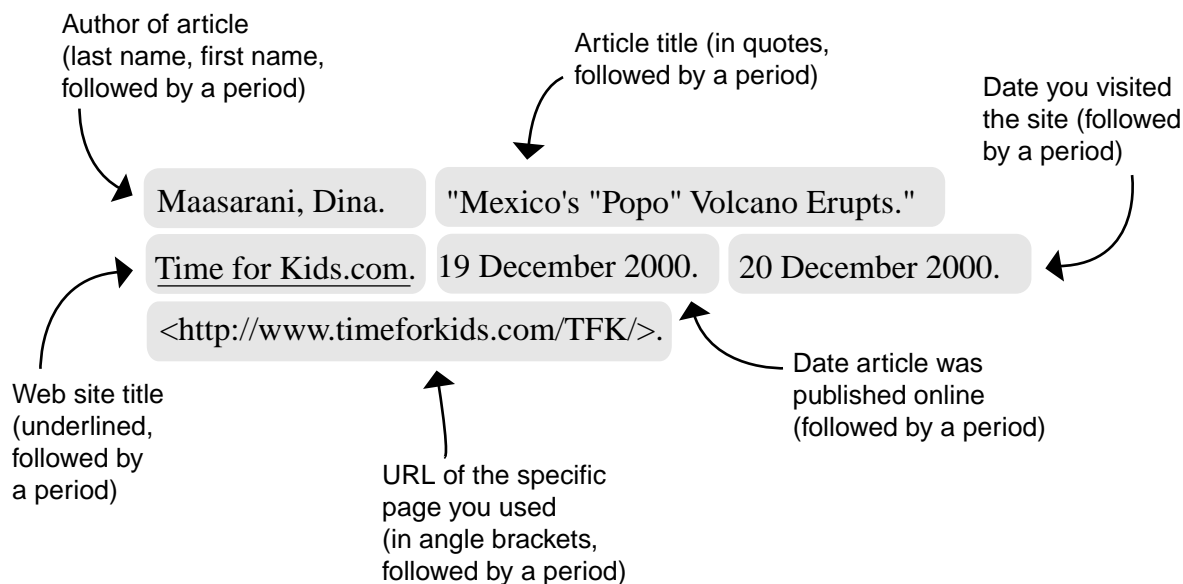How many yeses did you circle ? _____ out of 28 total

Name _____ Date _____

Bibliography Guide: How to Cite a Site

Professional sites include those put on the Web by schools, universities, governments, museums, organizations, and companies.
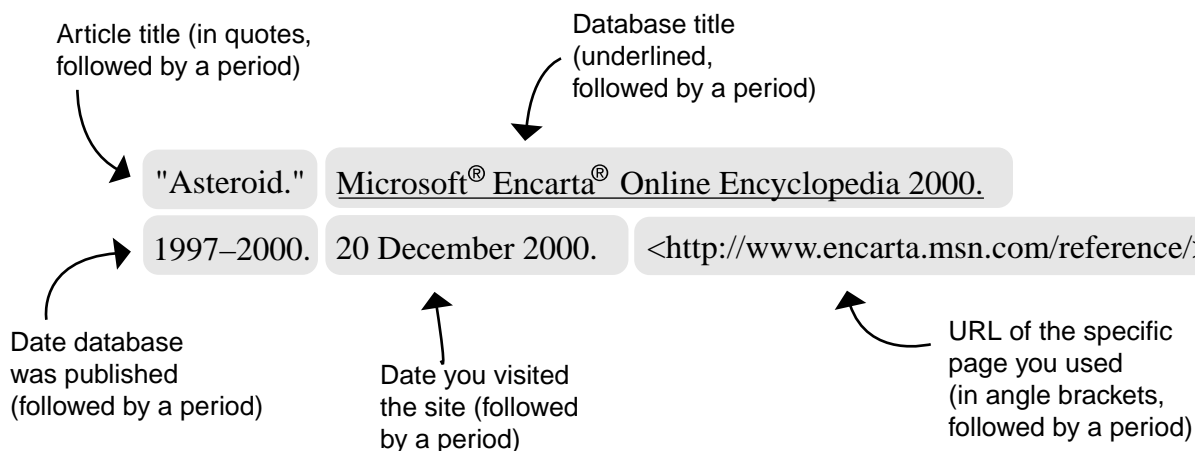
Web site title
(underlined, followed by a period)

Title of page or section containing the information you need (in quotes followed by a period)

Name of organization sponsoring the site (followed by a period)

"Have Wings, Will Travel: Avian Adaptations to Migration."

Smithsonian National Zoological Park.   Smithsonian Institution.

7 December 2000.   20 December 2000.

<http://natzoo.si.edu/smbc/fxshts/fxsht4.htm>.

Date the site was last revised (followed by a period)

URL of the specific page you used (in angle brackets, followed by a period)

Date you visited the site (followed by a period)

Online Newspaper or Magazine Articles

Author of article (last name, first name, followed by a period)

Article title (in quotes, followed by a period)

Date you visited the site (followed by a period)

Maasarani, Dina.   "Mexico's "Popo" Volcano Erupts."

Time for Kids.com.   19 December 2000.   20 December 2000.

<http://www.timeforkids.com/TFK/>.

Web site title (underlined, followed by a period)

URL of the specific page you used (in angle brackets, followed by a period)
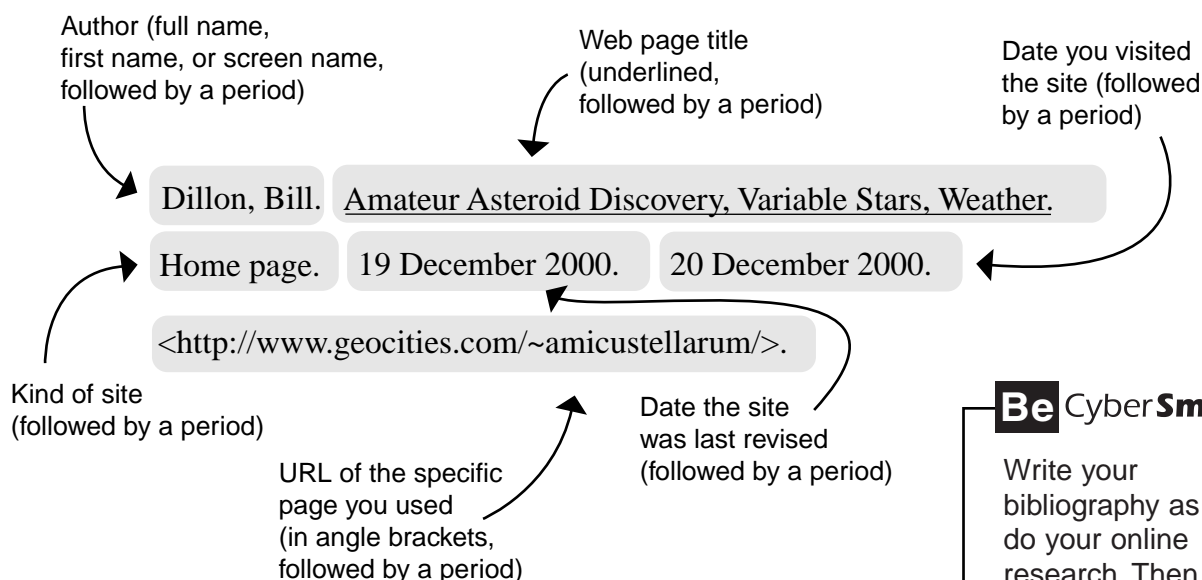
Date article was published online (followed by a period)

Name_____ Date _____

Reference Database Sites include online encyclopedias, atlases, dictionaries, and thesauruses.

Article title (in quotes, followed by a period)

Database title (underlined, followed by a period)

"Asteroid." Microsoft® Encarta® Online Encyclopedia 2000.

1997–2000. 20 December 2000. <http://www.encarta.msn.com/reference/>.

Date database was published (followed by a period)

Date you visited the site (followed by a period)

URL of the specific page you used (in angle brackets, followed by a period)

Personal home pages are sites by individuals. Include as much of the following information as you can find.

Author (full name, first name, or screen name, followed by a period)

Web page title (underlined, followed by a period)

Date you visited the site (followed by a period)

Dillon, Bill. Amateur Asteroid Discovery, Variable Stars, Weather.

Home page. 19 December 2000. 20 December 2000.

<http://www.geocities.com/~amicustellarum/>.

Kind of site (followed by a period)

URL of the specific page you used (in angle brackets, followed by a period)

Date the site was last revised (followed by a period)

Be CyberSmart!®

Write your bibliography as you do your online research. Then you can always return to your sources.

Name _____ Date _____

Online @ the Library

Do you have a library card? If not, go to your library and get one. Libraries are a great place to find all kinds of information—including information on the Internet.

Here's what you can do online with a library card:

FREE!FREE!FREE!

You can get **free** access to the **Internet.** That's right! No monthly fee and no charge for using the computer (although you might be charged for printing).

FREE!FREE!FREE!

EXPERT&LIBRARIAN EXPERT&LIBRARIAN EXPERT&LIBRARIAN

You can get a **real live expert**—a reference librarian—to help you get around the Internet and find high quality information. (You know, some "facts" on the Internet are not really true.)

EXPERT&LIBRARIAN EXPERT&LIBRARIAN EXPERT&LIBRARIAN

NEWSPAPERS&MAGAZINES NEWSPAPERS&

You can enter subscription **Web sites** that are only available from library computers. For example, you can search for newspaper and magazine articles, print them, and take them home.

NEWSPAPERS&MAGAZINES NEWSPAPERS&

**VIRTUAL LIBRARY VIRTUAL LIBRARY VIRTUAL**

Having a library card number is almost as good as being in the library. You can **enter Web sites from any computer** that is connected to the Internet. All you do is type in your library card number to enter these for-fee sites that your library has paid for you to use.

VIRTUAL LIBRARY VIRTUAL LIBRARY VIRTUAL

Name _____ Date _____

What else is @ the library?

The library has information the Internet doesn't have! It's still the best place to find the latest books from your favorite authors and the latest nonfiction books for research.

Library Card Application
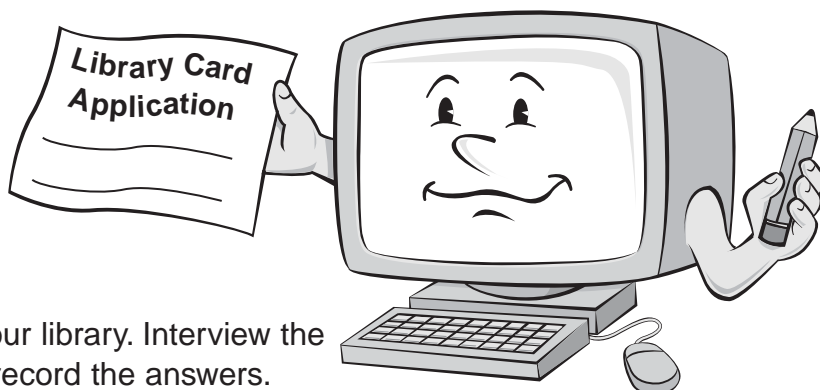
Investigate the Internet possibilities at your library. Interview the librarian using the questions below and record the answers.

1. Who can use the Internet at the library?

_____

2. Are there any forms to be signed? If so, what kind?

_____

3. Which for-fee Web sites can be entered only from my library's computers?

_____

_____

4. Which for-fee Web sites can be entered from any computer if I have a library card?

_____

_____

5. How will I learn to use these special sources of information?

_____

6. Can I reserve time on the Internet computer? Is there a time limit for using the computer?

_____

7. What are the fees related to using the Internet at the library?

_____

8. May I check my E-mail at the library?

_____

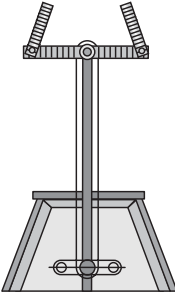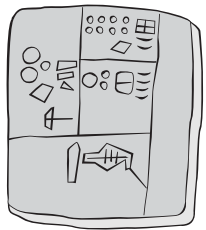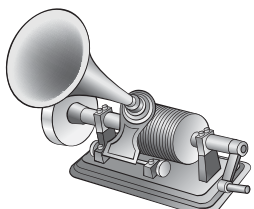**9.** May I chat in cyberspace at the library? If yes, are there any restrictions?

_____

Be CyberSmart!®

Remember to protect your personal information and privacy even when going into cyberspace at a library.

Name_____ Date _____

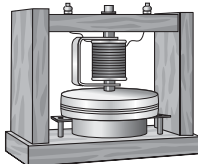# Great Moments in Communications

1450
Johann Gutenberg invents a printing press using movable metal type.

1792
Mechanical semaphore is invented in France.

1972
The first E-mail messages are sent.

1924
Pictures are first transmitted over telephone lines.

1990
Tim Berners-Lee invents the World Wide Web.

45,000 BC
Neanderthal man carves a picture on a woolly mammoth tooth.

3500 BC
Sumerians record pictographs representing words on clay tablets.

1963
First communications satellite is launched, allowing worldwide live broadcast of the 1964 Olympics.

1877
Thomas Edison invents the phonograph, a device to record sound on a wax cylinder.

Name_____ Date _____

1975
The personal computer, both small and powerful, is invented.

450
Chinese invent printing by inking carved wood blocks.

1884
First long distance phone calls are made.

1830s
Ada Byron, a mathematician, writes the world's first computer program for a computing machine designed by Charles Babbage, but never built.

900 BC
Chinese develop postal system to deliver written messages.

1982
The first cell phones are available for sale.

105
Chinese make paper from rags.

1876
Alexander Graham Bell invents the telephone, transmitting the sound of the voice clearly over electrical wires.

1609
Early newspapers are published in Germany.

Name_____ Date _____

900
Byzantine ship captains use colored flags to send signals to one another across the water.

1837
Samuel Morse invents a telegraph that can send short and long beeps, called "dots" and "dashes."

776 BC
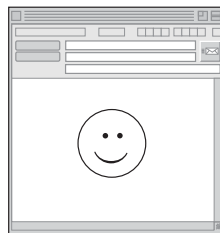Homing pigeons carry messages about the Olympics for Ancient Greeks.

1901
Gugliermo Marconi sends the first radio signal across the Atlantic Ocean.

1979
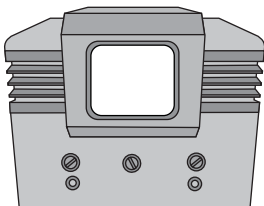The first emoticon is used in an E-mail message.

1970
The Internet is invented by the U.S. government as a means of military communication.

1928
Very first few homes get television sets to watch broadcast programs.

1866
First successful transmissions over a transatlantic cable.

1993
Marc Andreeson creates the first browser program, allowing people to navigate the Web.

Name _____ Date _____

Cyberspace World

Is cyberspace real?

Where, exactly, are chat *rooms*? Where do you go when you *visit* a Web site? The answer—cyberspace—is even more confusing. Cyberspace is not a real physical place that you go to. Nor is it imaginary just because it can't be seen or touched. Cyberspace means "computer space." It's where people communicate and exchange information through computers connected to the Internet.

While you don't sit in a *real* room when you chat, you are talking to *real* people. While you don't *really* travel to visit a Web site, you do see pictures of, and get facts from, *real* people. And you can have *real* fun, learn *real* things, and possibly get into very *real* trouble in cyberspace.

Make a Map of Cyberspace

Use Activity Sheet 2 to draw your understanding of where cyberspace is around the world. There is no right or wrong way to do it, as long as you show your ideas about people communicating through connected computers and the Internet. As you plan your drawing, think about and show the following:

☐ How the boundaries between countries affect cyberspace

☐ Whether cyberspace is located in or over the oceans

☐ The different languages used in cyberspace

☐ The locations of popular Web sites

☐ How the size of a country's population affects cyberspace

☐ How the wealth of a country affects cyberspace

☐ A legend to explain what your symbols and colors represent.

Name_____ Date _____

Cyberspace World

Name_____ Date _____

Information Highways

How do computer networks and the Internet relate?

The Internet is a worldwide network made up of smaller computer networks. The computer you use to get online is part of one of these smaller networks. Once connected, you can send information to any computer anywhere on the Internet, and receive information back—even on the other side of the world! Networked computers communicate through telephone lines, cables, wireless, and satellite links. You can think of all these connections as roads and highways.

How does information travel on the Internet?

Computers break information into small chunks, called **packets**. Even a brief E-mail is broken down into packets. Each packet travels along the Internet on its own. When the packets reach their destination, they're put back together. Often, a packet gets lost. Even before you know it's missing, it's sent again and joins the other packets.
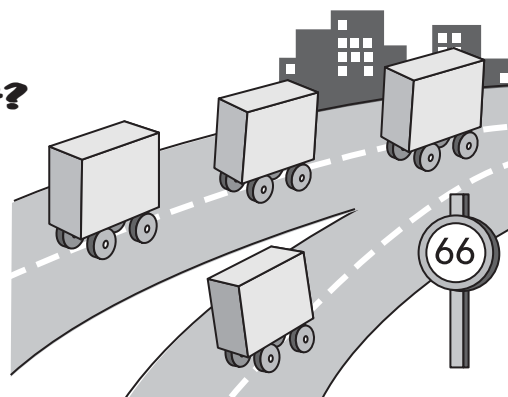
Packets do not travel directly from one computer to another on the Internet. They travel through machines called **routers**. A router is like a traffic cop at a busy intersection. It reads the "address" on each packet and decides what path the packets should travel. Packets sent to far off computers may go through many routers.

What happens when there is a traffic jam or a router breaks?

Sometimes, many packets arrive at a router at the same time. When this happens, there is a traffic jam, also known as a **bottleneck**. Some packets get through right away. Others slow down and have to wait their turn. Nearby routers find out about the bottleneck and send packets along a different and faster route.

If one router breaks down, the packets are sent to another router. Even though their route is slightly different, they still get to their destination. That's one of the coolest things about the Internet—it really can't completely break down.

How does the Internet grow?

The Internet was designed to grow easily. Each time another school or library gets wired, a new network is added to the Internet. As small networks are added, the Internet grows. Today, there are hundreds of millions of people connected. How many will there be in the future?

Name_____ Date _____

Make a Model

Model how packets travel on networks and the Internet. You will be either a computer on a network or a router that connects one network to another. Use string to represent connections and straw pieces sliding along the string to represent traveling packets.

1. Form groups of four students. In each group, three students represent computers and one represents a router. (The "router" joins the model at Step 4. The person to be the "main router" joins at Step 7.)

2. Each computer gets a piece of string. In each group, model a small network of three computers, as shown in the picture.
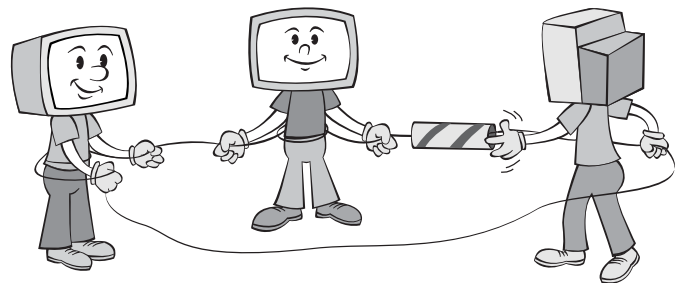
3. Each computer now gets a straw segment (a "packet") and writes the name of another computer on it. Then, put the packet on your string and send it to its destination.

4. Each router gets three pieces of string and uses it to connect to each of the computers in its network.

5. Now each router gets a fourth piece of string. Share the strings so that you can connect with two other routers.
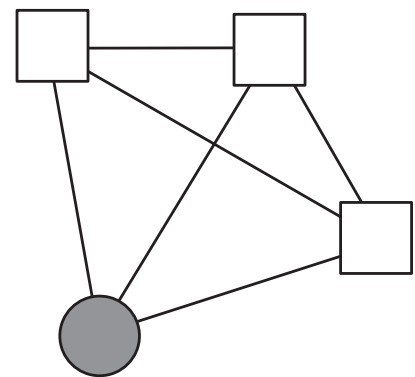
6. If you are a computer, address and send a packet to a computer on one of the other two networks.

□ = computer   ● = router

7. One student in the class, the main router, will connect only to other routers. Have the main router use six pieces of string to connect to each of the other routers.

8. Now send packets from computers on one side of the model to computers on the other side of the model.

Name_____ Date _____

1. How do information packets get from one computer to another within a single network?

_____

_____

2. How many routers does a packet have to pass through to get from one side of the model to the other?

_____

_____

3. What would cause a traffic jam (or bottleneck) at a router?

_____

_____

▢ = computer　　⬤ = router　　⬢ = main router
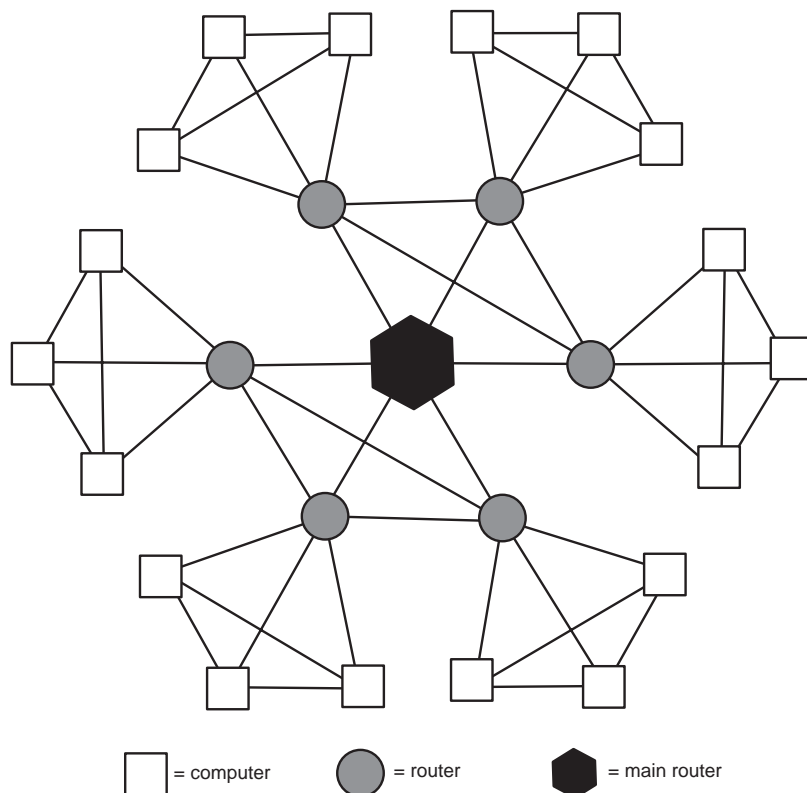
Name_____ Date _____

Debating the Future

Should schools and libraries block Web Sites?

Most schools and some libraries use filtering software to block sites that are considered unsuitable for kids. Such software blocks Web sites that may contain sexual, hateful, or violent content.However, because the software merely looks for certain words, it may also block kids from sites that have useful or important information. Should schools and libraries use filters in the future? Explain your answer.

Approved for Kids

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Will the Internet make schools disappear?

Today, some people are going to college without leaving home. They get class notes, talk with classmates and teachers, and take tests online. In the future, there will be more and more ways to learn online. How might distance learning affect schools? Will we need fewer teachers? Will school buildings be torn down?

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Will the Internet save lives?

Throughout history, disasters have happened to people around the world. Wars, diseases, droughts, and earthquakes have killed millions. What if everyone in the world were connected to the Internet? Might Internet communication encourage people to help each other? Could it make the world a better place for everyone?

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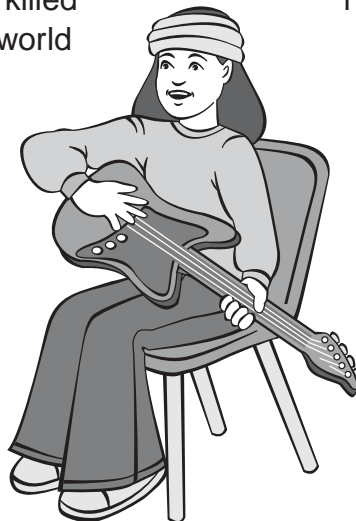
Will the Internet ruin kids?

In the 1960s, parents said that rock music was turning teens against their parents. In the 1980s, parents said that television was turning their kids into zombies. Today, parents worry that the Internet is keeping teens from getting exercise. They also worry that it's taking the place of face-to-face social activities. Will today's teens, the Internet generation, become unhealthy and socially awkward adults?
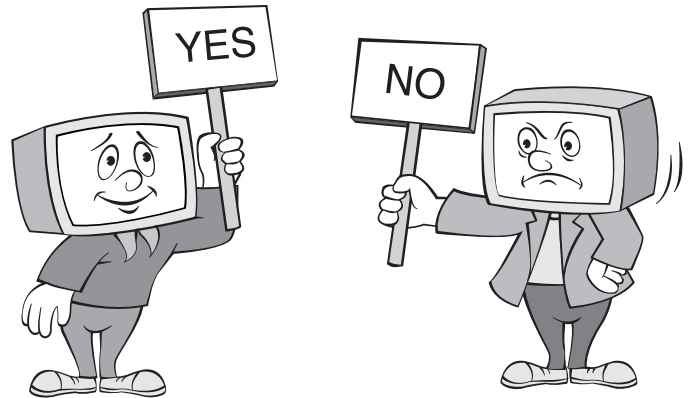
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_____

Name _____ Date _____

Debate Team Plan

Team members _____

Issue (one of the questions from Activity Sheet 1) _____

_____

Thesis (your answer to the question above) _____

_____

Arguments (points that support your thesis)

_____

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YES NO

Visual Aid (a diagram, picture, chart, or skit)

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