



i am the key to building a safer USA

The Internet has dramatically changed our world and the way that we interact within it. Our children are at risk of exploitation and entrapment by predators that use the Internet in search of their prey; as is so sadly demonstrated by the recent murder of a 13 year-old girl by a person she met on the Internet.

Mission: I-Safe America, Inc. is a non-profit foundation whose mission is to educate & empower youth to safely and responsibly take control of their Internet experience.

Goal: The I-Safe program provides awareness and knowledge that enables the students to recognize & avoid dangerous, destructive, or unlawful online behavior and to respond appropriately.

I-Safe is a non-profit educational foundation dedicated to: 1) the development of an Internet safety education program focused on providing kids and teens with essential tools to reduce their risks of being victimized while engaged in activities via the Internet; and, 2) the deployment of a youth empowerment campaign that will empower students to take control of their online experiences and make educated, informed, and knowledgeable decisions as they actively engage in cyber activities.

I-Safe was honored to receive two Y2002 Congressional earmarks from CJS (Commerce Justice State) for a total of \$3.554 million dollars. The I-Safe Safe School Education Initiative and Outreach Campaign received bi-partisan support in both the U.S. House of Representatives and the U.S. Senate. The Child Protective Division of OJJDP (Office of Juvenile Justice Delinquent Prevention) within the Department of Justice (DOJ) is managing I-Safe's grants.

During the first project year, the I-Safe Safe School Education Initiative and Outreach Campaign will be launched in 25 states. The curriculum for the educational aspect of the program currently consists of three (3) core lessons focused on grades 5 – 8 and will be expanded to five (5) core lessons and span grades K-12. It is anticipated that grades K-2 will receive instruction through video lessons, grades 3-8 will receive instruction through in-class teaching, and grades 9-12 will receive the program through web casts. Each lesson is 45-50 minutes in duration (for grades 5-8 and shorter for K-4) and involves active participation between the students and the instructor, group exercises, and worksheets. The Outreach / Youth empowerment Campaign involves community- and school-based events and activities; including, but not limited to: school assemblies, community sport-oriented team building events, parent-oriented Internet Safety awareness sessions, and Public Service Announcement (PSA's).

Briefly stated the curriculum covers:

1. Recognition that the Cyber Community is as tangible as the students' physical community. Recognition by the students that there are rules of conduct in Cyber space, that they need to act responsibly, and that there are dangers to recognize and avoid, that their actions in Cyber space have real and tangible consequences in their physical world.
2. Identification of techniques used by Cyber predators to entice, entrap, and exploit victims via the Internet. Students are provided with tools to recognize inappropriate situations and to avoid becoming the victim of a child predator.
3. Computer viruses, worms, and Trojan horses: How to recognize red flags that indicate that the recipient (student) may have received a virus, how to protect oneself (one's computer) from infection, and responsible actions of not creating and intentionally spreading malicious code (virus).
4. Plagiarism and theft of copyrighted materials (music, video, movie, pictures, and other published works) from the Internet. It is easy to steal from the Internet. Students need to understand how to appropriately use materials that are available via the Internet, how to avoid theft of copyrighted materials, and how they should avoid plagiarism of other person's works.
5. Local law enforcement professionals teach the fifth lesson. It provides identification of techniques used by Cyber predators to entice, entrap and exploit victims via the Internet. Insight to localized events are discussed and drives home the point that activities that occur in Cyber space are not anonymous, they are real, do happen in every community and do result in tangible, quantifiable, real-world consequences.

I-Safe is dedicated to empowering students with the knowledge and skills that they need to independently identify inappropriate and compromising situations in Cyber space, to avoid or extract themselves from potentially dangerous situations, to seek help when threatened, and to exploit the positive aspects offered by the Internet.

If you have any questions regarding the implementation of the I-Safe Safe School Education Initiative and Outreach Campaign within your school district or within a specific school, please do not hesitate to contact Kathleen Tucker, Director of Education, or your Regional Representative at I-Safe America, Inc.

REGIONAL REPRESENTATIVE
Myrta R. Hansen, Educational Trainer
760.672.2336 or 402.489.9865
myrtah@isafe.org



i am the key to building a safer USA

I-Safe Safe Schools Education Initiative

Curriculum Foreword

“Children explore the wonders of the world by transporting themselves through cyberspace. They can travel to the brightest, most intellectual domains of the universe and, conversely, they may travel to the darkest, most detestable realms of the human imagination; and, they travel this world alone, without the care and protection of a chaperone. We must prepare our children for this expedition in much the same way as other explorers prepare themselves before venturing out into the unknown.”

Kathleen Ann Tucker
Testimony to the Congressional Subcommittee on
Telecommunications and the Internet

NOTE: This project was supported by Grant No. 2002-MU-MU- K002 awarded by the Office of Juvenile Justice and Delinquency Prevention. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Special Acknowledgements

I-Safe America, Inc. recognizes, with sincere gratitude and appreciation, the contributions made by the following people in the furtherance of the I-Safe Safe School Education Initiative and Outreach Campaign. Their individual and group contributions have helped to shape an extraordinary Internet Safety Program that will benefit students throughout the United States.

Dr. Ruth Rich L.A Unified School District, Retired Director, Health Education Programs Laguna Beach, California	Carol Levin L.A Unified School District, Retired Assistant Principal Sherman Oaks, California
Terry V. Fox Chief of Police American Fork Police Department American Fork, Utah	Jeff King Principal Los Penasquitos Elementary School San Diego, California
Caroline Cochran and her entire 6 th Grade Gifted And Talented Education (GATE) Class of 2002 Mesa Verde Middle School San Diego, California	Daniel Luis Lopez Student Black Mountain Middle School San Diego, California

With great admiration and appreciation,

Teri Schroeder

Teri Schroeder
President
I-Safe America, Inc.

Kathleen Tucker

Kathleen Tucker
Director of Education
I-Safe America, Inc.

Mission: I-Safe America, Inc. is a non-profit foundation whose mission is to educate & empower youth to safely and responsibly take control of their Internet experience.

Goal: The I-Safe program provides awareness and knowledge that enables the students to recognize & avoid dangerous, destructive, or unlawful online behavior and to respond appropriately.

I-Safe has developed an Internet safety education program focused on providing kids and teens with essential tools to reduce their risks of being victimized while engaged in activities via the Internet; and has deployed a Youth Empowerment Campaign that will empower students to take control of their online experiences and make educated, informed, and knowledgeable decisions as they actively engage in cyber activities.

I-Safe was honored to receive two Y2002 Congressional earmarks from CJS (Commerce Justice State) for a total of \$3.554 million dollars. The I-Safe Safe School Education Initiative and Outreach Campaign received bi-partisan support in both the U.S. House of Representatives and the U.S. Senate. The Child Protective Division of OJJDP (Office of Juvenile Justice Delinquent Prevention) within the Department of Justice (DOJ) is managing I-SAFE's grants.

During the first project year, the I-Safe Safe School Education Initiative and Outreach Campaign will be launched in 24 states. The curriculum for the educational aspect of the program consists of five (5) core lessons for all grades K-12. Grades K-2 will receive instruction through video lessons, grades 3-8 will receive instruction through in-class teaching, and grades 9-12 will receive the program through web casts. Each lesson is no longer than 45-50 minutes in duration for grades 5-8 and are shorter for the lower grades. Each lesson involves active participation between the students and the instructor through classroom discussion, cooperative group learning activities, and individual student activities. The Outreach / Youth Empowerment Campaign involves community- and school-based events and activities; including, but not limited to: school assemblies, community sport-oriented team building events, parent-oriented Internet Safety awareness sessions, and Public Service Announcement (PSA's).

Briefly stated, the curriculum covers:

1. Recognition that the Cyber Community is as tangible as the students' physical community. Recognition by the students that there are rules of conduct in Cyber space, that they need to act responsibly, and that there are dangers to recognize and avoid, that their actions in Cyber space have real and tangible consequences in their physical world.
2. Identification of techniques used by Cyber predators to entice, entrap, and exploit victims via the Internet. Students are provided with tools to recognize inappropriate situations and to avoid becoming the victim of a child predator.
3. Computer viruses, worms, and Trojan horses: How to recognize red flags that indicate that the recipient (student) may have received a virus, how to protect oneself (one's computer) from infection, and responsible actions of not creating and intentionally spreading malicious code (virus).
4. Plagiarism and theft of copyrighted materials (music, video, movie, pictures, and other published works) from the Internet. It is easy to steal from the Internet. Students need to understand how to appropriately use materials that are available via the Internet, how to avoid theft of copyrighted materials, and how they should avoid plagiarism of other person's works.
5. Local law enforcement professionals teach the fifth lesson. It provides identification of techniques used by Cyber predators to entice, entrap and exploit victims via the Internet. Insight to localized events are discussed and drives home the point that activities that occur in Cyber space are not anonymous, they are real, do happen in every community and do result in tangible, quantifiable, real-world consequences.

I-Safe is dedicated to empowering students with the knowledge and skills that they need to independently recognize inappropriate and compromising situations in Cyber space, to avoid or extract themselves from potentially dangerous situations, to seek help when threatened, and to maximize the positive aspects offered by the Internet.

The National Center for Missing and Exploited Children, in their Guidelines For Programs To Reduce Child Victimization, states that: "Before setting educational guidelines for a program to reduce child victimization, it is important to step back and take a look at the need for these programs."

I-Safe America, Inc. did exactly that - and the findings were staggering.

- An Internet 2000 survey by Grunwald Associates estimate that by the year 2005, 77 million kids and teens under the age of 18 will have Internet access.
- The National Center for Missing and Exploited Children documented that 1 in 5 children under the age of 17 have received unwanted or sexual solicitation over the Internet.
- APBnews.com in it's feature, *Children Find Sex Online*, states that 1 in 4 children have been exposed to pornography involuntarily.
- The Journal of the American Medical Association published, in July 2000, a "Call to Action Report," prepared in cooperation with a survey conducted by David Finkelhor, Director of the University of New Hampshire's Crimes Against Children Research Center indicates that girls, older teens, troubled youth, frequent Internet users, chat room participants and those who communicate with strangers online are at the greatest risk.

Over the past decade, the number of schools with Internet access has grown exponentially, and the number of children going online from school has followed suit. Currently, 14 million children access the Internet from school, a figure that is expected to grow to nearly 44 million by 2003 as schools continue to build their networks. The National Forum on Information Literacy advocates that whether or not a school district decides to use a technological approach to manage content, it would be well advised to promote "information literacy." Information literacy is achieved by teaching children how to find good sources of information online, how to evaluate online information and behavior, and how to protect themselves when they go online.

As Internet use continues to grow, so will the number of cyber predators. These predators are child molesters, pornographers, hackers, and thieves. They target and then victimize innocent people – especially youth – via this electronic highway. Crimes vary from theft of credit card information or personal identities to hacking, solicitation of sexual acts, stalking, and murder. Many of the crimes are new crimes e.g. (computer hacking), while other crimes, child predation for example, have haunted law enforcement officers for centuries. Regardless of the nature of the crime, the predator's method of attack – via the Internet - is relatively new. The Internet has changed the rules of the game. No longer are predators constrained by geographical or physical

barriers (such as having access to places where children frequent); now, they can easily stalk their prey electronically. Child molesters can enter cyber areas where children play and they can “virtually” enter the child’s home – even be invited in to the child’s bedroom as a cyber friend.

There is no single solution for protecting our children. However, the value of empowering our children - through education – with the knowledge and critical-thinking skills that they need to be able to independently assess the every-day situations they will encounter while online cannot be overstressed. Children must be able to effectively protect themselves from cyber predators, to recognize potentially harmful or inappropriate actions, to actively disengage from negative behaviors or compromising situations, and to seek help when threatened. These lessons are learned. Education and empowerment are key.

The I-Safe Safe School Education Curriculum provides students with the knowledge to:

- independently recognize and avoid dangerous situations online;
- recognize techniques used by predators to deceive them;
- critically appraise situations in which they find themselves, online;
- independently recognize inappropriate materials, websites, and online behavior.

The I-Safe Safe School Education Curriculum empowers students:

- with proactive techniques that will allow them to communicate more safely online;
- with the tools the need to respond assertively when they find themselves in uncomfortable, compromising, or threatening situations;
- to refuse requests for information, unwanted solicitations, and requests to meet;
- to report suspicious, unlawful, dangerous, or threatening online behavior and activities.

The National Research Council and the Institute of Medicine published a press release May 2, 2002 regarding the findings of a Congressional study. The *Committee to Study Tools and Strategies for Protecting Kids from Pornography and Their Applicability to Other Inappropriate Internet Content* (chaired by Richard Thornburgh) concluded that:

An essential element of protecting children from inappropriate material on the Internet -- and one largely ignored in the present debate -- is the promotion of social and educational strategies that teach children to make wise choices about using the Internet and to take control of their online experiences: where they go, what they see, to whom they talk, and what they do.

Children also need to acquire skills that will allow them to evaluate independently the information and images they are viewing. By improving children's "information and media literacy," they are better able to critically assess material, recognize underlying messages, and locate the information they seek.

Children should be educated in Internet safety much as they are taught about their physical safety, the report says. This might include teaching them how sexual predators and hate-group recruiters typically approach young people online, how to recognize jargon that signals inappropriate material, and whether to provide personal information. To guide adults, public service announcements and media campaigns could help educate them about the nature and extent of dangers on the Internet and the need for safety measures.

The I-Safe Safe School Education Initiative and Outreach Campaign addresses each of these issues through a comprehensive program that utilizes several venues for the dissemination of information, including: a well-conceived curriculum, Public Service Announcements, and web casts that engage students in group learning activities and information exchange.

I-Safe Initiative Mapped Against Recommendations of a Congressional Study

The following grid maps key points published by the *Committee to Study Tools and Strategies for Protecting Kids from Pornography and Their Applicability to Other Inappropriate Internet Content* to the I-Safe curriculum and Outreach Campaign.

KEY POINTS As Stated In The Study	I-Safe CURRICULUM
The educational strategy teaches children to make wise choices about using the Internet	Incorporated into the I-Safe Curriculum
The educational strategy teaches children to take control of their online experiences: where they go, what they see, to whom they talk, and what they do.	Incorporated into the I-Safe Curriculum
Provides children with skills that will allow them to evaluate independently the information and images they are viewing.	Incorporated into the I-Safe Curriculum
By improving children's "information and media literacy," so that they are better able to critically assess material and recognize underlying messages.	Incorporated into the I-Safe Curriculum
Educates children in Internet safety much as they are taught about their physical safety.	Incorporated into the I-Safe Curriculum
Teaches children how sexual predators & hate-group recruiters typically approach young people online, how to recognize jargon that signals inappropriate material, and whether to provide personal information.	Incorporated into the I-Safe Curriculum
To guide adults, public service announcements and media campaigns help educate them about the nature and extent of dangers on the Internet and the need for safety measures.	Incorporated into the I-Safe Curriculum

I-Safe Initiative Mapped Against the National Center for Missing and Exploited Children (NCMEC) Curriculum Scorecard

NCMEC recommends that persons evaluating programs that deal with safety education of children compare any program against the curriculum scorecard developed by the NCMEC Education Standards Task Force (1999). The following grid shows the I-Safe Initiative mapped against the NCMEC CURRICULUM SCORECARD.

SKILLS	I-Safe CURRICULUM
Strengthens a child's self-confidence and self-esteem at every level	Incorporated into the I-Safe Curriculum
Develops basic safety skills for young children by teaching them the importance of knowing identifying information, not going places alone, and notifying an adult when they go out.	Incorporated into the I-Safe Curriculum (Modified for applicability to Internet situations)
Helps children distinguish between appropriate and inappropriate touch	Incorporated into the I-Safe Curriculum (Expanded to include inappropriate online behavior)
Instructs children to be able to say 'no' to unwanted overtures.	Incorporated into the I-Safe Curriculum
Teaches children self-protective skills to avoid abduction and exploitation.	Incorporated into the I-Safe Curriculum
Encourages disclosure by instructing children to always tell an adult about inappropriate or unwanted behaviors.	Incorporated into the I-Safe Curriculum
Instructs children how to identify the private parts of their bodies using correct anatomical terms; if appropriate for a community.	NOT APPLICABLE
Instructs children how to identify an adult they can trust; the importance of talking to an adult if something bothers them and that some secrets need to be told.	Incorporated into the I-Safe Curriculum
Instructs children that adults sometimes act inappropriately.	Incorporated into the I-Safe Curriculum
Emphasizes the fact that inappropriate adult behavior is never the fault of the child.	Incorporated into the I-Safe Curriculum
Teaches children that victims can be people of any age, size, color, or sex.	Incorporated into the I-Safe Curriculum
Teaches children that offenders can be children or adults of any age, size, color, or sex and either "strangers" or people they know.	Incorporated into the I-Safe Curriculum

I-Safe Initiative Correlated to the National Education Technology Foundation Standards

The National Educational Technology Standards (NETS) Project is an ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of distinguished partners and co-sponsors. The following grid maps the I-Safe curriculum against the NETS Standards for Students and the NETS Performance Indicators.

TECHNOLOGY FOUNDATION STANDARDS FOR STUDENTS	PERFORMANCE INDICATORS	I-SAFE CURRICULUM
<p>1. Basic operations and concepts</p> <ul style="list-style-type: none"> ○ Students demonstrate a sound understanding of the nature and operation of technology systems. ○ Students are proficient in the use of technology. 	<p>Grades 3-5: 2 - Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)</p> <p>Grades 6-8: 9 - Demonstrate an understanding of concepts underlying hardware, software, connectivity, and of practical applications to learning and problem solving. (1, 6)</p>	<p>Incorporated into the I-Safe Curriculum</p>
<p>2. Social, ethical, and human issues</p> <ul style="list-style-type: none"> ○ Students understand the ethical, cultural, and societal issues related to technology. ○ Students practice responsible use of technology systems, information, and software. ○ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. 	<p>Grades 3-5: 2 - Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)</p> <p>3 - Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)</p> <p>Grades 6-8: 2 - Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2) 3 - Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2) 10 - Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)</p>	<p>Incorporated into the I-Safe Curriculum</p>
<p>3. Technology productivity tools</p> <ul style="list-style-type: none"> ○ Students use technology tools to enhance learning, increase productivity, and promote creativity. ○ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. 	<p>NOT APPLICABLE</p> <p>This is a 'hands-on' Standard in which the Performance Indicators have students using technology tools and demonstrating skills and ability.</p> <p>While the I-Safe curriculum does not utilize hands-on computer activities it does stress safety and responsible use of all technology tools, on-line resources and communication medians.</p> <p>The I-Safe curriculum will, in the future, include hands-on activities for students.</p>	

TECHNOLOGY FOUNDATION STANDARDS FOR STUDENTS	PERFORMANCE INDICATORS	I-Safe CURRICULUM
<p>4. Technology communications tools</p> <ul style="list-style-type: none"> ○ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. ○ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. 	<p>NOT APPLICABLE</p> <p>This is a ‘hands-on’ Standard in which the Performance Indicators have students using technology tools and demonstrating skills and ability.</p> <p>While the I-Safe curriculum currently does not utilize hands-on computer activities, it does stress safety and responsible use of all technology tools, on-line resources and communication medians.</p> <p>The I-Safe curriculum will, in the future, include hands-on activities for students.</p>	
<p>5. Technology research tools</p> <ul style="list-style-type: none"> ○ Students use technology to locate, evaluate, and collect information from a variety of sources. ○ Students use technology tools to process data and report results. ○ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. 	<p>Grades 3-5: 9 - Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)</p> <p>Grades 6-8: 8 - Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)</p> <p>10 - Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)</p>	<p>Incorporated into the I-Safe Curriculum</p>
<p>6. Technology problem-solving and decision-making tools</p> <ul style="list-style-type: none"> ○ Students use technology resources for solving problems and making informed decisions. ○ Students employ technology in the development of strategies for solving problems in the real world. 	<p>Grades 3-5: 9 - Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)</p> <p>10 - Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)</p> <p>Grades 6-8: 8 - Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)</p> <p>9 - Demonstrate an understanding of concepts underlying hardware, software, connectivity, and of practical applications to learning and problem solving. (1, 6)</p> <p>10 - Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)</p>	<p>Incorporated into the I-Safe Curriculum</p>