
PREDATOR IDENTIFICATION

i-SAFE Lesson Plan

Overview: Suggested Grade Level 8

Lesson Plan Guide for Classes With or Without Computers

Goal

Learners will be able to make wise choices in online interaction including successfully identifying the characteristics of tactics used by an online predator.

i-SAFE lesson activities incorporate learning and engagement (youth empowerment), to help ensure that students are enabled to make wise online decisions. There are two tiers to each empowerment activity.

- Tier 1 consists of an integrated activity that enables a simple outreach activity. Tier 1 activities are supported by student incentives accessed via the *Kids and Teens* section of the i-SAFE website at www.isafe.org, such as:
 - Having parents complete an online survey.
- Tier 2 in any lesson builds upon the tier 1 activity to enable a larger event-type activity. Tier 2 activities are supported by i-SAFE Outreach through:
 - Planning and implementation help
 - Additional materials
 - Student incentives
 - Teacher incentives

Note for teachers who teach multiple grade levels:

You may wish to combine the activities from one or more grade levels into one activity-event instead of trying to host multiple events for each grade. Options and suggestions are provided in the Procedures document.

Materials / Preparation

- Online access to the i-SAFE assessments, if appropriate for this lesson
- Computer access, PowerPoint presentation, optional video “soccer” for slide 9
- A copy of the Screen name activity
- A copy of the Teacher Resource article
- A copy of the Parent Survey Activity for each student
- Go to www.isafe.org and click on the link, *Contests and Incentives*, to review the current student contests available.

Time Guideline

This lesson is designed to be completed in a standard 45-50 minute class period. You may want to extend the lesson time frame to allow for more discussion.

Assessment

If beginning the i-SAFE program with this lesson, administer the pre assessment online at www.isafe.org by clicking on the link, *Assessments*, prior to the lesson. To verify School ID#, login at isafe.org, go to the “My Info” page and select “Find your school ID”.

LESSON ACTIVITY GUIDE

Introduction

As part of their learning process, this lesson guides students to involve their parents in completing an online Parent Survey (Tier 1). Students can take it a step further and turn this into a Tier 2 activity such as hosting a Cyber Safety Day or Parent night. More information about how to get involved in these activities can be found by clicking on the *Kids and Teens* section at www.isafe.org.

PowerPoint Presentation

Slide 1

- If other than the classroom teacher, introduce yourself and your agency.
- Explain that i-SAFE is a non-profit organization dedicated to education on Internet safety. Explain that law enforcement works closely with i-SAFE to provide this education and then explain your agency’s role in protecting children online.



Read the Article (Teacher Resource page 8-41)

Slide 2

- Explain the objectives of today’s lesson as displayed on the slide.



Slide 3

- Ask the students to raise their hands if they use the Internet.
- Ask the students why they go online.
- Ask the students to raise their hands if they use the Internet at home.
- Ask them to keep their hands up if the computer is in their bedroom.
- Ask all students to raise their hands if they go out on the Internet alone.



- Ask the students if they have had the i-SAFE class on personal safety.
- Ask the students to tell you what they learned from that class. Hopefully, several students will raise their hands and you can get an idea of what they remember about how to be safe on the Internet.

Slide 4

- Ask if it is their intention to be talking to adults rather than to people their own age.
- Ask how they know if someone is their own age when online.



Break from slides for the Screen Name Game

Directions:

- Pass out either a screen name or description card to each student, along with a pin or piece of tape. If the class number is uneven, the instructor plays.
- Tell the students that the cards can be matched up in pairs by identifying characteristics of the screen names, and matching them to corresponding descriptions. Give the example: The screen name Mary12tennis could match to the description: Mary Lewis, Age 12, lives in New York, is learning to play tennis, has 2 dogs and a cat.
- Direct the players to go around the class and try to match their screen name or description to another's. Students who think they are a pair stand or sit together until everyone is finished.
- The Predator ID and profile will not see a match and will most likely be left over. If they are left until the last to match up, the instructor tells them to pair up.
- Have each pair take turns revealing their screen name and profile, and briefly tell how they identified each other, leaving the Predator pair until last.
- Use the Predator ID pair from the game, to show how people who communicate online, are not always who they say they are.
- If time allows, ask the students to discuss which of the screen names might interest the predator and why.

Return to PowerPoint presentation

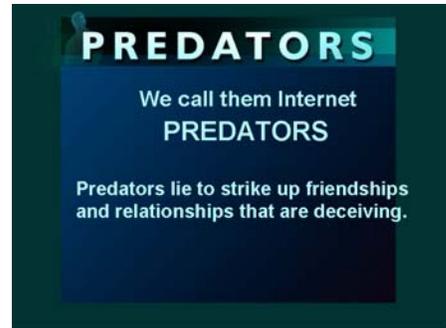
Slide 5

- Explain to students that some people lie about who they are and what they want on the Internet. These people are known as predators.



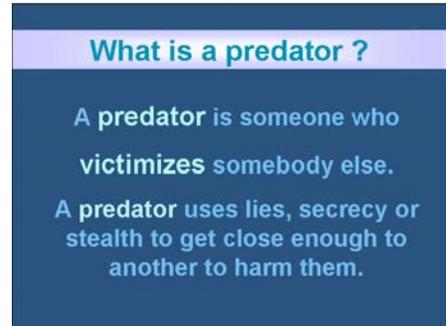
Slide 6

- Ask students if they know what the word predator means. Take their answers and try to form a definition.
- Relate their answers to online predators by reinforcing the following: A predator is one who stalks or uses lies, secrecy, or stealth, to get close enough to another person in order to easily hurt or harm them.



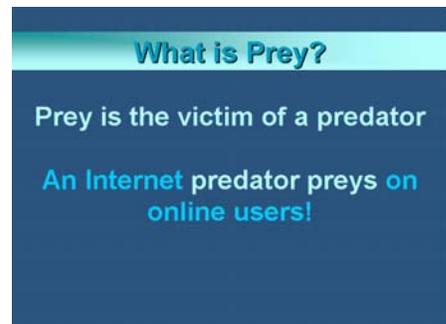
Slide 7

- Review the definition of predator with students. Apply the definition to an online situation example.



Slide 8

- Ask students if they know what the word prey means. Take their answers and try to form a definition.
- Define the term, prey: One who is a victim, or one who is vulnerable to victimization by a predator.
- Review the definition of prey with students. Apply the definition to an online situation example.



Slide 9 (Optional - PLAY "Soccer" Video clip)

- Using the definitions of online predators previously formulated, ask students how these people can find prey on the Internet.
- Talk about the tools predators use such as chat rooms, profiles, e-mail and instant messaging.
- Ask the students: "Who else goes into chat rooms?" The point is to get them to think about themselves, their brothers, sisters, and friends. Keep mentioning this throughout the lesson so that the students think about friends, brothers, sisters, and others as prey for these predators. By doing so, students will be more apt to be the extended teacher of the lessons as they share what they learn with others. This is a major objective of the i-SAFE lessons.



Slide 10

- Have students brainstorm how a predator gains the trust of the prey online.
- Inform students that the process of gaining trust is known as “grooming”.



Slides 11-12

Inform students that the following are all part of the grooming process.

- **SIMILAR INTERESTS:** Explain that the predator – your new online buddy – will discuss common, shared interests, likes and dislikes WITH YOU. If you say you like a particular actor, so will the predator. This person will pretend to have the same musical interests or sports interests; have things that you desire (such as a clothes, swimming pool, or a cool car); or claim to enjoy the same activities (such as shopping, hiking, fishing). This leads you to believe that he or she is just like you, and because you like the same things - you can be online buddies. After you come to believe that the two of you have a lot in common, you may exchange e-mail or you may add him to your buddy list. Now the two of you can talk online without other people listening in.
- **TRUST:** Explain that the predator – your new online buddy – will want to listen to anything that you want to talk about. He will be very interested in everything that you say, because he wants you to believe that he is really interested in you and cares about what you have to say. If you have a bad day at school or at home, he will be sympathetic. He will tell you that he understands. You will begin to believe that this person really cares about you. Stress to the students that this is all a trick. A predator DOESN'T care. He or she just wants you to trust them. Explain to the students that the longer they talk with this person and the more they share with him, the more that they will come to believe that this person they met online is no longer a stranger, but is actually a friend. Explain that this new friend will usually take their side when you tell him or her about an argument with your friends or your parents or teachers. By doing so they give the impression that they are a better friend to you than your other friends or your family. You soon gain such a trust in this false friend that you separate yourself from your true friends and family.
- **SECRECACY:** you and your online acquaintance build your relationship; he will usually ask you to keep the “friendship” secret. He will explain that other people,



especially your parents, won't understand how you can be such good friends with someone that you met on the Internet. The reason that he doesn't want you to tell your parents or another adult is because YOU really can NOT TRUST this person and he knows that an adult would step in and protect you from him.

Slide 13

- Reinforce these danger signs associated with online predators.



Slide 14

Explain to students that after befriending, the grooming process continues.

- **BREAK DOWN BARRIERS:** It is important to this predator that he break down your natural, defensive barriers so that, ultimately, he can meet you in person. We have already talked about one way that he does this and that is by building TRUST. Another way that he may do this is by sending pictures to you that may at first make you uncomfortable to look at. This does not always happen, but it happens often enough, because as kids and teens, you are naturally curious about many things. Predators prey on your curiosity and want to feed your curiosity so that you will not be afraid. They do this by gradually sending you more and more pictures and other inappropriate material so that you become less sensitive to things that normally make you uncomfortable. Tell the students that it is natural for them to be curious, but let them know that if a person knows that you are under 18 years old, it is against the law for them to send you pictures of people without their clothes on, especially kids. Discuss with the students that if someone sends them pictures that make them feel uncomfortable for any reason – please tell a trusted adult (parent, teacher, law officer).
- **MAKE THREATS:** Sometimes, but not always, predators will threaten you (victims). They don't want you to tell anyone about your relationship that they know is wrong. They may threaten you in different ways to keep you from telling an adult. They may use a reverse threat and tell you that if you tell anyone, they will tell your parents about your relationship and then your parents will be really mad at you and may take away your computer or ground you. They may tell you that they know where you live and they may threaten to harm you or your family. Let the students know that if anyone ever threatens them – to tell a trusted adult. Don't be afraid. Let an adult help you before you get further into trouble with this person that you have met on the Internet.



- THEY WILL ALWAYS WANT TO MEET YOU! The ultimate goal of an Internet predator is to get you to meet with him in person. Tell the class that as intelligent, young people they may believe they can never be tricked by an adult whom they meet online, but the fact is that criminals make it their business to devise ways to deceive.

Slide 15

Quickly review the grooming process:

- Pretending to like the same things
- Pretending to share your interests
- Telling you they truly care about you
- Always taking your side
- Becoming your new best friend
- Stress that all of these are LIES. These lies are meant to earn your trust.



LET'S RECAP!

A Predator will groom you by:

- Pretending to like the same things.
- Pretending to share your interests.
- Telling you they truly care about you.
- Always taking your side.
- Becoming your new **BEST** friend.

But, don't be fooled! These are just LIES!

Slide 16

- Refer to the information from the teacher resource article you read earlier.
- Reinforce the idea that just like Katy, they are potential victims along with their friends, brothers, sisters, etc.



PREDATORS

The FBI has a special task force to find Internet predators.

1 in 5 U.S. teenagers say they have received an unwanted sexual solicitation online.

Victims are typically in their early to mid teens.

BOTH GIRLS and BOYS ARE TARGETS!

That makes **YOU** at **RISK!**

Slide 17

- Introduce the idea that sometimes dangerous situations can result from online relationships in which YOU are a *willing* participant.
- Instruct students to think about the article about Katy from earlier in this lesson. What if a teen decides that he or she really wants to meet an online friend - is this a normal reaction to an online friendship? Can feelings such as friendship or love blind one to the dangers of a meeting in person? Katy wanted to meet her online friend, and the consequences were serious.



Online Relationships

Not all online solicitations are unwanted. Sometimes you meet someone online and **WANT** to meet them offline.

Remember Katie?

Predators want you to be a *Willing Participant*.

But there is still Danger involved!

How can Online Relationships go Wrong?

Slide 18

- Inform students there are many people on the Internet looking to form relationships. Some do it in ways we know are bad - like the predator. However, sometimes teenagers are willing participants in online relationships with others who might be older. These people are open and honest about their age, race, etc., making a relationship with them seem very tempting.



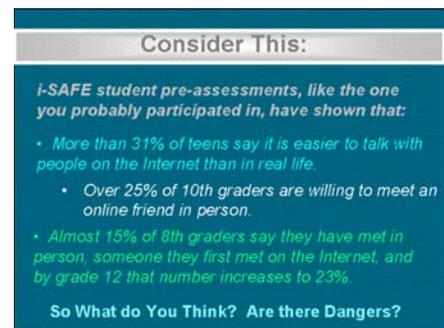
- Discuss the following: Why might a teenager be a willing participant in an online relationship? Why does this type of relationship appeal to some?

Make sure you cover the following as you click through: Bored, Lonely, Insecure, Curious.

Slide 19

- Discuss the following statistics - Before learning about Internet safety:

- More than 31% of teens said it is easier to talk with people on the Internet than in real life.
- Over 25% of 10th graders were willing to meet an online friend in person.
- Almost 15% of 8th graders said they have met in person, someone they first met on the Internet, and by grade 12 that number increased to 23%.



- Ask students are there still dangers even when you THINK you know the truth about someone? What are they?
- Advise students that it is important to remember that no matter how another person gains your trust online, offline that person can be dangerous.

Slide 20

- Inform students that there are things they can do to minimize the danger and the chances of becoming prey to an online predator.
- These safety precautions include choosing a safe screen name, not revealing information on the Internet, and carefully choosing whom to communicate with.
- Inform students that they will also learn how to report suspicious behavior.



Slide 21

- Ask the students to define what a screen name is. Have one of them explain that a screen name is the name that a person uses when they go online to talk with other people.
- Ask the students to think about what information their screen names reveal.
- Discuss how predators find their intended victims and how predators gain information about their victims. Explain how predators learn about you from your screen names and the profiles that you have provided online; how they can learn about you from the conversations that you are having with other people in chat areas; and that most often, the Internet predator learns about you from information provided directly from you.
- Discuss in more detail how screen names can initially attract predators and can give them clues about a potential victim. Explain that many people make the mistake of providing too much information about themselves simply from the screen name that they use.
- If time permits, ask the students to refer to the screen names from the earlier activity. Have the students try to determine which names might be logical targets for the predator identified in the game.

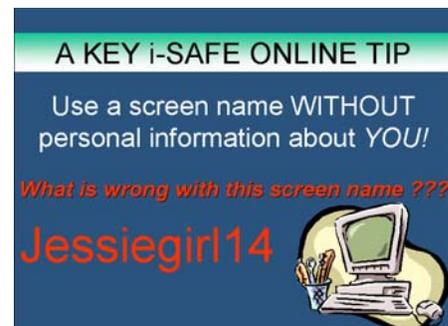


OR

- Have the students share their own screen names they use or have seen on the Internet, and discuss if they reveal too much information. Option - have students write screen names down on paper, collect them, and discuss ones, which are too revealing.

Slide 22

- Tie together how the predator uses screen names and chat rooms to look for prey – potential victims.
- Talk with the students about how different types of predators will choose different types of screen names and specific chat rooms. For example: if a predator were to seek a teenage girl as an intended victim, he might begin by choosing a web site chat room that is of interest to teenage girls. When inside the chat room, he would look at the names to pick out a girl that he could “talk” with. Explain that the predator will enter a chat area such as one designed for school age students, sports areas, or sites specific to young girls of school age, and then listen in on the chat until he locates someone he thinks he can communicate with.
- Tell the students that once the predator is in the chat area he or she will be hunting for a victim. He will start by peering into the conversations going on, and will check the names being used by the chatters. Example may be “maria14jazz”. The predator may assume that the user is a female based on the name “maria” - that she is a 14-year old female and that the user is interested in music,



specifically jazz. The predator will then assume an identity of his own that would be likely to get the interest of the one he or she is now targeting.

- Give the students a couple of example names that a predator may use such as, guitardude. This may get the attention from a targeted victim because it will be believed that the predator is a young male from the term dude, and that the person is a musician who plays the guitar. The predator may begin by simply jumping into a conversation and subject already being discussed by the victim and others in the chat room. The predator will then attempt to get the potential victim interested in him by pretending to have characteristics of someone who the target would find of interest. Explain to the students that the predator can usually gather a lot of vital information from the intended victim in a short amount of time. Let the kids know that after the predator strikes up a conversation with the intended victim the process of grooming begins.

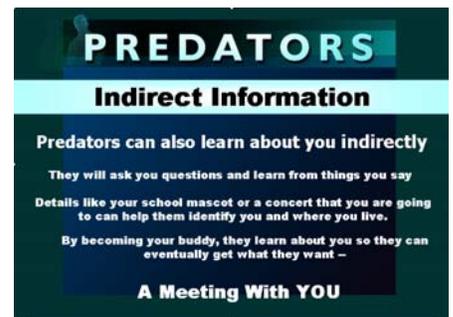
Slide 23

- Inform students that in addition to choosing non-descriptive screen names, they should not reveal personal information while on the Internet.
- Review with students what is considered personal information (information learned in lesson 3).
- Discuss how this information would make it easier for a predator to make contact and gain their ultimate goal of meeting their prey.



Slide 24

- Explain to students that predators can also learn about them indirectly. When they talk about things such as football teams, school scores, nearby concerts, etc., they are giving predators clues to their location and identity. This enables predators to seem familiar and non-threatening when they use this information to their advantage.
- Discuss with students the dangers they see in providing indirect information.
- Brainstorm some ways information can be gained indirectly through online interaction.



Slide 25

- Discuss how what has been learned necessitates caution in choosing online friends.
- Have students offer ways to have “known” online friends. People they can communicate with online that they already know and are familiar with.
- Reinforce the fact that just because you meet and befriend someone online, does not mean you can trust that person.



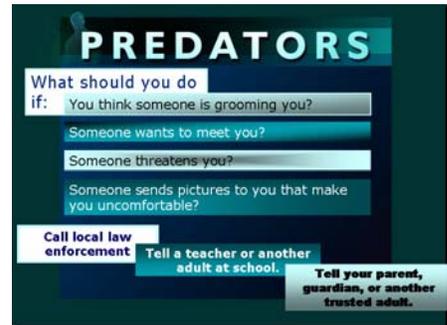
Optional Activity:

If time allows, have students develop their own safe screen names.

Slide 26

Discuss the various reporting systems available to students:

- In person: Local police; Teacher or other adult you feel comfortable talking with (you may want to have the teacher provide specific information on who to contact at school based on the school's policies.)
- By phone: Local police (provide them with a number to call); FBI; Crime Stoppers
- By phone or online: Your ISP, Internet Service Provider; Cyber Tipline.
- The National Center for Missing and Exploited Children has a system for children to report incidents when they receive "messages or images that are obscene, lewd, filthy, or indecent with the intent to harass, abuse, annoy or threaten" them. NCMEC recommends that children report the incident to their Internet Service Provider and the CyberTipline (online) or by calling 1-800-843-5678.



Slides 27 - 28

Explain that i-SAFE student assessments have indicated that 30% of students surveyed feel that their parents' Internet skills are either weak or very weak. Explain that i-SAFE has also been conducting parent surveys to find out what parents think about Internet use.

- Hand out the parent survey activity page. Inform the students that i-SAFE would like to get find out about what their parents think too. Ask them to have their parents fill out the i-SAFE parent survey online. Instructions are on the activity page. Have parents sign the slip at the bottom of the page and return to their teacher to confirm the activity was completed. For students whose parents do not have Internet access, ask that they use the activity page to have a short discussion about Internet use, sign and return the form.
- Discuss:
 - What do you think about the following statistics?
 - How do you think your parents measure up?
 - 88% of parents feel that they know "some" or "a lot" about where their children go or what their children do the Internet.
 - 52.6% of parents feel that their ability to shelter their children from inappropriate material on the Internet is limited.
 - 53.9% of parents feel that their children are *proficient or experts* in computer use.
 - 47% of parents spend less than 2 hours per week on the internet.

Time for Your Youth Empowerment Activity

i-SAFE student assessments have indicated that 30% of students surveyed feel that their parents' Internet skills are either *weak or very weak*. i-SAFE has also been conducting parent surveys to find out what parents think about Internet use.

Your Teacher will give you a form that has directions for your parent to fill out a survey online. If your parents can not access the survey, discuss Internet safety with them instead. Either way, have your parent sign the form and return it to your teacher.

Discuss

What do you think about the following statistics? How do you think your parents measure up?

- 88% of parents feel that they know "some" or "a lot" about where their children go or what their children do the Internet.
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Slide 29

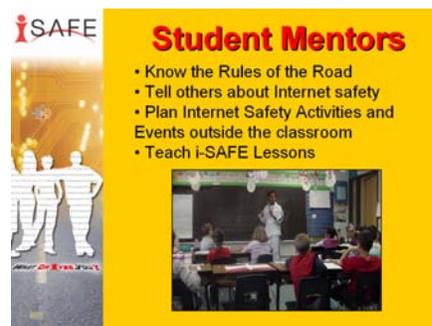
- What Drives You? The i-SAFE America **DRiVE** Campaign challenges you to get involved and make a difference at your school and community. By learning about Internet safety in the classroom, you now have the information you need to make noise outside of the classroom. i-SAFE has turned over the keys to the car. It's now your turn to **DRiVE**. Some of you have already discussed the idea of hosting a Student Assembly for other students.



Slide 30

Participating in the i-SAFE curriculum activities already qualifies you to be an i-SAFE Mentor. Make sure you sign up on the Website to be counted.

- i-SAFE Mentors are students who understand **the rules of the road**. All students who have received the i-SAFE Lessons and have participated in classroom Youth Empowerment Activities are great candidates for the Student Mentor Program.
- **Tell others about Internet safety.** Take what you have learned and spread the message of Internet safety outside the classroom.
- **As mentors, you can plan Internet safety activities and events.** Such as the Student Assembly
- If you are interested in **teaching the i-SAFE Lessons** to younger students, you can adopt an elementary school of your choice as part of the i-SAFE Student i-Adopt-A-School Program.



Slide 31

The i-SAFE Student i-Adopt-A-School Program gives you the opportunity to teach Internet safety to younger students. You all know that younger students look up to you older students. i-SAFE encourages Student Mentors to use their experience with Internet dangers and help younger students protect themselves online. Watch this clip of Student Mentors from Kentucky speaking about their experience in the i-Adopted schools



Slide 32

Play Mentor Citizenship Video

Note: for best viewing, download the video file from the CD to your computer hard drive.



Slide 33

It's easy with the i-Mentor Training Network. i-SAFE has created a series of 5-minute videos that will take you step by step through the process of accomplishing any of the i-SAFE outreach activities. They are available online at the i-SAFE website or they can be ordered free of charge on CD.



Slide 34

Register online now at www.isafe.org by clicking on the *Kids and Teens* link, to become eligible to find out about more activities, order additional materials, and earn prizes.



END OF PRESENTATION

Tier 1

Have students visit www.isafe.org and click on the link to *Contests and Incentives* to find out about ongoing contests they may be eligible for.

Tier 2

Help students make plans to implement a Tier 2 activity. The i-Adopt-a-School project demonstrated in this lesson is just one example of many options available. i-SAFE provides the i-Mentor Training Network training videos to help students implement Tier 2 activities. These short videos provide specific "how to" information about accomplishing i-SAFE outreach activities. Access the i-Mentor Training Network by clicking on the *Kids and Teens* section at www.isafe.org.

Register for Teacher Incentives

If students in your class are conducting a Tier 2 Outreach activity/event (*an activity that spreads the message of Internet safety and responsible use outside the classroom*), follow the Tier 2 directions by clicking on the link called *For Educators* at www.isafe.org, to learn how you can become eligible for prizes.

Assessment

Administer the post assessment online at www.isafe.org by clicking on the link, *Assessments*, if this is your last lesson for i-SAFE. To verify School ID#, login at isafe.org, go to the “My Info” page and select “Find my school ID”.

Contact us

We’d like to hear from you! E-mail teachers@isafe.org to share any unique ideas and/or experiences you had during implementation of this lesson.

Screen Name Activity Directions: Duplicate enough copies of pages P1-P3 so that each student has **either** a screen name **or** a personal description.

<u>SCREEN NAME</u>	<u>PERSONAL DESCRIPTIONS</u>
RumourKate	Katherine Jacobs Age: 16 Address: Los Angeles, California Hobbies: Talking on the phone and instant messaging with her friends.
BignRed	Ben Shepperd Age: 13 Address: Nashville, Tennessee Hobbies: bullying others Bright red hair is the first thing you notice about him.
Cajonmoose	Musstaffa "Moose" Ariss Age: 14 Address: Flagstaff, Arizona Known for his large size and weird name – he was nicknamed moose by his friends.
Coloradoqueen	Kelli Appleton Age 15 Address: Denver, Colorado Hobbies: reading, acting.
RockinnRollinnNJ	Jackson French Age 13 Address: Newark, New Jersey Hobbies: Playing guitar, listening to Nirvana
Olympicteamdream	Sheila Partridge Age 13 Address: Boston, Massachusetts Hobbies: Ice Skating and watching others ice skate

freefallen	<p>Jack Cyrus Age 16 Address: Anchorage, Maine Hobbies: Skydiving, parasailing, and anything else where you feel like you are flying</p>
JudyinMo	<p>Judy Akers in Age: 13 Address: Lebanon, Montana Hobbies: surfing the internet, reading</p>
Yankeesrule	<p>Kyle Graham Age 15 Address: NY, New York Hobbies: Playing baseball</p>
Buc13fan	<p>Joe Sheffield Age 13 Address: Tampa, Florida Hobbies: playing football and watching the Buccaneers play</p>
Dancinpretty14	<p>Brittany Lucas Age 14 Address: Milwaukee, Wisconsin Hobbies: Dancing and performing</p>
guitargreg	<p>Greg Mandrin Age 16 Address: Mobile, Alabama Hobbies: Playing the guitar</p>

Shimmyboy	George Shimkus Age 15 Address: Shreveport, Louisiana Hobbies: Skiing and watersports
Gymnasticspro	Sue Ellen Smith Age 15 Address: Austin, Texas Hobbies: loves gymnastics and hopes to eventually be good enough for the Olympics
CutinupCane	Cane Johnson Age: 14 Address: Atlanta, Georgia Hobbies: Having fun and playing practical jokes
MMMabel	Morgan M. Mabel Age 13 Address: Bangkok, Michigan Hobbies: Playing games and doing web stuff
Jessigirl14	Jessica McDonald Age 14 Address: Savannah, Georgia Hobbies: Swimming, singing, and hanging out
skatedude18	Harold Baxter Age 47 Address: Chicago, IL Works as an insurance salesman
surfer16miami	Tom Adams Age 16 Address: Miami FL Goes to Jefferson HS Hobbies: Surfing, skateboarding

Teacher Resource Article, Grades 5 through 8

(To be read with PowerPoint Slide #2)

This is a true story about a 13-year old girl from Texas. We'll call her *Katy*.

Katy met a person in a chat room. Katy and her cyber friend talked online for about a month before deciding to meet each other in person. This was an exciting time for Katy – to finally get to meet!

Katy's friend had a special surprise for her. He paid for a taxi to go to Katy's house and pick her up when her parent's weren't home. The taxi took her to the bus station, where there was a pre-paid ticket waiting for her.

Katy rode the bus for 2 ½ days to Tacoma, Washington, where her cyber friend met her at the bus station. For the next five days the girl was allegedly assaulted repeatedly. Fortunately she was able to escape by calling the National Center for Missing and Exploited Children (NCMEC).

It is interesting to note that before leaving, Katy's friend gave her instructions for how to remove the hard drive from her computer. This made tracing the 'cyber friend' virtually impossible. If she had not called NCMEC's hotline it is less likely that she would have been found.

Katy could have prevented this from ever happening if she had been given the right information to keep her safe online.

Teacher Resource: Screen Name Answer Key

SCREEN NAME	<u>PERSONAL DESCRIPTIONS</u>	<u>Appropriate/ Inappropriate</u>
RumourKate	Katherine Jacobs Age: 16 Address: Los Angeles, California Hobbies: Talking on the phone and instant messaging with her friends.	Inappropriate – Gives first name.
BignRed	Ben Shepperd Age: 13 Address: Nashville, Tennessee Hobbies: bullying others Bright red hair is the first thing you notice about him.	Appropriate – No significant personal information is given out.
Cajonmoose	Musstaffa "Moose" Ariss Age: 14 Address: Flagstaff, Arizona Known for his large size and weird name – he was nicknamed moose by his friends.	Appropriate – Uses a nickname
Coloradoqueen	Kelli Appleton Age 15 Address: Denver, Colorado Hobbies: reading, acting.	Appropriate – but would be better not to give location.
RockinnRollinnNJ	Jackson French Age 13 Address: Newark, New Jersey Hobbies: Playing guitar, listening to Nirvana	Appropriate – but would be better not to give location.
Olympicteamdream	Sheila Partridge Age 13 Address: Boston, Massachusetts Hobbies: Ice Skating and watching others ice skate	Appropriate
thehoopster	Bryan Montgomery Age 14 Address: Harrisburg Pennsylvania Hobbies: Playing basketball, hanging out with friends.	Appropriate
freefallen	Jack Cyrus Age 16 Address: Anchorage, Maine Hobbies: Skydiving, parasailing, and anything else where you feel like you are flying	Appropriate
JudyinMo	Judy Akers in Age: 13 Address: Lebanon, Montana Hobbies: surfing the internet, reading	Inappropriate – gives name and location.
Yankeerule	Kyle Graham Age 15 Address: NY, New York Hobbies: Playing baseball	Appropriate

Buc13fan	Joe Sheffield Age 13 Address: Tampa, Florida Hobbies: playing football and watching the Buccaneers play	Inappropriate – this would be appropriate if age was not mentioned.
Dancinpretty03	Brittany Lucas Age 14 Address: Milwaukee, Wisconsin Hobbies: Dancing and performing	Appropriate
guitargreg	Greg Mandrin Age 16 Address: Mobile, Alabama Hobbies: Playing the guitar	Inappropriate – gives name
Shimmyboy	George Shimkus Age 15 Address: Shreveport, Louisiana Hobbies: Skiing and watersports	Inappropriate – gives variation of name and hints at age.
Gymnasticspro	Sue Ellen Smith Age 15 Address: Austin, Texas Hobbies: loves gymnastics and hopes to eventually be good enough for the Olympics	Appropriate
CutinupCane	Cane Johnson Age: 14 Address: Atlanta, Georgia Hobbies: Having fun and playing practical jokes	Inappropriate – gives name.
MMMabel	Morgan M. Mabel Age 13 Address: Bangkok, Michigan Hobbies: Playing games and doing web stuff	Inappropriate – gives name.
Jessigirl14	Jessica McDonald Age 14 Address: Savannah, Georgia Hobbies: Swimming, singing, and hanging out	Inappropriate – gives name, gender, and age.
skatedude18	Harold Baxter Age 47 Address: Chicago, IL Works as an insurance salesman	Appropriate
surfer16miami	Tom Adams Age 16 Address: Miami FL Goes to Jefferson HS Hobbies: Surfing, skateboarding	Inappropriate – gives too much information such as age and location.

