

BIG BAD WEB

Addison was finishing her homework as her mom talked on the phone to a friend.

“And did you see the news story about the child who was kidnapped after talking to someone online? So scary!”

“Yes! And with one google search you can end up on a horrible page. Some of those pictures I found online freaked me out. I still can’t get them out of my head. If I had clicked those links, I could have gotten viruses on my computer!”

“The internet is just full of scary things these days. Have you seen all of the bullying that goes on in the comments section on videos? Awful. Oh I better go make dinner, talk later, Fran!”

Addison had stopped doing her homework. Viruses? Bullies? Kidnappers? What if she clicked a wrong link by accident? What if one of those things happened to her? Addison felt like the internet was an unsafe street she wasn’t supposed to be on. She didn’t want all those bad things to happen to her but felt so helpless.

She looked down at her homework assignments. In History it said, “Research how the French Revolution ended. Find three pieces of information online and send them to my email.”

How could she avoid the internet if her homework was full of it? Addison felt stuck. Go online and get hurt or stay offline and fall behind? Neither option felt good.

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Guiding Questions:

- Why is Addison afraid to go online? Have you ever felt that way?
- Why does Addison compare the internet to an unsafe street? Do you agree or disagree with this comparison? Why / why not?
- How can Addison come up with a plan to stay safe online? Who should Addison talk to?
- Discuss the difference between harm and risk. Does Addison feel that the internet will harm her or that she is at risk?
- What can you do if there are risks online? What is resilience?

Topic: Privacy and Security, Digital Literacy

Age: Elementary School