

Let Them Teach Each Other to Swim



WHAT DOES IT MEAN TO BE CYBER SAVVY?

The objective of *Cyber Savvy: Embracing Digital Safety and Civility* is to ensure that young people become savvy. *Savvy* comes from Latin *sapere*, meaning “to be wise”—astute, well informed, capable, perceptive, intelligent, discerning. All of these are words we would like to be able to apply to students when they are using digital technologies.

Being Cyber Savvy has four components. Cyber Savvy young people

1. *Keep themselves safe.* They understand the risks, and they know how to avoid getting into risky situations, to detect whether they are at risk, and to effectively respond to risk, including asking for help.
2. *Present a positive image.* They present themselves online as persons who make positive choices.
3. *Respect others.* They respect the rights, privacy, and property of others and treat others with civility.
4. *Take responsibility for the well-being of others.* They help others and report serious concerns to a responsible adult.

TEACH THEM TO SWIM

In the early 2000s, the major Internet safety concern was youth access to online pornography. Filtering software was promoted as the solution. The National Academy of Sciences (NAS) convened a task force that

produced an excellent report, titled *Youth, Pornography and the Internet*.¹ An important statement from the preface of this report is the following:

Swimming pools can be dangerous for children. To protect them, one can install locks, put up fences, and deploy pool alarms. All of these measures are helpful, but by far the most important thing that one can do for one's children is to teach them to swim.²

Yes, we need to teach young people to swim. Teaching them to swim safely and responsibly is even more important now that young people are all swimming around in the social networking "pool." If only it were that easy. It is exceptionally difficult to effectively teach young people to swim if

- they can't jump into a swimming pool at school because it is considered too risky;
- adults only know how to paddle in the shallow part of the pool or are afraid to get wet; and
- despite the fact that they have grown up in the water and may have excellent swimming skills, they are constantly warned that water is dangerous and filled with sharks.

Most adults have good insight into the risks and concerns associated with real life. When it comes to addressing the risks and concerns associated with use of digital technologies, it is necessary to deal with the challenge of the digital divide between *digital immigrants* and *digital natives*.

Young people are cruising down the information superhighway with their accelerators fully engaged, but sometimes without sufficient braking power, while many adults are struggling to get out of first gear. The situation is similar to that faced by immigrant parents who come to a new country. The children are readily able to acculturate to their new culture. Parents frequently struggle to accommodate.

There is a change in paradigm. In the old paradigm, adults understood the risks and the environment. Adults were generally in a position where they could detect risky behavior and intervene. Adults were the voice of authority. As digital immigrants, they are likely not to have significant credibility in the eyes of young people. Teachers who try to be "sages on the stage" are likely to trip on their togas.³

¹ Thornborough, D., & Lin, H. S. (Eds.) (2002). *Youth, pornography and the Internet*. Washington, DC: National Academy Press. Retrieved June 22, 2011, from <http://www.nap.edu/openbook.php?isbn=0309082749>

² Id., Preface.

³ Borrowing language from King, A. (1993). Sage on the stage to guide on the side. *College Teaching*, 41(1), 30–35.

A constructive education approach—an environment where students gain insight through collaborative problem-solving interactions with peers—is essential. Teachers shift to being “guides on the side.” To do so effectively, teachers must also have the necessary insight into the issues to be effective guides.

The focus of this book is in accord with the NAS statement, but with a slight twist. We must recognize that students do not want to drown or see others drown, and many already have excellent swimming skills. Therefore, we must strive to ensure all students gain top-notch swimming skills by setting up situations where they can teach each other to swim—under the guidance of a savvy adult.

RISKS AND BENEFITS OF DIGITAL TECHNOLOGIES

Numerous research studies document that the majority of young people make positive choices when using digital technologies, demonstrate effective skills in responding to the negative incidents that occur, and are generally not excessively distressed by these negative incidents. Online risk does not necessarily equal harm.⁴ Furthermore, we cannot expect that young people will never have to deal with a negative incident. Negative incidents are a naturally occurring part of life.

The situation is equivalent to riding a bicycle.⁵ There are clearly risks associated with riding a bicycle, as well as significant benefits. There are risks, as well as benefits, associated with communicating with people online who are not known in person. Therefore, just as we teach young people the possible risks they face when riding a bicycle and what they need to do to keep themselves safe, we need to ensure that young people know the risks when communicating online with someone whom they do not know in person—and how to do so safely.

Research has also demonstrated that the young people who are at the greatest risk online appear to be the ones who are at greater risk generally.⁶ They demonstrate other psychosocial concerns, along with other risk

⁴Berkman Internet Safety Technical Task Force. (2008). *Enhancing child safety and online technologies. Appendix C: Literature review from the Research Advisory Board*. Retrieved June 22, 2011, from http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/ISTTF_Final_Report-APPENDIX_C_TF_Project_Plan.pdf; Collier, A., & Nigam, H. (2010, June 4). *Youth safety on a living Internet* (Report of the Online Safety and Technology Working Group). National Telecommunications and Information Administration, p. 25. Retrieved June 22, 2011, from http://www.ntia.doc.gov/reports/2010/OSTWG_Final_Report_060410.pdf

⁵Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2011). *Risks and safety on the internet: The perspective of European children*. Full Findings (EU Kids Online). London: LSE. Retrieved June 22, 2011, from <http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx>

⁶Berkman Internet Safety Technical Task Force, supra; Collier & Nigam, supra.

behaviors. Thus, digital risk behavior appears not to be new risk behavior; rather, this is youth risk behavior that is now manifesting through the use of digital technologies.

Use of interactive digital technologies can change the dynamics of risk behavior—as well as provide positive benefits.

- Materials captured in digital format can be widely disseminated and permanently available. This may cause greater harm to self or others, but it may also provide the opportunity for early detection and personal accountability.
- Young people can achieve greater invisibility. This may encourage risky or irresponsible behavior. This can also allow them to more easily find prevention information and obtain assistance from online support sites.
- Use of technologies may sometimes interfere with the recognition of harmful consequences to self or others. This can interfere with empathy and responsible decision making. However, this may increase the ability of young people to more effectively predict negative consequences because they are required to do so more frequently.
- Young people are interacting with increasing numbers of people online. Some people may be less safe, and it can be harder to detect possible risk. Marginalized youth may also find important acceptance and support from online friends who share their more unique interests.

FOUNDATION OF CYBER SAVVY APPROACH

The overall focus of this book is on the need to do the following:

Proceed in a Multidisciplinary Manner

It will not be possible to address these new concerns if professionals remain in “silos.” Many times, these issues are grounded in mental concerns or lead to mental health concerns. Off-campus actions can seriously affect schools. Sometimes young people are criminally victimized or engage in criminal acts. It will take the proverbial village to effectively address these concerns.

Ensure Scientific Integrity

Initiatives must be grounded in an accurate understanding of the risks and resulting harm, risk factors, and protective factors. Many times, the statistics related to youth risk online, as reported in the press, have been derived from studies that lack academic rigor, fail to provide

adequate definitions, or fail to effectively distinguish between more minor incidents that young people have effectively resolved and the more serious incidents. Such reports have, at times, created a misperception about the degree and manner of risk. We also lack a full understanding of these issues because research insight is still emerging.

Implement Innovative Initiatives That Have a Likelihood of Success

There are no evidence-based best practices to guide the implementation of instruction, prevention, and intervention initiatives. Research insight into these risks is still emerging. The ever-changing technology environment presents barriers to achieving a broadly applicable understanding of concerns and the implementation of stable prevention and intervention initiatives. We do not have the luxury of waiting for systematic empirical research that provides evidence of statistically significant effectiveness in prevention and intervention.

Thus, there is a need to shift to approaches that are grounded in what we know from current research and about effective risk prevention. Innovative initiatives must ensure accountability and the likelihood of success through ongoing evaluation and attention to emerging research—and modification when necessary, as informed by this research and evaluation.

Engage and Empower Youth

Young people engage in online environments where frequently there are no reasonable adults present. Use of mobile technologies significantly interferes with adult supervision. Many research studies document that young people often do not report negative situations involving technologies to adults.⁷ Thus, we must focus on increasing the ability of all young people to be safe, encourage civility, engage in effective conflict resolution, and know how and when they should report significant concerns to adults.

CYBER SAVVY APPROACH

The Cyber Savvy approach is grounded in these critical components.

- Reinforce positive social norms and practices.
- Foster effective problem solving and the use of effective strategies.
- Empower and engage witnesses to be helpful allies.
- Collect local data to guide instruction and support ongoing evaluation.

⁷Berkman Internet Safety Technical Task Force, *supra*, p. 44.

Positive Social Norms and Practices

Stan Davis, author of *Schools Where Everybody Belongs* (2005) and *Empowering Bystanders* (2007), provided the following sage guidance related to bullying prevention:

We can build positive actions by peers who are aware of mean behavior through these interventions:

- Survey youth to determine which mean behaviors they see and hear about, which behaviors they would like to see adults take action about, whether they believe peers should report these behaviors, and whether they believe peers should take action to support others.
- Use survey results to shape positive peer actions through peer-norming interventions. Help young people see that most of their peers share their dislike of mean behaviors and their belief that they should take positive actions to stop the negative impact of these behaviors.
- In addition, use those survey results to identify needs for interventions to build awareness of the negative impact of some mean behaviors.
- Help youth to build a diverse repertoire of positive actions to take when they are aware of mean behavior. These actions should include alliance building, in which youth connect with peers who also disapprove of mean behavior. These actions should include a wide range of supportive behaviors for the person mistreated, including face-to-face support, support in the digital world, and other ways to let the mistreated person know he or she is not alone. The actions should include ways to ask adult resources for help and to express standards for digital civility.
- Provide young people with opportunities to practice a wide range of positive actions in response to mean behavior.
- Build awareness among youth that they have an obligation as citizens of their school, physical community, and digital community to protect the safety and well-being of other citizens, even those who are not their friends.⁸

⁸Stan provided this guidance in the context of a preconference workshop on Youth Risk Online, presented on November 15, 2010, at the International Bullying Prevention Association Conference in Seattle, Washington.

Stan's guidance is in accord with a research-based approach used by Drs. Perkins and Craig who direct the Youth Health and Safety project.⁹ Their approach with schools on bullying prevention programs is as follows:

The social norms approach to preventing problem behavior and promoting and reinforcing positive behavior, put simply, is to dispel the myths about the problem being the norm among peers. It starts with gathering credible data from a population and identifying the actual norms regarding the attitudes and behavior of concern. Then a social norms intervention intensively communicates the truth through media campaigns, interactive programs, personalized normative feedback, and other educational venues. Evidence has shown youth and adults responding to these initiatives with more realistic perceptions of positive peer norms lead to decreases in problem behavior and increases in positive behavior in the population.¹⁰

This approach is exactly what we need to do to address the concerns of digital safety and civility. Simply rewrite Davis' statement, substituting "unsafe or hurtful digital behavior" for the term "mean behavior."

Imagine the effectiveness of student-created posters or screen savers, "public service announcements," or other presentations made to like-aged students, younger students, or parents with statements like

- 90 percent of (name of school) students have set their social networking profile to "friends only";
- 85 percent of (name of school) students only friend people whom they know in person and trust on their social networking profile;
- 78 percent of (name of school) students would feel comfortable showing all of the photos they have posted in their social networking profile to a teacher;
- 87 percent of (name of school) students think that students should not post hurtful comments about other students online, send mean text messages, or share personal information or a photo that has been sent privately; and
- 98 percent of (name of school) students think it is very dangerous to send a nude photo to anyone.

⁹Perkins, W., Craig, D., & Perkins, J. (2009, November 10). Misperceptions of bullying norms as a risk factor associated with violence among middle school students. Paper presented at the American Public Health Association Annual Meeting, Philadelphia, PA. Retrieved June 22, 2011, from <http://www.youthhealthsafety.org/>

¹⁰Id.

Imagine you are teaching a class on cyberbullying and have conducted a survey that asked students whether they want to be friends with someone who sends hurtful messages to people, posts hurtful material online that denigrates others, or will distribute information or photos sent privately to others—and the overwhelming majority of students have indicated that they would not want to be friends with a person who does this. The survey could also ask them to describe the words that they would use to describe someone who will publicly protest if someone is posting hurtful material about another student—and the responses to this survey included “Leader!” “Awesome!” “Superstar!” “Hero!” and “Brave and trustworthy!” How would this impact their helper behavior?

The Cyber Savvy approach also focuses on the reasons or rationale for such norms. Not only should we be focusing attention on what the majority of students think about these issues; it is also helpful for students to enunciate why. When asked “Why?” the responses will focus on consequences—the desire either to achieve positive outcomes or to avoid negative ones. Additionally, the surveys solicit information on the strategies used to respond to negative incidents and the effectiveness of those strategies. All of this student-based insight can be turned into instructional messaging.

Surveys can be conducted on sites like Survey Monkey.¹¹ The raw anonymous data can be provided to the students to enable them to engage in analysis. Students will likely find an analysis of what they think incredibly fascinating. This analysis will reinforce their values and skills, and influence the thinking of those students whose rationale is found by the majority to be lacking in insight. This will also communicate a strong message that important adults in their lives respect their values and skills. Using older students to communicate these messages to younger students is an approach that is strongly recommended. These are all powerful social influence strategies.

The next important task is to translate these positive norms into messaging:

- Personal statements of positive standards
- Posters or screen savers that communicate these norms to all
- Audio or video “public service announcements” that can be played at their school and for younger students
- Slide presentations that can be made to fellow students, younger students, or parents
- Press releases sent to local news media
- Presentations at a school board meeting

¹¹ <http://www.surveymonkey.com/>

Problem Solving and Use of Effective Strategies

Sometimes young people make mistakes; they may engage in risky behavior or get angry and lash out inappropriately—and sometimes they are harmed by others. Because they are teens and their brains are still under development, they biologically do not have the capacity to consistently make effective decisions. Frequently, they are impulsive, failing to think about the possible consequences of their actions. They lack the range of experience that adults have in understanding and negotiating human relationships, especially those that involve some risk or altercations. Lastly, there are aspects of the digital environment that can interfere with effective problem solving.

Repeated research studies also demonstrate that a significant majority of teens do not tell adults about negative incidents that occur when using digital technologies.¹² While sometimes they do not report problems because they fear adult overreaction, many times they don't report because they have already fixed the problem—or they perceive that they ought to be able to fix the problem. It is not developmentally appropriate for teens to always tell adults about their problems. An important life task in the teen years is learning how to take care of your own problems. Just as a toddler who needs to learn how to walk will protest being carried even when challenged by stairs or uneven surfaces, teens will try to resolve difficult situations on their own because this is the only way they can learn how effectively resolve difficult situations.

Thus, an important approach is to provide them with the insight and skills they need to effectively resolve their own problems. An excellent social-emotional learning program for middle school students is *Second Step*, by Committee for Children.¹³ *Second Step* is a comprehensive program that focuses on empathy and communication, bullying prevention, and problem solving. The problem-solving steps are incorporated throughout the lessons, just as they should be in teaching digital safety and civility. The *Second Step* problem-solving steps are as follows:

1. Analyze the situation.
2. Brainstorm options.

¹² Wolak, J., Mitchell, K., & Finkelhor, D. (2006). *Online victimization of youth: Five years later* (National Center for Missing & Exploited Children Bulletin 07-06-025). Alexandria, VA: National Center for Missing & Exploited Children. Retrieved June 22, 2011, from <http://www.unh.edu/ccrc/pdf/CV138.pdf>; McQuade, S. C., & Sampat, N. (2008). *Study of Internet and at risk behaviors*. Rochester Institute of Technology Center for Multidisciplinary Studies. Retrieved June 22, 2011, from <http://www.rrcsei.org/RIT%20Cyber%20Survey%20Final%20Report.pdf>; Follaco, J. (2008, June 18). "Startling new reality" of cybercrime revealed in RIT research. *PRWeb*. Retrieved June 22, 2011, from http://www.prweb.com/releases/Cyber_Safety/Ethics_Initiative/prweb1035784.htm; Livingston et al., supra.

¹³ <http://www.cfchildren.org/programs/ssp/overview/>

3. Consider each option.
4. Decide on and do the best option.
5. Evaluate if it works.
6. Figure out another way (*if necessary*).

Unfortunately, it is well known that young people are more apt to engage in impulsive actions that skip over this kind of analysis. When they make impulsive decisions, teens appear to be more inclined to act in accordance with what they think their peers think or would do. Thus, there is a connection between social norms and decision making. If they know in advance what the positive peer norms and effective strategies in these situations are, they will hopefully be less inclined to engage in an impulsive action that is contrary to these positive practices and strategies.

This situation is complicated further because their decision making is now heavily influenced by the fact that they are acting within a digital environment. This is discussed in Chapter 2. Assist students in developing very effective problem-solving and decision-making skills within the digital environment by focusing their attention on the permanence and potential wide distribution of the digital materials that demonstrate evidence of their decision making, either positively or negatively.

Empowering and Engaging Witnesses

The importance of the role of witnesses when addressing these issues cannot be overstated.¹⁴ So many times, when young people are engaging in risk behavior, harming others, or being harmed, there are no responsible adults present. Risk-prevention approaches that rely on increased adult surveillance, like preventing bullying by increasing hallway supervision, are not adaptable to this new environment. Influencing positive witness responses and reporting is critically important. When young people witness negative situation, they essentially have the choice of three paths:

1. Hurtful participant
2. Passive observer
3. Helpful ally

Insight into strategies for how to encourage students to be helpful allies comes from the work of Eva Fogelman, a historian, psychotherapist, and second-generation survivor of the Holocaust who conducted

¹⁴Davis, S., & Davis, J. (2007). *Empowering bystanders in bullying prevention*. Champaign, IL: Research Press.

interviews with “rescuers” during Hitler’s reign.¹⁵ Fogelman identified four factors that appeared to set the stage for the willingness of someone to be a rescuer. These factors have been outlined as follows:

[F]irst, well developed inner values, which came from deep in childhood, that stressed acceptance of difference in others, a conviction that individual action matters, and religious or moral convictions that supported those values. . . . [S]econd, a loving home, reasoned and firm guidance in childhood, a model of altruistic behavior in the person of a caregiver or other authoritative adult, practice at thinking and acting independently of the opinion of others, and a serious illness or death in one’s family. . . . [T]hird, a strong sense of one’s own competency to find creative solutions to very difficult problems and to handle the secrecy, fear, and terror of rescue. . . . [A]nd fourth, “channel factors” and an “enabling situation,” that is, the availability of a safe hiding place, of someone to request the rescuer’s help, of a potential victim who could “pass,” of food, and of a support organization to provide ration cards, counterintelligence, money, etc. Sympathy was not enough; the timing had to be right.¹⁶

Encourage students to engage in proactive helping behaviors.

- Reinforce the importance and leadership status of those who step up to ensure the well-being of others.
- Make sure they fully understand the potential harmful consequences that could result to others.
- In the context of discussions of possible or actual scenarios, provide practice in effective helping skills.

Ongoing Evaluation

The key to the effective implementation of the Cyber Savvy approach is to regularly conduct surveys of the students in your schools using a web-based survey tool. The Cyber Savvy surveys, available at <http://embracingdigitalyouth.org> assess the following aspects:

- Negative incidents and degree of distress—the number of incidents, as well as the degree to which the incident caused distress

¹⁵ Fogelman, E. (1994). *Conscience and courage: Rescuers of Jews during the Holocaust*. New York, NY: Anchor Books.

¹⁶ Blumenthal, D. (1994). Review of E. Fogelman, *Conscience and courage: Rescuers of Jews during the Holocaust*. *Journal of Psychology and Theology*, 23, 62–63. Retrieved June 22, 2011, from <http://www.js.emory.edu/BLUMENTHAL/Fogelman.html>

and for how long, are important information. For needs assessment, this information will provide insight into the concerns that are being faced by your students. For evaluation after prevention education and interventions, the percentage of students who are involved in negative incidents and the degree of distress should decrease.

- Strategies used and degree of effectiveness—how students are responding to negative incidents and how effective these responses are. This includes self-help actions and situations where the student has asked a peer or an adult for assistance. For instruction purposes, identifying effective strategies used by students will have a powerful influence on the inclination of other students to adopt such strategies. For evaluation, reviewing data collected later can reveal whether the instruction has increased the usage of effective strategies.
- Norms, practices, and rationale—instructionally, this data is used for positive norms messaging. In subsequent surveys for evaluation, the percentage of students reporting positive norms and practices should increase.

INSTRUCTIONAL OPPORTUNITIES

Opportunities to provide instruction addressing issues of digital safety and civility include the following:

- *Provide direct instruction.* This can include a review of provisions of the district's Internet use policy, instruction in technology or library classes, addressing the more significant risks in health education classes, and direct instruction opportunities in student homerooms or advisories.
- *Integrate digital safety and civility concepts into other instruction.* These opportunities will become more available as schools transition into greater use of interactive Web 2.0 technologies for instruction.
- *Use "teachable moments."* Use incidents and news stories as opportunities to focus on actual consequences. This approach includes especially appropriate activities for homerooms or student advisories.
- *Provide informal instruction.* This might include posters, hints on the computer screen, public service announcements, and the like.

CYBER SAVVY OBJECTIVES

Part II of this book will provide readers with in-depth information on the key issues that must be addressed to ensure that young people are engaging in safe, positive, respectful, and responsible behavior when using digital technologies. The overall objectives fall into the following categories:

Avoid the Impulse

- Remember, what you do reflects on you.
 - If you engage in an impulsive negative act that results in posting or sending material in digital format, this material can become widely disseminated and possibly permanently available. This could harm your reputation, friendships, and opportunities; place you at risk; or cause harm to others.
 - Engage in effective problem solving and positive decision making before posting or sending anything. Be a helpful ally if you see someone is at risk or is being harmed.

Read With Your Eyes Open

- Assess the credibility of information.
 - Anyone can post or send anything online, and there is no guarantee that what has been posted or sent is accurate. Individuals, organizations, and companies may use sophisticated techniques to seek to influence your attitudes and behavior.
 - Carefully assess the credibility of all information accessed on websites or received in messages and the trustworthiness of people you interact with.

Keep Your Life in Balance

- Avoid addictive use of digital technologies.
 - While use of digital technologies can be fun and allow you to connect with your friends, excessive use of digital technologies can be unhealthy.
 - Ensure your use of digital technologies does not interfere with other activities that will make your life happy and successful.

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Think Before You Post

- Protect your reputation and respect others.
 - Other people will judge your character and decision making based on the material you post and send. This can effect your reputation, friendships, and opportunities positively or negatively. You can hurt others if you post or send material that reveals their personal information.
 - Be careful whenever posting or sending material in digital format. Respect the rights and privacy of others.

Connect Safely

- Interact safely with others online.
 - You will interact with many different people online. Most are safe and trustworthy, but some may not be. It is easier for people to be deceitful and manipulative online.
 - Be careful when you interact with people online. Only let people you know, or those whom your good friends know, have access to your personal profile. If you want to meet in person with someone you have gotten to know online, make a safe meeting plan and bring along friends.

Keep Yourself Secure

- Implement security and avoid scams.
 - Digital technologies can be corrupted with malware, which often is used to commit identity theft. Criminals use the Internet to commit a variety of scams.
 - Ensure your computer security is maintained and your activities do not increase your risk. Watch out for scams—offers that are too good to be true or threaten loss if you do not share personal information.

Abide by the Terms

- Act in accord with policies, terms, and laws.
 - Your online activities are governed by laws, use policies of the organization that provides your access, and the terms

of use of the websites or services. These laws, policies, and terms ensure that user's activities do not cause harm to others or to the technical system.

- Follow the standards to protect the rights of everyone.

Stay Out of the Garbage

- Avoid objectionable and illegal material.
 - People distribute materials online that are harmful to others, including pornographic material. You could accidentally access this material. Accessing or distributing child pornography is a serious crime.
 - Use safe surfing techniques to avoid accidentally accessing this material. Know how to effectively respond if such material is accidentally accessed. Don't access or distribute child pornography.

Don't Sell Yourself

- Disclose and consume wisely.
 - The financial model of the Internet involves providing access to free content and services in exchange for market profiling and advertising. Sites and apps track your postings and activities to create a market profile that guides the advertisements you will see. Social networking sites encourage friends to send advertisements to their friends. You can find helpful information about companies and their products or services online.
 - Make a personal decision about how much personal information you want to share with sites and apps. Use the Internet to research companies, products, and services prior to making purchases.

Protect Your Face and Friends

- Be savvy and civil when networking.
 - Social networking sites are fun places to post information and connect with friends but present risks that involve posting inappropriate material or engaging in unsafe interactions with others. These sites encourage users to share personal information and have many friends

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so they and their advertisers can obtain market profile information and use friendship connections to encourage purchasing. The terms of use prohibit hurtful actions.

- Protect your privacy by limiting access to your profile to those you have friended. Protect your reputation and respect others when you post. Friend only people whom you or a trusted friend know in person. Report abuse.

Embrace Civility

- Prevent hurtful digital communications.
 - The vast majority of people do not like to see others post hurtful material, send hurtful messages, disclose private material, or cause other harm through digital communications.
 - Exercise care when posting or sending material so you do not place yourself at risk of attack. If someone is hurting you, wait until you have calmed down to respond. Save the evidence. Then calmly tell the person to stop, ignore or block the communications, or file an abuse report—or all three. If the person does not stop, ask for help. Recognize that no one deserves to be attacked online. If you hurt others, this will damage your reputation and friendships. If you see someone being harmed, provide support to that person and speak up against the harm. If the situation is serious or continues, report to a responsible adult.

Cyberdate Safely

- Avoid exploitation and abusive relationships.
 - Watch out for fantasy relationships.
 - Recognize that forming close personal relationships primarily through digital technologies can lead to unrealistic understandings and expectations.
 - Proceed with caution when forming a relationship digitally.
 - Avoid exploitation.
 - People you communicate with online may try to exploit you sexually by asking for nude photos or seeking sexual encounters. They may be online strangers or people you know—adults or other teens. Sexual

relations between adults and teens are illegal. Common grooming techniques involve sending overly friendly messages and being overly eager to establish a close relationship. If you send a nude photo to anyone, that person could, at any time, distribute the photo to everyone, and your reputation will be trashed or the person could use that photo to blackmail you.

- If someone appears to be trying to manipulate you to engage in sexual activities or requests a nude photo, discontinue contact and report this to an adult.
- Do not allow a partner to abuse you.
 - An abusive partner may try to use digital technologies to control you by constantly texting and controlling your digital communications with others.
 - Do not allow a partner to seek to control you in this manner.