

Post-to-be PRIVATE 1



OVERVIEW

Students watch “Post-to-be Private” and discuss what rules should be followed when adding “friends” on social networking sites. They participate in an activity where they decide whether or not to add someone they don’t know in real life to their friends list. Students then write a persuasive letter to help a fictional friend realize potential dangers of using social networking sites. Upon completing these activities, students will know to only accept “friends” on their social networking profiles that they know and trust in real life.

MATERIALS/PREPAREATIONS

- NetSmartz “Post-to-be Private” video
- Computer lab or computer connected to an LCD or television monitor
- 10 envelopes
- Copy of “Profiles of Potential Friends” (attachment 1)
- Cut out both of the shared and true profiles for each potential “friend” (attachment 1). Glue a “shared profile” on the outside of an envelope and place the corresponding “true identity” inside. Do this for each potential “friend.”
- Copy of “Fictional Friend Scenarios” (attachment 2)

TIME

45-55 minutes

INTRODUCTION

Divide the students into groups of two or three (making 10 groups). Pass out the envelopes. Tell the students that each group has profile from a social networking site that is set to private. Have students read the shared profile on the outside of the envelope. Students in their groups decide whether to accept this person as a “friend” on their own profile. Then they write down why they would or would not befriend this person.

ACTIVITY

Watch the “Post-to-be Private” video. Ask students: What are some positive aspects of social networking sites? Keeps you connected to friends and family, encourages creative self-expression, sharpens writing skills. What is “friending?” “Friending” is where members of a social networking site accept someone to their list of friends. Why do people want to build up their friends list? To feel popular or well-liked. What is Slick trying to tell Allie about having her profile set to private? Even if your profile is set to private, you should still think before you post and add only people you know in real-life to your friends list.

Discuss as a class the risks and guidelines that can be set when accepting someone as a friend online. Make sure students understand that they must know people in real life before they accept them as a friend online, even when someone is referred by another friend. It is also important that they not share too much personal information on their blog or reveal identifying information about themselves in pictures and videos on their profiles. Anyone can use the information you post to humiliate or harm you.

Have each group open the envelopes to see if the new friend’s actual identity matched the shared profile. Ask students to raise their hands if the person’s identity inside their envelope was different than the person profiled on the outside. Have students talk about the differences between the profiles on the outside and the true identity. People who are on the Internet do not always tell the truth about who they are. Anyone can ask to be your friend online, even when your profile is set to private. In pairs, have the students discuss: Even if your profile



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Students watch “Post-to-be Social Networking” to learn what rules should be followed when adding “friends” on social networking sites. They participate in an activity where they decide whether or not to add someone they don’t know in real life to their friends list.



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is set to private, what can someone still find out about you? Someone can still find out your name, age, location, sometimes screenname, and see your picture. Anyone can request to be your friend; it's up to you to accept or deny them. What rules can you follow to stay safer on your social networking site? Only accepting friends that you know in real life, not sharing personal information that reveals your location or how to contact you, making sure your friends don't post revealing information about you, and keeping your blog information private.

FOLLOW-UP

Hand out a copy of the “Fictional Friend Scenarios” to each student. Have students choose one scenario. Students will then write a persuasive letter encouraging their fictional friend, depending on the scenario they’ve chosen, to rethink their behavior. Students will write a thesis, identify three reasons to sustain their arguments, and give three specific examples to validate each reason. As an extension, you could have students read the letters out loud and vote on whether they convinced the rest of the class.



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MIDDLE SCHOOL • ATTACHMENT 1

PROFILES OF PONENTIAL FRIENDS

— SHARED PROFILE —

Name: Jose
Age: 14
Location: Texas
Hobbies: Soccer! I'm the captain of the team!

— TRUE IDENTITY —

Name: Karl
Age: 32
Location: Texas
The Facts: Lives at home with his parents and volunteers at the local community center. Likes to invite the children over for cookouts.

— SHARED PROFILE —

Name: Kahdeem
Age: 13
Location: Utah
Hobbies: Football ROCKS!

— TRUE IDENTITY —

Name: Kahdeem
Age: 13
Location: Utah
The Facts: Plays football for his school.

— SHARED PROFILE —

Name: Sander
Age: 14
Location: Washington, DC
Hobbies: I love the Redskins!!!

— TRUE IDENTITY —

Name: Tom
Age: 27
Location: Virginia
The Facts: Is a registered sex offender.

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— SHARED PROFILE —

Name: Juliet
Age: 17
Location: USA
Hobbies: Music and dancing

— TRUE IDENTITY —

Name: Juliet
Age: 11
Location: USA
The Facts: Likes music, has never been to a dance.

— SHARED PROFILE —

Name: Mark
Age: 13
Location: Virginia
Hobbies: Loves computer games.

— TRUE IDENTITY —

Name: Mark
Age: 66
Location: Pennsylvania
The Facts: Grandfather of five.

— SHARED PROFILE —

Name: Tanisha
Age: 14
Location: Connecticut
Hobbies: I heart field hockey & soccer!

— TRUE IDENTITY —

Name: Tanisha
Age: 34
Location: Nebraska
The Facts: Teacher with three kids.

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— SHARED PROFILE —

Name: Patrick
Age: 13
Location: California
Hobbies: Basketball fanatic!

— TRUE IDENTITY —

Name: Ziad
Age: 19
Location: Florida
The Facts: Quit school when he was 15 years old and doesn't have a job; likes to hang out in parks on weekends.

— SHARED PROFILE —

Name: Whitney
Age: 13
Location: Georgia
Hobbies: Ballet and tap dancing

— TRUE IDENTITY —

Name: David
Age: 45
Location: Maryland
The Facts: Teaches at the local dance studio.

— SHARED PROFILE —

Name: Yao
Age: 14
Location: Ohio
Hobbies: Running track – I won first place in the last meet!

— TRUE IDENTITY —

Name: Yao
Age: 14
Location: Cincinnati, Ohio
The Facts: Likes to run.

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— SHARED PROFILE —

Name: Matthew

Age: 13

Location: Kansas

Hobbies: I love soccer! IT ROCKS!

— TRUE IDENTITY —

Name: Anthony

Age: 46

Location: Oklahoma

The Facts: Married; local soccer coach.

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MIDDLE SCHOOL • ATTACHMENT 2

FICTIONAL FRIEND SCENARIOS

Directions: Choose one of the three fictional friend scenarios below and circle it. Your job is to write a persuasive letter encouraging your fictional friend to rethink some of their social networking behavior. The persuasive letter must include a thesis, three reasons to sustain the thesis, and three specific examples to validate each reason.

FICTIONAL FRIEND 1

Fictional Friend 1: You and Izzy have lived in the same neighborhood since you were both three. She is your best friend and always makes jokes. She loves music, is an avid listener, and likes searching the Internet for new talent. She loves her social networking site because she can change the mood of her site by the music she plays. Last week as you were perusing Izzy's profile to see what new music she found you noticed that she had accrued a lot of "friends" on her friends list, almost double of what she had the week before. You live in a pretty small town and knew everyone on her friends list, but now she has people that you have never met. You both are pretty smart when it comes to having your profile on private but for some reason you are alarmed.

FICTIONAL FRIEND 2

Fictional Friend 2: You and Shawn are the soccer stars of your school. He just recently moved into your town and you instantly hit it off. You both like social networking and enjoy talking after practice through comments and messages. You both make sure that you use a nickname and keep some stuff to yourself like your school, town, names, and age. You're both pretty smart when it comes to safety stuff. Lately though, you have noticed that some of Shawn's "friends" on his friends list have been making comments that reveal personal information. They say things like "Dude, Shawn, what's up? Go Vikings, you rocked that game today," or "I am so bored, why don't you meet me at Cinema 12 at 7 for a movie." This concerns you.

FICTIONAL FRIEND 3

Fictional Friend 3: Kellee is a recent acquaintance of yours. You met while taking an art class at the community center. She is from a nearby city, so to keep in touch you asked if she had a profile on a social networking site, and she did. You exchanged the details and agreed to add each other that evening so you can post your latest art work. That night when you added her, you noticed that her profile isn't set to private. You also noticed that her profile page has a lot of her personal information posted like her name, her age, her school, where she works, and all that stuff. What would you tell her?