

# **My Rights My Life for High School Students**

## **Class 8 Guide: Internet Safety: Catfishing and Creating Online Profiles**

### **Pre-teach**

In this class, students will begin to explore the concept of public versus private online spaces and activities. In the week leading up to this session, students can explore all of the ways they use the internet. Put up a poster in your classroom with common online activities, such as "Scrolled through Instagram," "Googled something," "Watched a YouTube video," or "Played an online video game." Students can also come up with ideas for the chart. Keep sticker dots or dot markers by the chart. During the week, have students put a dot under the corresponding title any time they do one of these online activities. At the end of the week, have a discussion about which activities students participate in the most and how much time they are spending on those activities.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

### *Vocabulary terms and definitions*

- Catfishing: when someone pretends to be someone else online in order to trick people
- Public: places where other people can come in and out and there are sometimes a lot of people, like a mall; or things online that other people can see
- Private: places where other people need your consent to come in and out, like your bedroom; or places online that only you or close friends can see
- Video game: a game you play online, often with other people
- Social media: websites and phone apps where you can talk to other people and share things like photos and videos; examples include Instagram, Facebook, and TikTok
- Email: sending mail online; examples of email accounts are Gmail, Hotmail, and Yahoo
- Texting: sending messages on a phone
- Watch videos: going to YouTube or social media sites to watch short video clips

### **Post-teach**

This session introduces the concept of privacy settings on online accounts; however, there is not enough time in the lesson itself to really explore and practice changing these settings. As a class, research how to change privacy settings on some of the top social media and gaming sites. Print copies of these instructions for students to keep. You can also work with students individually to make a list of all of the social media or

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other public accounts they have online. For each of these sites, ask them to identify how public they would like their information to be. Support students as needed to follow the steps from your research to adjust the privacy settings on their accounts.

If a student is comfortable having you look at their profile with them, you could also review the type of information that is publically available on the student's profile, and discuss if the information is safe to include on a public profile.

If a student is not comfortable with you reviewing their profile, help them identify an adult from their circle of trust who can assist them in making these types of decisions about technology safety. Practice the questions they might ask of this person, or how they could use I statements to express their technological safety needs.

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## **Class 8: Internet Safety: Catfishing and Creating Online Profiles**

Estimated time: 1 hour to 1.5 hours

### **Objectives**

Students will:

- Understand the concept of catfishing, where people pretend to be someone else online.
- Explore what information is safe to share online, and what information is too private to share online.
- Be introduced to the concept of changing privacy settings on social media sites.

### **TEKS Alignment:**

#### **Health Education, Subchapter C, Rule §115.38, Health 1**

(11) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and

(B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.

### **Materials**

- Dry erase board and dry erase markers or flipchart paper and markers
- Pens/pencils for all students
- Blank index cards
- Computer
- Projector
- Projector screen
- Class Healthy Relationships Toolbox
- Class Healthy Relationships Tool Manipulatives (I Statements, Relationship Map, NO!, and Consent Check-In Tools)
- Class 8 PowerPoint
- Printed copies of Class 8 PowerPoint for all students (one slide per page)
- Poster-sized Social Media Profile (see template at end of lesson)
- Poster-sized Don't Share Online List (see template at end of lesson)
- Printed copies of Creating an Online Profile Activity Cards (see template at end of lesson)
- Tape

### **Class Preparation (5-10 minutes)**

Give each student a copy of the PowerPoint so they can follow along and take notes.

We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed

PowerPoint. Display and discuss slides 1-4.

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## **What Do You Do Online? (5-10 minutes)**

Use slides 5-14 to lead students through a short warmup activity.

## **Catfishing (15-20 minutes)**

Display and discuss slides 15-21. Give students time to process the information, and check in periodically for questions.

## **Brain Break (5 minutes)**

Display slide 22. Use one of the suggested brain break activities from the slide notes, or come up with your own.

## **Creating an Online Profile (15-20 minutes)**

Use slides 23-40 to lead students through the Creating an Online Profile Game. Slide 24 includes the game instructions. You will need the Poster-sized Social Media Profile, Poster-sized Don't Share Online List, Creating an Online Profile Activity Cards, and tape. Make sure to give students time to process the information, and frequently ask if they have any questions.

## **Social Media Privacy Settings (5 minutes)**

Display and discuss slides 41-42.

## **Questions (5 minutes)**

Display slide 43. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

## **Exit Ticket (5 minutes)**

Use slides 44-46 to check for student comprehension of major class topics.

## **How to Get Help (2 minutes)**

Display slide 47. Discuss what to do if someone hurts them or makes them uncomfortable:

- *You did not do anything wrong.*
- *You are not alone.*
- *Talk to a trusted adult from your Green Circle of Trust.*
- *If the first person doesn't help, keep telling others until someone does.*
- *If it's an emergency, call 911. A police officer or ambulance might come to help.*

## **Power Huddle (2 minutes)**

Display slide 48 and invite students to participate in the Power Huddle.

## **Closing (5 minutes)**

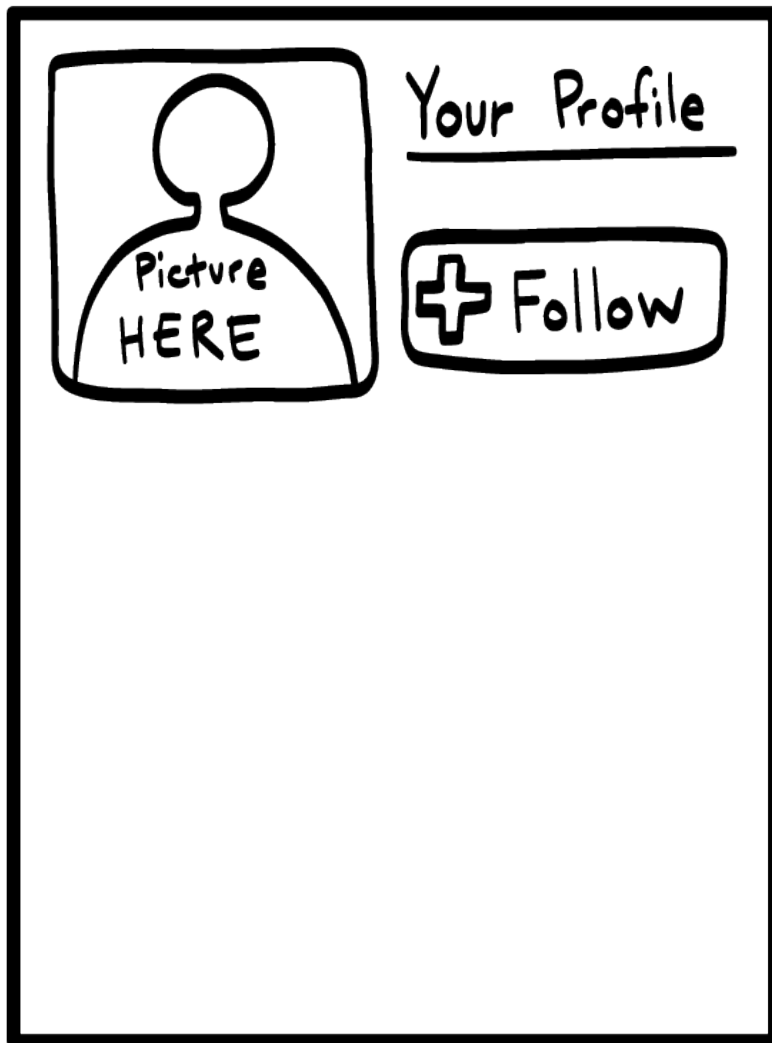
Display and discuss slides 49-50.

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## Materials

### Poster-sized Social Media Profile

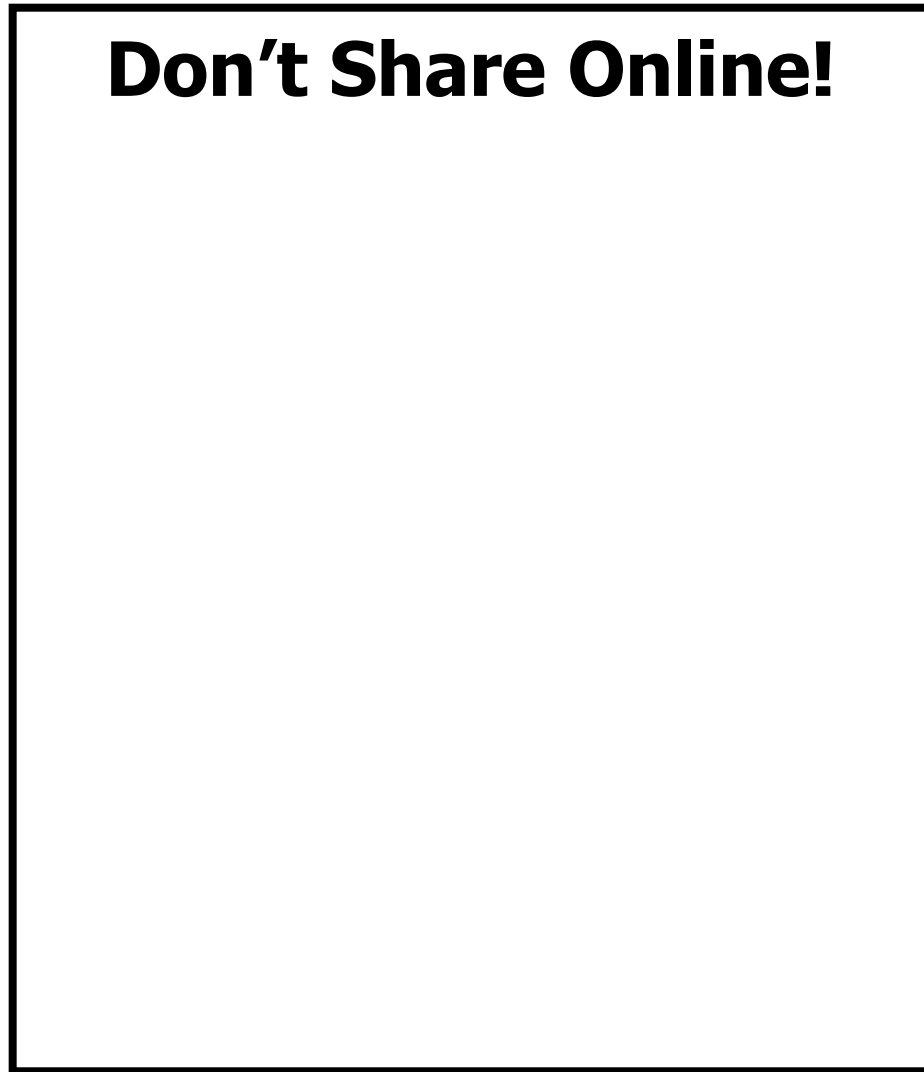
Draw a blank social media profile on a piece of poster board. See sample diagram below.



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### **Poster-sized Don't Share Online List**

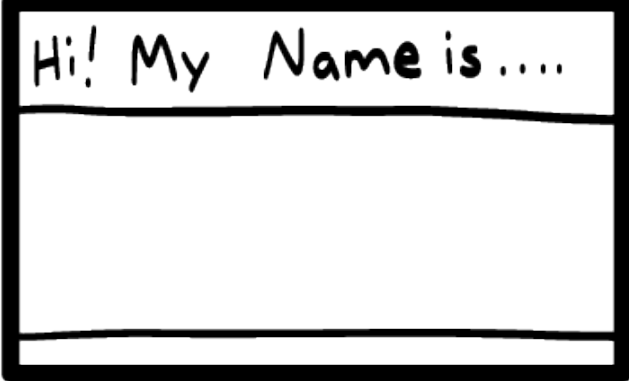
Write "Don't Share Online!" at the top of a piece of poster board. See sample diagram below.




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## Printed copies of Creating an Online Profile Activity Cards

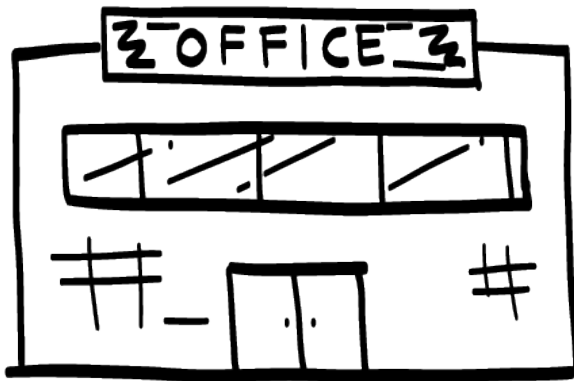
Print and cut out each of the cards below.

	<b>Name</b>
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	<b>Birthday</b>
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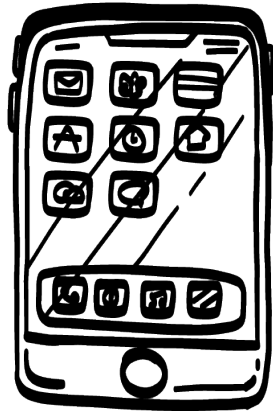
	<b>Address</b> 321 Old Town Rd.
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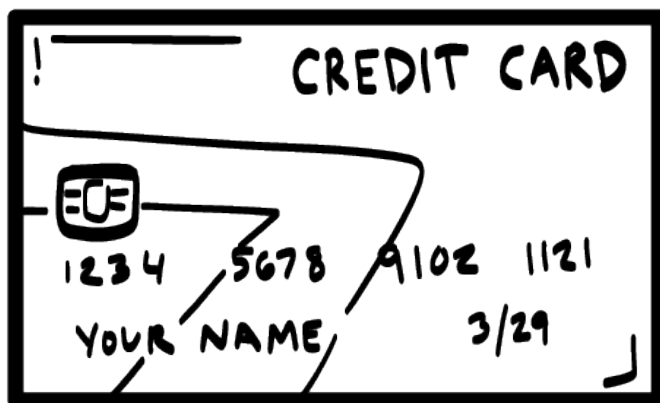


The office  
345 Main St.

**Where You  
Work**



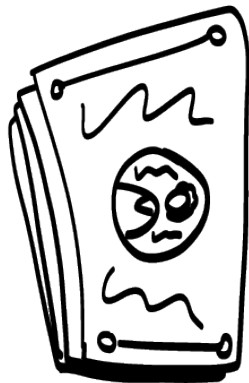
**Phone  
Number**



**Credit Card  
Number**

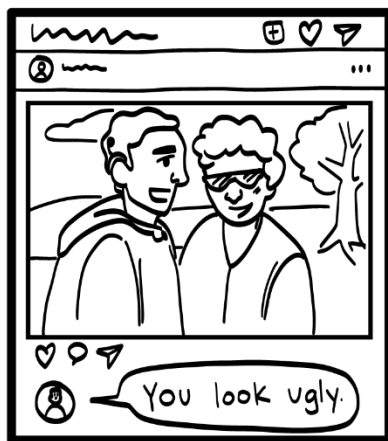


**Social Security  
Number**



I have  
\$200!

**How Much  
Money You  
Have**



**Comment  
Making Fun of  
Someone**



**A Complaint  
about Your  
Teacher**



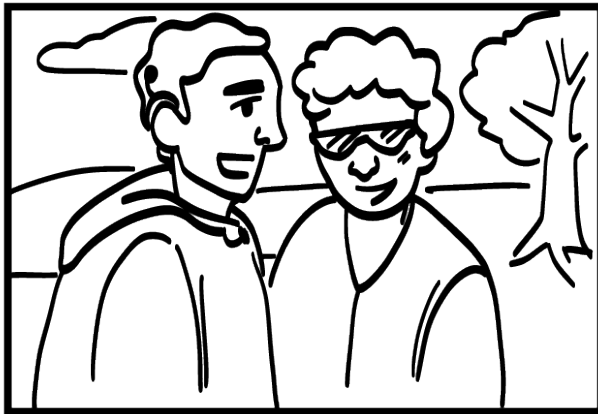
**Your Favorite  
Color**



**Your Favorite  
Song**



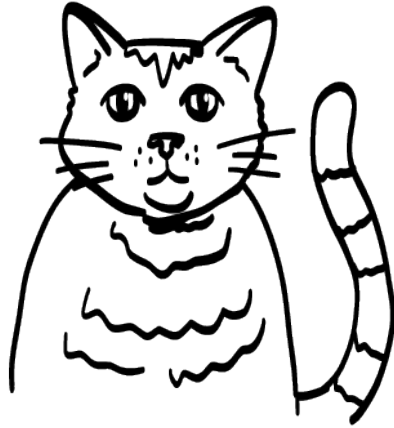
**Check-In at  
Your House**



**Picture of a  
Person Smiling  
at the Camera**



**Picture of a  
Person Flipping  
off the Camera**



**Picture of a  
Cute Animal**