**Technology Literacy – Final Project-Internet Safety**

You will research a topic on Internet Safety and choose one of the projects below to present your information.

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| **Cyber Bullying**  BrainPOP: Watch video under Digital Citizenship called [Cyberbullying](http://www.brainpop.com/technology/computersandinternet/cyberbullying/)  Questions  1.   Define cyberbullying.  2.   Give an example of a flame war and one of impersonation.  3.   Name two things you should do if you are being cyberbullied.  4.   What percentages of students, grades 6-8, have responded that they have been cyberbullied?  5.   Name two things you can do to prevent cyberbullying.  6.   If someone sends you a mean or threatening message, explain why you shouldn't respond. What should you do instead?  7.   Who can you share your passwords with?  8.   Other notes: steens.org/videos/cyberbullying/  <http://www.safekids.com/tips-to-stop-cyberbullying/>     <http://www.ncpc.org/newsroom/current-campaigns/cyberbullying>  <http://stopbullyingnow.hrsa.gov/kids/effects-of-bullying.aspx>  <http://www.slais.ubc.ca/courses/libr500/04-05-wt2/www/D_Jackson/prevent.htm>  <http://www.nsteens.org/videos/cyberbullying/> | **Netiquette**  BrainPOP: Watch video under Digital Citizenship called  [Digital Etiquette](http://www.brainpop.com/technology/computersandinternet/digitaletiquette/)  Questions:  Define netiquette.  1. What is the basic rule of netiquette?  2. Name two things you should remember about being online related to netiquette.  3. Why should you stay away from using all capital letters?  4. What is an emoticon and why would you use them? Give an example.  5. What should you do before forwarding personal emails to others?  6. What should you do with emails from people you don't know?  7. How can you protect your identity?  <http://www.wisekids.org.uk/netetiquette.htm>  <http://www.learnthenet.com/English/html/09netiqt.htm>  <http://www.kidsdomain.com/brain/computer/surfing/netiquette_kids.html>  <http://www.bpl.org/kids/netiquette.htm> |
| **Social Networking**  BrainPOP: Watch video under Digital Citizenship called [Social Networking](http://www.brainpop.com/technology/computersandinternet/socialnetworking/)  Questions:   1. What is a social network website? 2. Give two social network website examples. 3. What is one good thing about social networking? 4. Who should you add as friends? 5. Why should you be careful about what types of photos you post? For example, why would it be bad to post a photo of yourself wearing a school t-shirt? 6. What can you do to keep others from contacting you or looking at your information? 7. What specific information should you not post or give out? 8. What should you do if someone is making you feel uncomfortable?   <http://www.safekids.com/safe-blogging-tips/>  <http://www.nsteens.org/videos/social-networking/>  <http://www.onguardonline.gov/socialnetworking_youth.html>  <http://www.2smrt4u.com/Tips>  <http://ikeepsafe.org/PRC/videotutorials/myspace/index.html> | **Online Safety**  BrainPOP: Watch video under Digital Citizenship called [Information Privacy](http://www.brainpop.com/technology/computersandinternet/informationprivacy/)  Questions:   1. Name 4 examples of private information that should not be posted or given out. 2. What kind of information is okay to give out over the internet? 3. If you ever get involved in a chat room conversation that makes you feel uncomfortable or in danger for **any** reason, what should you do? 4. Name two ways you and other students can reduce the risk of being targeted by an online predator. 5. What should you do if someone online asks you to meet him or her in person? What does LMIRL stand for? 6. List three safety tips you learned about through your research. 7. When creating a screen name, what should you consider? Give an example of a good and bad screen name for yourself.   <http://www.safekids.com/how-to-recognize-grooming-2/>  <http://www.kidshealth.org/teen/safety/safebasics/internet_safety.html>  <http://www.webwisekids.org/index.asp?page=webSafetyQuiz>  <http://www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/risks_predators.cfm>  <http://www.wikihow.com/Choose-a-Safe-Screen-Name#Steps>  <http://www.nsteens.org/videos/gaming/> |

PhotoStory 3 Video

Exemplar: <http://www.teachertube.com/viewVideo.php?video_id=9881>

<http://www.teachertube.com/viewVideo.php?video_id=9968&title=Internet_Safety_Movie_Too>

**INTERNET SAFETY VIDEO ASSIGNMENT #1**

Informational/Motivational PSA

j0293502

Create an informational video that would serve as a 2-3 minute public service announcement about the importance of internet safety. Be sure to use some statistics in your examples. Use music or sound effects as you see fit.

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| ***Area of Evaluation*** | ***Awesome! 20 pts*** | ***Okay...15-19 pts*** | ***Needs Work! 0-14*** |
| *Length* | Finished project is between 1- 2 minutes in length | Finished project goes over the required length | Finished project is under 2 minutes long |
| *Information* | Video uses timely information and statistics to get the point across | Video uses minimal information and/or could contain better sources | Few or no statistical information is shared with the viewer |
| *Audience* | Video reaches appropriate audience and is motivational or “makes you think twice” | Video reaches appropriate audience, but it needs more “shock” value to be effective | Video is either too simplistic or too complex and does not reach target audience |
| *Music/Sound Effects* | Music or sound effects add to the overall project and selections were appropriate, following copyright laws | Music or sound effects are used, but they should have been used differently to better impact the finished project | No effects are used or copyright laws are violated in the selection of music |
| **OVERALL**  **100 pts** |  |  |  |

**Web Page**

Stay Safe Online Web Site Requirements

**Criteria**

* Format, colors, navigation and layout are consistent throughout the site.
* The dangers and risks of the topic are fully explained in the student’s own words.
* Approved video is linked or embedded into the page
* All elements are appropriate for to middle school students
* Pages are saved appropriately.

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| Criteria | Points |  |
| Homepage | 15 |  |
| Navigation Pages | 40 |  |
| Pictures | 10 |  |
| Links | 10 |  |
| Appearance | 10 |  |
| Spelling/Grammar | 15 |  |

Homepage with **an introductory paragraph** detailing what the site is about.

\* A Minimum of **3 Navagation pages**.

\* Each page (including the Homepage) should include the following:

* Pictures or clipart appropriate for the page
* At least one link related to the topic.
* Different fonts/sizes & colors.
* Correct spelling, grammar, punctuation.

**Brochure**

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| **Making A Brochure: Internet Safety #2** | | | | |
| Teacher Name: Mrs. McCrary/ Mrs. Malec\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
|  | | | | |
| CATEGORY | 4 | 3 | 2 | 1 |
| Sources | Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure. | Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure. | Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure. | Sources are not documented accurately or are not kept on many facts and graphics. |
| Spelling & Proofreading | No spelling errors remain after one person other than the typist reads and corrects the brochure. | No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure. | No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure. | Several spelling errors in the brochure. |
| Attractiveness & Organization | The brochure has exceptionally attractive formatting and well-organized information. | The brochure has attractive formatting and well-organized information. | The brochure has well-organized information. | The brochure's formatting and organization of material are confusing to the reader. |
| Presentation | Well rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| Graphics/Pictures | Graphics go well with the text and there is a good mix of text and graphics. | Graphics go well with the text, but there are so many that they distract from the text. | Graphics go well with the text, but there are too few and the brochure seems "text-heavy". | Graphics do not go with the accompanying text or appear to be randomly chosen. |