



Cyber Bullying & the Tangles of Technology

Dealing with cyber bullying, text messaging, instant messaging, Facebook concerns and setting healthy limits

SURVIVING CYBER SPACE

Did you know...

15 million youth instant message

4 million youth post to the web daily

42% of children have been cyber bullied

58% have not told their parent about being cyber bullied

PARENT PACKET

Having a plan for Cyber Bullying is key

As parents, we know that our parenting skills largely came from the way our parents raised us. We learned over the years to sit up straight at the table and chew with our mouth closed. What our parents didn't teach us was how to set healthy limits with technology and how to combat something called cyber bullying.

Over the years, with the growth in technology and the reduction in the cost of accessing this technology, traditional school yard bullying has morphed and formed a new stronger version called the cyber bully.

Cyber bullying is defined in many different ways but basically is when a person uses technology to bully or intimidate another person. Technology, in this case, can be a cell phone, the internet or a PDI (personal computers). The method can be carried out through the use of chat rooms, blogs, instant messaging or emails. Cyber bullying typically starts in the 4th grade about 9 years of age according to Perry Aftab.

In today's world we are raising youth that I like to call Cyber Kids. These are youth that are super exposed to technology and have it infused into their daily routines. This technology is slowly replacing the more traditional forms of play, communication and social interaction. Youth are multitasking technology and able to systematically tune out their surroundings. For children who have a shy or introvert personality technology allows them to avoid interaction with others preventing or delaying their development of basic social skills. A typical school yard bully generally is strong in stature and displays signs of aggression that allow them to be more easily identified. Cyber bullies come in all shapes and sizes as they can hide behind the technology and feel a sense of empowerment. 1/3 of youth report being cyber bullied according to a survey from Patchin & Hinduja completed in 2006. In short, Cyber bullying is a product of cyber kids being out of cyber balance.

One way to help protect youth from cyber bullying is to provide them with a plan, a manner in which to react when they are faced with a cyber bully. Netlingo, a web page that provides a key to text language for parents reports that 76% of parents do not have rules or guidelines concerning computer usage, they have no plan.

Having a plan for technology and cyber bullying is just like any other plan your family may have. Some basic starter points would include: 1) the location of the computer: have your computer in a family friendly area that can be easily monitored to provide help and support during use, 2) decide what your family rules are on handling pop-ups on the computer or questionnaires that claim to need personal information to gain entry to a gaming site, 3) don't leave personal technology such as cell phones unattended, others could use the cell phone to send out cyber bullying messages, 4) never share your password even with friends as they may share them with someone who could change the password or send out information on your child's behalf, and 5) have a plan on how to react if cyber bullying does occur like STOP SAVE and SHARE. If your child receives a scary, threatening or upsetting message teach them to STOP what they are doing and do not react. Replying to the message can escalate the situation to a new level. SAVE what they have been sent. Do not erase the message so that they can SHARE the information with an adult they trust. The adult whether it is a parent, relative, school counselor or teacher can help the youth make a safe and responsible decision on how to react to the message. With Columbine and Virginia Tech a lot of schools have a zero tolerance policy. Cyber bullying that turns to cyber threats can lead to serious penalties from either the school or local law enforcement.

Today's media tells us that all this technology is "normal" and as parents we need to "get with the program", "be cool" and allow unlimited use of technology. The reality is that we need to be more engaged to create cyber balance with our youth.

CYBER BALANCE is the act of appropriately setting safe guidelines and boundaries for youth on the basic use of technology. Think of technology and cyber space as sending your children out into the world, except the cyber world is far more reaching than your local neighborhood. They can travel all over the world to converse with perfect strangers and exchange personal information. You wouldn't send your children outside your front door to visit a friend, go to school, nor over to grandma's house without setting up some basic rules on expected behavior. Use those same principals and apply them to technology. Youth can visit sites and down load information without your knowledge that exposes them to the same traditional stranger danger but on a more global span. The anonymity fools us in to believing the same golden rule does not apply on-line when in fact it is the same. What may appear to be traditional bullying can have roots from a technology based message. Cyber bullying has potential tentacles that can reach one to two individuals or invite the whole country in on the bullying.

CYBER BALANCE with technology can be one of the greatest gifts you can give your child. The ability to use technology for knowledge, growth and an understanding of their world while protecting them, keeping their social skills in tack, and their empathy radar well connected.

POTENTIAL WARNING SIGNS OF CYBER BULLYING

Type and Source	Potential Signs
Cyber Bullied	<ul style="list-style-type: none"> ➤ Displays frustration or anger after computer use ➤ Avoids discussions about computer use ➤ Displays anxiety over Instant Messages or Emails. ➤ Change in mood or disposition ➤ Stops using computer
SOURCE	http://www.cyberbullying.us
Cyber Bully	<ul style="list-style-type: none"> ➤ Avoids discussions about computer use ➤ Unusual Agitation when unable to use computer ➤ Computer use excessive ➤ Use of multiple accounts that may not be their own ➤ Closes programs or does not allow you to view screen
SOURCE	http://www.cyberbullying.us
Cyber Bully Victimization	<ul style="list-style-type: none"> ➤ Emotional upset – depression, sadness, anxiety, anger, or fear, especially if there is nothing readily apparent that could be causing this upset, or if your child seems especially upset after using the Internet ➤ Avoidance of friends, school, or other activities ➤ Decline in grades ➤ Subtle comments that reflect emotional distress or disturbed online or in-person relationships
SOURCE	http://www.loveourchildrenusa.org/parent_cyberbullying.php

What is a digital footprint?

NetLingo is an excellent resource for keeping up-to-date with the current texting "lingo". In addition this site provides links to valuable resources and educational information including current statistical data.

Below is a sample article from Netlingo on digital footprints.



Digital footprint

a.k.a. digital shadow

An expression that refers to the way technology now pervades everyone's lives, your "digital footprint" specifically describes the trail you leave in cyberspace and on any form of digital communication.

For example, New York Governor Eliot Spitzer resigned after being caught on a federal wiretap arranging to pay a high-priced prostitute. Detroit's mayor, Kwame Kilpatrick forgot the depth of his digital footprint when he sent romantic text messages to a staffer. The mayor of Arlington, Oregon, Carmen Kontur-Gronquist was voted out of office after she left unrestricted lingerie-clad images of herself on her MySpace page.

It is now widely accepted that in this era of e-mail, texting, blogging, and social networking, trying to hide one's digital footprint is practically futile. In fact, it's been reported that the FBI can hear your conversation via your cell phone even when it is turned off (the only thing to thwart this is take out the battery).

Unlike paper trails, which can ultimately be destroyed or eliminated, "digital paper trails" are recorded and stored at remote locations that you may not even be aware of, and to that degree, there is nothing you can do to erase these records. An example is when Google's search results were subpoenaed as evidence in court to help convict a man of murder because they revealed his past Internet searches, which included information on the murder weapon and learning how to murder someone in exactly the same manner as his wife was killed. (Click on the link below to watch the "Big Brother" video for more on that story.)

Most people don't need to worry about murder or re-election, but improper activities can also cost you your job (see: dooce). The message is to be careful when you open the drapes because any kind of digital dirt could get you in trouble. The advice is to either not engage in improper activities or only communicate about such activities in person, in real time, F2F.

see also: digital doppelganger , drug dump.

NetLingo Classification: Online Jargon

Sexting and today's laws

Addressing the Sexting Challenge

Nancy Willard, M.S., J.D.

Center for Safe and Responsible Internet Use

The phenomenon of "sexting" – creating and disseminating sexualized images using cell phones or other devices – is presenting new challenges for school administrators. When these images "go public" they are frequently being disseminated among students and become an issue within the school environment. In some cases, student who has made the mistake of sending an image privately which is now being distributed publicly, may be so humiliated that he or she refuses to come to school.

The majority of these situations appear to involve teen "romance," a new twist on "flirting" – exchanges meant to remain private between teens who are intimately involved. But more serious situations also lurk. Ex-friends, "popular kids," or abusive partners sometimes obtain or demand such images and then use them for bullying, control, or exploitation.

Some teens appear to be desperately seeking sexual attention, in some cases engaging in behavior that could be characterized as prostitution. Some situations may involve juvenile sexual offenders seeking such images. In these cases, sexting may be considered a major "red flag" that something else is going on that really needs to be investigated and addressed.

Laws against the creation and possession of child pornography were enacted to prevent the sexual exploitation of minors by adults. While some sexting may violate the letter of these laws, most sexting is not the kind of harmful behavior these laws were designed to prevent. And much of this material, while sexually provocative, would actually not meet the statutory standards. There is clearly a need to revise the criminal statutes – but that will take time and is fraught with difficulty. An additional legal concern is the sexting activity of students who are over the age of 18, who in the eyes of the law are considered "adults" but who are engaging in behavior that is relatively common within their social environment.

Teens are being warned that if they create these images, they could face prosecution. The intent of this warning is to seek to prevent them from creating such images. But there is a profoundly negative unintended consequence: If they have impulsively created and sent such an image and now someone is using it in an exploitative manner against them, they are unlikely to report if they fear prosecution. This could place them at risk of egregious harassment or sexual exploitation and extreme emotional distress. This could even potentially lead to suicide or violence.

Because of the criminal concerns, including the possession of these images by school staff, it is essential that educators and law enforcement address these issues collaboratively, preferably at the state level. State education leadership organizations and safe schools professionals should meet with their respective state Attorneys General offices and mental health departments and jointly develop approved processes for all school officials in the state to follow. The resulting agreements should be disseminated to school and law enforcement officials throughout the state. Issues to address include:

- How schools, working with local juvenile justice and mental health authorities, can ensure the effective review and appropriate handling of these situations.

Procedures must ensure identification of those few situations involving exploitation or prostitution which should lead to juvenile jurisdiction. But most of these situations should be handled educationally.

Addressing the Sexting Challenge

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- Recommendations for amendments to state statutes ensuring that sexting situations involving minors and young adults are handled in a manner that will support their well-being while providing for appropriate juvenile jurisdiction over minors who are engaged in egregious behavior.
- Recommended remediation efforts. If an image has been released publicly, the initial damage has been done. The focus must be on preventing exploitation by others and helping the teen depicted gain the emotional resilience to move on. From a disciplinary perspective, school officials can respond to off-campus student speech related activities if there has been, or there are reasons to predict there will be, a substantial disruption on campus or interference with the rights of students to be secure. School officials cannot impose discipline for off-campus activities to seek to impart values. Situations that involve exploitive uses of such images may meet this standard. Effective education of students and their parents is critically important. This instruction is not about technology; it's about risky adolescent behavior.

Key issues to address include:

- **Posting/sending digital content.** The critical insight all young people must have is that anything they put into electronic form and send to even just one person can easily become widely disseminated, potentially permanent, and can damage their reputation, friendships, and opportunities. This concern, not threat of prosecution, is what must be emphasized.
- **Safe online socializing.** Young people are using these technologies as they develop and maintain personal relationships offline and must understand the associated risks.

The best instructional approach to addressing these issues is grounded in social norms risk prevention. Establish situations where students can model for each other or for younger students how they apply effective personal standards in using social technologies constructively. The majority of teens are making good choices when using these technologies and can be very effective in setting an example for their less savvy peers.

Nancy Willard, M.S., J.D. is the director of the Center for Safe and Responsible Internet Use. She has degrees in special education and law. She taught "at risk" children, practiced computer law, and was an educational technology consultant before focusing her professional attention on issues of youth risk online and effective management of student Internet use. Nancy is author of two books. *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Cruelty, Threats, and Distress* (Research Press) and *Cyber-Safe Kids, Cyber-Savvy Teens, Helping Young People Use the Internet Safely and Responsibly* (Jossey Bass). Nancy's focus is on applying research insight into youth risk and effective research-based risk prevention approaches to these new concerns of youth risk online.

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Who's Responsible When It Comes to Naked Pics?*

Connor just turned 18 and is about to be a senior in high school. He has been dating Kristen, who is 16 and about to be a junior, for two and a half years. They are both in love and have a very caring and trusting relationship. During the last week of summer vacation, Kristen spent the week away vacationing with her family. The couple kept in touch through daily phone calls and text messages. Kristen's parents notice the amount of time she was spending on the phone, talking and texting, and reminded her of the limits of their contract and how additional minutes would create a very high cell phone bill for them. Late one night, Connor sent Kristen a text message saying how much he missed having her and her sexy body there with him. Kristen decided to take a nude picture of herself and send it to Connor with a message that said 'Now you have me (and my body) there with you.'

When they returned to school the following week, Kristen talked to her best friend about her summer vacation and told her that she had sent a naked picture of herself to Connor's cell phone. Her friend Amanda told her that it was no big deal and she knows lots of people that send sexy pictures and messages to their boyfriend or girlfriend. She even confided that a mutual friend of theirs had recently showed her a nude picture that her boyfriend sent to her. Kristen just laughed and said "I know Connor would never show anyone the picture I sent him."

Connor had also told his older brother John about the sexy gift his girlfriend sent him. John told Connor that he should get rid of the picture right away because he could get in big trouble if he ever lost his phone or if their parents ever saw the picture in his phone. Connor told his brother there was no way he was deleting the picture and begged him not to tell his parents about it. John agreed to keep quiet about the picture, but asked his brother to please think about deleting it.

Later that week, Kristen listened eagerly while her health teacher talked about cyber safety and sexting. Kristen's teacher explained the dangers of child predators and cyber bullying. The teacher also tried to scare the students and explained that sending nude or partially nude pictures to others was illegal and could have serious legal consequences. Kristen still felt fine knowing nothing could happen as long as Connor was the only person who had the picture.

Later that year, during mid-terms, Connor and Kristen were up late studying and let their exhaustion and stress take over. They got into a fight and exchanged some pretty strong words. After Kristen abruptly left the study session to head home, Connor, in a rage of anger, grabbed his cell phone and forwarded the picture of Kristen to dozens of her friends and family.

The incident was reported to local authorities and Connor was later arrested and charged with sending child pornography. Connor was later convicted and sentenced to five years probation and was required by local law to register as a sex offender.

Rank the six characters below. Number 1 would be the person who behaved most responsibly and Number 6 would be the person who behaved least responsibly.

- | | |
|--------------------------------|------------------------|
| _____ Kristen | _____ Connor |
| _____ Kristen's Health Teacher | _____ Amanda |
| _____ Connor's Brother | _____ Kristen's parent |

(*Idea adapted by Dan Rice from Teaching Safer Sex, Peggy Brick and Colleagues)
Planned Parenthood of Greater Northern New Jersey, www.ppgnnj.org)

Stop Cyberbullying Before it Starts

Today's teens use technology more than ever. Most have high-speed Internet access, which they use to send instant messages to their friends, create blogs and online videos, keep personal profiles on social networking websites, share photos, and more. Many teens also have cell phones and spend hours text-messaging friends. Technology, especially the Internet, allows all of us immediate access to information, which can greatly benefit our lives. However, it has also provided some people with the means to exploit the innocent, commit crimes, and inflict injury on others. This technology has allowed some teens to take the bullying that thrives in school hallways into cyberspace.

Forty-three percent of teens have been victims of cyberbullying in the last year.

Cyberbullying is using the Internet, cell phones, video game systems, or other technology to send or post text or images intended to hurt or embarrass another person. Cyberbullies victimize teens in a variety of ways:

- Nearly 20 percent of teens had a cyberbully pretend to be someone else in order to trick them online, getting them to reveal personal information.
- Seventeen percent of teens were victimized by someone lying about them online.
- Thirteen percent of teens learned that a cyberbully was pretending to be them while communicating with someone else.

- Ten percent of teens were victimized because someone posted unflattering pictures of them online, without permission.

Youth give many reasons for bullying; as adults, you can help stop cyberbullying by learning why youth cyberbully and by teaching youth how to interact positively in cyberspace. An

Eighty-one percent of youth said that others cyberbully because they think it's funny.

overwhelming majority of teens believe that youth cyberbully because they think it's a joke, not realizing the negative impact it may have on the victim. Many teens also think that youth cyberbully because they are encouraged by friends or because they believe that everyone else cyberbullies. Dealing with cyberbullying can be difficult, but there are steps parents, educators, and other caregivers can take to prevent it.

Parents and caregivers have a responsibility to help keep youth safe online. In order to do this, parents have to be aware

Almost 80 percent of teens said that they either did not have parental rules about Internet use or found ways around the rules.

of the types of activities youth are engaged in online and teach teens about cyber-ethics, responsibility, and Internet safety.

Parents can

- Talk with teens about some of the risks and benefits posed by the Internet
- Share examples of inappropriate incidents that can happen online, which teens may view as harmless or normal (e.g., a stranger initiating a conversation with a teen regarding pictures the teen has posted of him- or herself online)
- Learn what their teens are doing online and keep track of their online behavior
- Visit websites that teens frequent (such as social networking sites) to see what teens encounter online
- Tell teens never to give out personal information online (including their names, addresses, phone numbers, school names, or credit card numbers)
- Let teens know that they should never arrange a face-to-face meeting with someone they meet online
- Communicate online rules and responsibilities to teens and enforce rules with tangible consequences
- Keep computers in a highly trafficked room in the house where online activities are hard for teens to hide
- Teach youth about cyberbullying and let them know that engaging in cyberbullying is unacceptable
- Explain that youth who cyberbully sometimes bully because they have a feeling of anonymity and a lack of accountability; however, cyberbullying is harmful and can have negative consequences
- Explain that youth who cyberbully aren't always anonymous; they can be traced, located, and punished if the bullying becomes harassment
- Speak to teens about how to react if they are cyberbullied

What if Teens Are Bullied?

Despite our collective efforts to teach teens about cybersafety, they can still be victimized by youth who cyberbully. Moreover, cyberbullying can be an extension of bullying that teens are experiencing in school, and it may be more emotionally destructive. Threats and taunts posted on websites are visible throughout the world, 24 hours a day, seven days a week. Youth who cyberbully often create websites that encourage friends and classmates to make disparaging comments about another youth. Thus, teens who are cyberbullied can face constant victimization and do not have a safe retreat. Because of

this, cyberbullying can elicit a strong emotional response from teens. Some teens change their daily online and offline behaviors. Over 50 percent of teens felt angry after they were cyberbullied. Roughly one-third of teens felt hurt, and almost 15 percent of teens felt scared by cyberbullying experiences.

Nearly 30 percent of teens wanted to seek revenge on those who cyberbullied them.

Teens currently use their own methods to counter cyberbullying, and many teens respond with a variety of reactions:

- Thirty-six percent asked the bully to stop.
- Thirty-four percent blocked communication.
- Thirty-four percent talked to friends about the bullying.
- Twenty-nine percent did nothing about the bullying.
- Twenty-eight percent signed offline.

Only 11 percent of teens talked to parents about incidents of cyberbullying.

Parents can help teens who are cyberbullied by teaching them methods that can prevent bullying.

- Teach teens not to respond to cyberbullies. Show them how to block the bully's messages or to delete messages without reading them. (Blocking and deleting messages/contacts may be executed differently through websites, instant messengers, or email providers. For help, contact the site/software administrators.)
- Tell teens that they should never try to seek revenge on a bully or cyberbully.
- Let teens know that they can report bullying incidents to Internet service providers (ISPs) and website moderators. These groups may be able to control some of the bully's Internet capabilities. More than half of the teens surveyed thought that moderators of online groups should be used to prevent cyberbullying incidents.

- Remind your teens to keep their passwords a secret from everyone except you.
- Tell your teens that it's not their fault if they become victims of cyberbullying, but it is important for them to tell you if they are victimized. Assure them that you will not revoke their Internet privileges if they are cyberbullied. Some teens don't disclose cyberbullying incidents to parents because they fear that their Internet privileges will be taken from them. Speak openly with your teens about cyberbullying.
- Help teen victims keep a record of bullying incidents. This will be helpful if the actions escalate and law enforcement needs to intervene. If the cyberbullying involves threats and harassment or frequent cyberattacks, call the police to ensure your teen's safety. Remember that cyberbullying incidents sometimes end violently. If you are unable to prevent cyberbullying, it is important to stop it as soon as possible.

Over 70 percent of teens said that being able to block cyberbullies was the most effective method of prevention.

Taking Community Action

Cybersafety is an important, but difficult, topic to address because people have the right to privacy and freedom of speech. Community members such as educators, law enforcement officers, and community leaders can help prevent cyberbullying and promote safe and responsible Internet use throughout their communities by implementing the following tips.

Educators can

- Request that children and youth sign an Internet safety pledge promising that they will not cyberbully or share their personal information
- Establish acceptable Internet use and anti-cyberbullying policies in school; 92 percent of teens who were cyberbullied knew their victimizers—half of those teens knew the cyberbullies from school

- Let parents know that they should establish Internet use rules for their kids, which should include tangible consequences

Law enforcement officers can

- Stay up-to-date on cybersafety issues and laws
- Learn about the technology teens use and the social networking sites that they frequent
- Find out the protocol to follow in order to contact social networking sites to have cyberbullying site profiles removed
- Speak with students, parents, and educators about some of the dangers that are present on the Internet, and promote cybersafety
- Talk to school officials about creating an enforceable anti-cyberbullying policy on school grounds

Community leaders can

- Organize a cybersafety forum or community discussion that involves students, parents, educators, local law enforcement officers, city and school officials, and local technology companies
- Sponsor an Internet safety awareness day for kids to learn about safe Internet use
- Provide information to parents, educators, and law enforcement officers about how teens use the Internet, what websites teens frequent, how to contact site moderators and ISPs if teens are cyberbullied, and when to contact law enforcement regarding a cyberbullying situation
- Work with school technology departments to make sure that teens are being cybersafe

Everyone in your community can help raise awareness about cyberbullying and take preventive action against this ever-growing problem.

For More Information About Preventing Cyberbullying and Promoting Cybersafety

Keeping teens safe in cyberspace becomes even more important as new technology develops. Cyberbullying can be prevented. Talk to your teens about recognizing and preventing cyberbullying. For more information about cyberbullying, check out the following resources:

- National Crime Prevention Council, Cyberbullying Research Report: This research study surveyed 824

teens on aspects of cyberbullying such as reasons for bullying, reactions to bullying, and effective ways to prevent bullying. The teens were middle and high school students, ages 13 to 17.

- National Crime Prevention Council website, www.ncpc.org: This site contains cyberbullying and Internet safety information for parents.
- www.wiredsafety.org: Wired Safety provides Internet safety information for children, teens, and adults. The website also has an important resource for parents—a

downloadable translator for cyber-lingo and acronyms used by teens.

- www.stopcyberbullying.org: Provides relevant cyberbullying prevention and Internet safety information for parents, teachers, and police officers, as well as children and youth.
- www.stopbullying.gov : Includes information for adults regarding cyberbullying and face-to-face bullying. The site also offers information for children ages 10 to 12 regarding bullying.

BASIC GUIDELINES

Here are some basic technology guidelines:

➤ **MAKE A PLAN**

Decide ahead of time what your school's policies will be concerning all technology aspects.

Set clear realistic guidelines and consequences reactions to events that may occur when technology is being used.

1. Where will the computer be placed in your home?
 - Choose someplace visible by all, allowing for easy monitoring
2. How much time should be spent using the computer, gaming (X-Box) or Mp3 players?
 - Set time limits or have technology usage time for the above products
 - An example would be to say the computer can be used between 7-8 pm providing homework and chores are complete. Another may be to not allow text-ing or instant messaging
3. Have samples of what should be done if:
 - If a pop up comes on the screen
 - If you are asked for personal information such as name, address etc.
 - If pictures or words you know you are not allowed to see or hear
 - If someone sends mean or insulting messages
 - If you think you have or a friend has been cyber bullied
 - If someone uses your cell phone in the wrong way
 - If someone asks you for your password, even a best friend

➤ **Ownership of your actions when using technology**

Teach youth to respect technology. Help them to understand the powers at hand when they are using technologically supported products. Once you type it, picture it, text it and send it, the information becomes a permanent record to be shared, repeated, manipulated and can potentially be used against you. Teach empathy and just because you cannot see the reactions of others remember if you wouldn't say it to someone's face don't say it on-line or through a text.

➤ **Use Technology wisely**

Remember that technology is far reaching and changing at a fast pace. Employers use the internet to surf information on prospective employees. Youth and adults have lost both job opportunities and scholarships due to postings on blogs and journal sites. Think before you send or post information about yourself.

➤ **STOP SAVE & SHARE**

Teach youth that when confronted with an unfamiliar or upsetting situation they should STOP, SAVE & SHARE.

- **STOP** what you are doing, do not react. Youth are impulsive and often don't think about the consequences to their
- **SAVE** what you are working on, do not delete.
- **SHARE** the information with an adult you can trust and guide you making a safe decision on how to handle the situation you are faced with

➤ **Balance Technology**

Too much of a good thing can throw things out of balance. Although technology provides numerous conveniences it is imperative to share your time with alternative activities that promote physical exertion and interaction with peer.

Technology use is indirect form of contact and interaction with society. A healthy balance of direct interaction with peers and physical activities promotes good social skills, problem solving abilities and physical fitness. Find and promote cyber balance.

PLAN FOR INTERNET SAFETY

When using the Internet I realize I have a responsibility to be safe and protect myself.
I understand that what I place on-line becomes a document that can be saved and used
at a later time.

This is my plan for safety.

1. The location of the computer is: _____

2. When working on-line I understand I will not send personal information of any kind to:

3. When I feel threatened or frightened on-line I will tell my parents and I will:

4. When working in a Chat Room, with Blogs, Instant Messaging, or Emailing I will respect the power of my words. I promise:

5. If I see or read something dealing with sexual images or statements I will:

6. When a pop-up appears on my computer I will:

7. If someone on-line asks to meet me in person I will:

8. If I feel Cyber Bullied I will:

In order to have the privilege of Internet use, protect myself, & my family,
I agree to this Internet Safety Plan.

Signature of User:

Signature of Parent:

Remember...

The GOLDEN RULE of TECHNOLOGY

Treat others the way you would want to be treated both on-line with technology and in person.

*** All social behavior rules apply to technology**

The Ten Commandments of Technology

1. Respect Technology - Never leave it unattended
2. Remember The Golden Rule of Technology
3. Honor Your Parents' Rules
4. Do Not Covet Technology
5. Protect Your Passwords - Do not share
6. Think Before You Post or Send
7. Stop, Save & Share Unsuitable Content
8. Remember Stranger Danger
9. Honor Acceptable use Policies
10. Practice Cyber Balance

INTERNET ADDICTION

◦ Symptoms Include:

- Failed attempts to control behavior
- Heightened sense of euphoria while involved computer Internet activities
- Neglecting friends and family
- Neglecting sleep to stay online
- Being dishonest with others
- Feeling guilty, ashamed, anxious, or depressed as a result of online behavior
- Physical changes such as weight gain or loss, backaches, headaches, carpal tunnel syndrome
- Withdrawing from other pleasurable activities



<http://www.netaddiction.com/>

- Euphoria while online

http://helpguide.org/mental/internet_cybersex_addiction.htm

INTERNET ADDICTION

◦ Risk Factors:

- Depressed
- Anxious
- Have other addictions
- Lack social support
- Unhappy
- Less mobile or socially active than use to be
- Stressed



http://helpguide.org/mental/internet_cybersex_addiction.htm

Web Resource

<http://antibullying.net>

<http://www.bullybeware.com>

<http://www.bullyonline.org>

<http://www.ChildrensSafetyNetwork.org>

<http://cyberbullying.org>

<http://www.isafe.org>

<http://kidscape.org.uk>

<http://media-awareness.ca>

<http://www.netbullies.com>

<http://www.stopcyberbullying.us>

<http://wiredcops.org>

<http://wiredkids.org>

<http://www.wiredpatrol.org>

<http://www.WiredSafety.org>