

MISSING

CLASS SAFETY PLAN

These activities encourage children to discuss their Internet rights and responsibilities in an open-minded and reasoned manner. The activities take place over two lessons.

Lesson 1. Students work in small groups to produce charts describing the rights and responsibilities they should have on the Internet. They discuss the issues where the class is in agreement and they find one issue about which there is disagreement. This program is described on the bulletin board in this virtual office.

Lesson 2. Students determine a range of options and then use role playing and discussion to reach a conclusion on the contentious issue they identified in the earlier class. This program is described on the following pages.

Lesson 2 includes three activities.

Activity #1. First students use file cards to find out the range of opinion in the class and to explore perceptions of chat room behavior in the community.

Activity #2. Then students participate in a role play and a group discussion where the objective is to reach consensus on what is appropriate and responsible chat room behavior.

Activity #3. Finally, the group moderators read out their recommendations and decide on a statement that represents the views of everyone.

Lesson 2: Teacher's Introductory Remarks

"In the last lesson, we brainstormed about what we believe to be our 'rights' and our 'responsibilities' on the Internet. When we look at our charts, we see that each group came up with different ideas. The idea that caused the greatest disagreement was: chat rooms.

Some of you feel that you should be able to talk to anyone you want. Others believe that you should be restricted to a small circle of people you know in person.

Your views depend on your interest in computer technology, your access to the Internet at home, and sometimes on the views of your parents and friends.

Today, we are going to try to create a single statement about 'rights' and 'responsibilities' in chat room conversations. We will try to word that statement so that every member of the class can agree to it.

We ask you to contribute your opinions in an appropriate manner that conveys your point of view. But we also ask you to listen to the views of others. This is a challenging activity with no clear answers. Good luck!"

Activity #1: Teacher's Remarks

"If you look behind me on the board, you will see a line of tape representing a range of different behaviors in chat rooms. At one end I have written 'Chat with everyone: friends and strangers' At the other end I have written: 'Chat only with family'."

"Now I am going to pass out a file card to each of you. Come up to the front and put that file card at the point on the line that represents your behavior on the Internet."

Ask students to examine the line to see what kind of behavior most students are engaging in.

"Now I am going to pass out a second file card. Come up to the front and put that file card at the point on the line that represents, in your opinion, the behavior of most kids your age.

Ask students to examine the line to see the differences between their own behavior and what they think others are doing on-line.

Activity #2: Teacher's Remarks

"Now we are going to do a role play that will help us explore the different ideas we have about chat rooms. Each one of you will get a worksheet explaining the role you will take: Jason, Caitlin, Tylor and Kyla. Read your sheet and think about the character you are going to play.

"Then, pretend the four characters are meeting at lunchtime. They are discussing what they do in chat rooms - and what they should do. While four students are in conversation, the moderator will help your group develop a guideline for chat room behavior that you can all agree on."

Circulate through the classroom while the students are in discussion to help students who may reach an impasse.

THE MODERATOR

You are an important person in your group! Others will rely on your leadership and your ability to listen and make decisions.

Your responsibilities are to:

- Allow each member of the group to speak and express an opinion.
- Record ideas (on paper) that could be used to express the 'rights' and 'responsibilities' of young people when they participate in chat room discussions
- Summarize the discussion of the group at the end.

JASON

Computer Knowledge:

Excellent, he shows others what to do. He knows where to find good web sites and chat rooms.

Chatroom Behavior:

- He is on-line every night chatting to others including people he has never met before
- He is not afraid to try new rooms
- He has all the latest 'scoop' around high school

Parents:

- They think Jason chats with friends too much and would like to see him do his homework
- They are rarely at home at night because of shift work

Past Experience/Attitude:

- Jason has an attitude problem at school which he does not really want to change

Friends:

- Jason has many friends. He respects them and does not want to lose them

On-line Experiences:

- Jason had a couple of weird messages which were ignored and forgotten
- He tries to be smart by leaving out his name

CAITLIN

Computer Knowledge:

- She would describe herself as "pretty good" on the computer. She learned a lot from Jason and has chatted with him and others at home

Chatroom Behavior:

- She goes on-line sometimes chatting to others. Recently she began to chat with people she has never met before
- She is concerned and hesitant about chatting without knowing who she is talking to
- She wants to learn how to deal with the problem

Parents:

- She told her parents her password for ICQ and respects their opinions
- She is afraid parents will be angry if they find out she's spoken to people she does not know
- She does not want to disappoint her parents

Past Experience/Attitude:

- She is popular and wants to be accepted

Friends:

- Others are encouraging her to chat more often

On-line Experiences:

- She had a weird message, but it might have been a friend playing a joke.

TYLOR

Computer Knowledge:

- He would say he understands computers well. He learned a lot from Jason but knows he can be irresponsible and dumb

Chatroom Behavior:

- He spends lots of time on-line chatting to others; recently visited sport chat rooms which were really cool

Parents:

- His parents are open and casual
- Tylor does not want to disappoint his parents
- His parents trust Tylor. They know he wouldn't chat with strangers.

Attitude:

- He wants to be friends with Jason, but knows that on-line safety is important

Friends:

- He is popular and wants to be accepted by Jason and Caitlin

On-line Experiences:

- nothing unusual

KYLA

Computer Knowledge:

- She knows a great deal about computers and learned a lot from her parents.

Chatroom Behavior:

- on-line she chats a lot with her cousin and her aunt in England

Parents:

- She is open with her parents and doesn't want to disappoint them
- Her parents can be controlling, which annoys her.

Attitude:

- She wants to be friends with everyone, but knows there can be problems with chat rooms

Friends:

- She is popular and wants to be accepted by the Jason and Caitlin

On-line Experiences:

- She has received unwanted e-mails which she removed before her parents could see them.

Activity #3: Conclusion

After about fifteen minutes, the moderators should have formulated one or two sentences about chat room behavior. Draw all of the groups together and ask the moderators to read the statement out loud. While they are speaking write a key phrase from each statement on the blackboard.

Ask students to compare the statements. Use the phrases shared by most of the groups to formulate a draft statement. Then ask the students if they could all agree to follow it. Note the objections of students who disagree. Finally, see if students can find a way to word the statement so they can all agree.

Vote on the final wording and write it on the blackboard so students can appreciate their work. The class may wish to send the statement to LiveWires Design (info@livewwwires.com) for posting on the Teacher's bulletin board on our website.