

Responding to Cyberbullying: ***A Guide for School Communities***

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Acknowledgements

Responding to Cyberbullying: A guide for school communities is part of a larger project funded by the National Crime Prevention Centre (NCPC).

Particular thanks are extended to Vancouver Schools for their support on this important project. We are especially grateful to members of the Cyberbullying Project Advisory Committee, the Vancouver Elementary School Teachers' Association and the parents and administrators who participated in the focus groups. Their feedback and contributions form the backbone of this guide.

Sincere thanks are also extended to the many people whose skills and expertise greatly contributed to this project. Larry Hoe, Project Administrator in Learning & Information Technology at the Vancouver School Board (VSB) provided technological and practical advice. Debra Rooney, VSB Graphic Designer created a user-friendly layout and design for the guide. Sandra Phillips, retired VSB school administrator, shared her experiences as an elementary principal and assisted in writing the first draft of the guide. Drs. Wanda Cassidy, Margaret Jackson and Karen Brown from Simon Fraser University provided data from their 2007 cyber-bullying study, which was supported by funds from the Social Sciences and Humanities Research Council of Canada (SSHRC). This research initiative canvassed students in grades 6 to 9 from Vancouver schools. Page Kendall of Harris and Company and Judith Clark of B.C. School Trustees Association helped with the section on Legal Considerations.

Finally, a special acknowledgement and thanks are due to the principal researcher and writer of this guide, Project Coordinator, Danielle Law. Her commitment to the project, time and effort led to the successful completion of the guide.

Lisa Pedrini and Jan Sippel
Social Responsibility & Diversity Team

Introduction

Rationale

Administrators, counsellors and teachers in a high proportion of Vancouver schools report that they are responding on a weekly basis to bullying situations which have either originated on or been exacerbated by electronic communications among students. Frequently the online bullying spills into in-person conflict between youth at schools and/or in the community. In several cases, students have appeared at other schools expecting a fight or responding to threats.

School staff and Vancouver Police Department School Liaison Officers have intervened in a multitude of cases with varying degrees of knowledge, confidence and effectiveness. Most report that the situations are very complex and difficult to unravel by the time they come to the attention of adults. In addition, many of our students are ill-equipped to respond appropriately to potentially dangerous online communication.

Much of students' online activity and communication originates from the students' homes. It is therefore crucial to involve parents in both prevention and intervention. Many parents lack even basic knowledge of technology and have no idea what their children/teens do online. A large proportion of Vancouver's parent population is non-English speaking and due to cultural and language barriers these parents *may* not feel able to monitor or intervene in their children's online activities.

Also, data from the 2007 Simon Fraser University study conducted in Vancouver schools give us concrete examples and information which help shape effective policy and responses to cyberbullying.

Overview: Using this Guide

This guide provides school administrators with guidelines for handling Cyberbullying situations, Internet use contracts, sample letters, and parent handouts in multiple languages. It provides teachers with activities to assist them with communicating with parents and students about this very important issue.

The guide is divided into five sections.

Cyberbullying: How bullying manifests itself online

- This first section defines and describes the phenomenon of online bullying and provides research data from five Vancouver schools.

Responding to Cyberbullying Incidents

- This section outlines 6 basic steps for responding to Cyberbullying incidents, should it occur at your school. It also includes some guidance for schools with regard to legal considerations.

Step 1: Identifying problem

Step 2: Meeting individually with students involved

Step 3: Gathering information and evidence of incident

Step 4: Informing parents/guardians

Step 5: Consequences for student(s)

Step 6: Follow-up school activities

Communicating About Internet Safety with Parents

- This section includes an Internet Use contract, parent handouts and newsbytes for a school newsletter in multiple languages to help you communicate with parents about Internet safety

Communicating About Cyberbullying with Parents

- This section consists of a sample letter informing parents about an online bullying incident their child may have been involved with, an Internet Safety checklist for parents and a handout for parents on responding to cyberbullying.

Resources

- Included in this section are fictional books and links to helpful websites that may assist teachers in talking to their students about Internet aggression and safety. Also included in this section is general information about Internet Safety and Cyberbullying and information for administrators, counsellors, teachers, and parents.

Cyberbullying: How Bullying Manifests Itself on the

“Cyber-bullying is a huge problem in our society. Nobody should be bullied in this world, or else many people can end up depressed and they can eventually commit suicide. This situation is important to deal with. It is completely wrong.”

(Female age 14, Simon Fraser University Study, 2007)

DID YOU KNOW?

Cyberbullying may cross the line into criminal behaviour when harassment or threats are involved.

Section 264 of the Criminal code makes it an offence to harass someone, causing them to reasonably fear for their safety or the safety of anyone known to them.

Section 264.1 (1) of the Criminal code provides that a person commits an offence when, in any manner, the person knowingly utters, conveys or causes another person to receive a threat to “cause death or bodily harm” or to damage property.

- VSB Responding to Cyberbullying: A Guide for School Communities, p. 23

Internet

How Bullying Manifests Itself on the Internet

Bullying is no longer an issue exclusive to the playground. With the rise of communication technologies comes an increase in the methods youth may use for bullying others. More and more schools have reported incidents of bullying that have originated or have been exacerbated online. Now, children can be targets of bullying simply by carrying a cell phone or logging on to the Internet. Belsey (2005) coined the term Cyberbullying to refer to the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others.

Cyberbullying includes:

- Sending mean or threatening emails or text messages
- Creating websites designed to ridicule others
- Spreading rumours through emails, text messaging, or websites to embarrass or exclude others
- Posting nasty messages on FaceBook honesty box
- posting degrading videos on YouTube
- Creating polling websites on students or teachers (rate your teacher, ugliest student), etc.
- Sending unsolicited sexual pictures or jokes about a friend or teacher
- Excluding a friend or other student from the friend's list (Simon Fraser University study, 2007)

Cyberbullying: The Changing Face of Bullying Online, anyone can be a bully or a victim.

Physical size or strength is no longer required to bully or intimidate others. With a few swift clicks of a button, even the smallest or weakest child can anonymously post an embarrassing or degrading picture or video of the largest and strongest student in school.

The Internet provides children and teens who may not feel comfortable spreading rumours and gossiping face to face, due to social norms and

personality differences (i.e., shyness), with the anonymity to do so online.

Bullying is easier online.

Research on online activities has found that children feel more comfortable communicating online and would say things they would not normally say offline (Valkenburg, Schouten & Peter 2005).

Because the Internet offers a sense of protection from cultural norms and watchful eyes of adults, it is likely that children and adolescents will feel even more comfortable expressing hostility or mean behaviour online.

Cyberbullying can happen anywhere, at any time.

In the past, youth could find safety from bullies at home. With personal computers, the bully is present in the victim's own home. In fact, for many students the bullying begins at home and continues at school, while for others, the cyberbullying at home may be a continuation of something that happened on school grounds. Often victims may come to school the next day upset over something that happened online the night before.

The number of observers or contributors is unlimited.

Cyberbullying material and images can be globally distributed...

- Shute, 2005

The Internet is a pervasive entity. With a click of a button, information can be distributed globally. The same is true when it comes to bullying online. Rather than a classroom of peers witnessing a bullying incident, thousands of people around the world can reinforce bullying behaviour by simply clicking a button and voting for the “ugliest, fattest, most unpopular kid”

The majority of Internet use among children and youth is unsupervised.

Most youth have more technology skills than their parents do. Parents are often unaware of what their children are doing online or don't know how to find out. Youth use their own language online – netspeak, acronyms, emoticons, that can make it difficult for adults to understand dialogue exchanges. Moreover, on the playground or in the classroom, individuals may refrain from participating or reinforcing

“You can't get bullying to stop. I have never been bullied in my entire life until a girl I knew who didn't like me started to [cyberbully]. Now I don't want to come to school at all. Half of my friends think she is cool so we aren't really friends anymore. Because of this one person my life is really bad. I feel bad about myself. People that have never been bullied are like “they are nerds, its not so bad” but what do they know. Words hurt, but you can't stop them either. The friends that are on my side, are true friends. Now I know who I really should think of as friends. Bullies would never change, they were born mean and will die mean. But these would be a better world if we didn't have bullies.”

(Female, age 12, Simon Fraser University Study, 2007)

bullying behaviour because they do not want to be caught. Online, however, being caught is much more difficult.

Vancouver Research

2007 Simon Fraser University Cyber-bullying Study

3 elementary, 2 secondary Vancouver schools

365 participants

Dr. Wanda Cassidy, Dr. Margaret Jackson and Karen Brown

Internet Home Use

- Among the 363 survey participants (n=365) who answered this question, 355 students report that they use the Internet at home, with 64.1 percent claiming they access the Internet at least once a day,

Internet Usage Between Genders

- Boys and girls equally use the Internet daily

Receipt of Electronic Messages

- 40% of girls and boys have occasionally or often received angry, rude or vulgar messages from another student over Internet or email.
- Forty students report they are frightened from electronic messages they have received. Fourteen of these students attest to the messages' intent to threaten life or safety, 25 corroborate that the language threatened their reputation, 19 agree that the messages affected their ability to concentrate on schoolwork, 20 claim such discourse affected their ability to make friends at school, 21 confirm the cyber-bullying made them want to bully back, and 14 reveal these electronic communications induced suicidal thoughts.

Origins of Cyber-bullying

- The majority of cyber-bullying does NOT take place through text messaging.
- Over one-half (53%) of participants claim that cyber-bullying is most likely to occur in chat-rooms.
- Thirty-six percent maintain that such behaviour is more prevalent in email communications.

Which students are more likely to be victimized

- Students are more inclined to be cyber-bullied because of specific attributes such as special needs, academic abilities, un-popularity, physical appearance, physical and mental disabilities, unfashionable clothing, and ethnicity

Students who Cyber-bully

- On average over 25% of students aged 12 to 14 years report they have cyber-bullied others online, with fewer students aged 11 (16.7%) and 15 (18.8%) reporting such online behaviour.
- 29.4% of girls versus 21.4% of boys report occasionally or often engaging in cyber-bullying others.
- For students who do report engaging in any type of cyber-bullying, 14% say they did not like the person; 13% report they cyber-bullied an individual because she/he upset them; 10% claim they were cyber-bullied first, so it was acceptable to bully back; 9% reveal since their friends had bullied others online, so it was acceptable behaviour; and 7% state they did it because it was fun.
- Approximately 64% of participants claim that cyber-bullying is more likely to start at school and then continue at home by the same students as opposed to the 32 percent who contend that online bullying begins at home and then continues at school.

Cyber-bullying and Reporting Practices

- When students report that cyber-bullying starts at school, they may interpret this question as to what venue prompted the cyber-bully to take action or engage in atypical behaviours.
- About one-half of the respondents reveal that if they were victims of cyber-bullying, they would not report the incident to the principal, teacher or school counselor. The reasons for this is as follows:
 - it is their problem and not the school's mandate (28.7%);
 - the school staff could not stop the bullying anyway (27.4%);
 - they could get their friends in trouble (25.5%);
 - their parents would restrict their access to the Internet (24%), and
 - other students would label them as "informers" or "rats" (20%).
- **MOST IMPORTANT:** A revealing fact is 30.4% of those participants who would not report incidents to school personnel are reticent about entrusting school officials with such problems due to fear of retribution from the cyber-bully.

Students' Suggestions to School Officials as solutions to Cyber-bullying

Participants chose the following three best solutions for stopping or preventing cyber-bullying.

- Set up an anonymous phone line where students can report on cyber-bullying.
- Set up a program to teach students about cyber-bullying and its effects.

- Work on creating positive self-esteem in students.

Responding

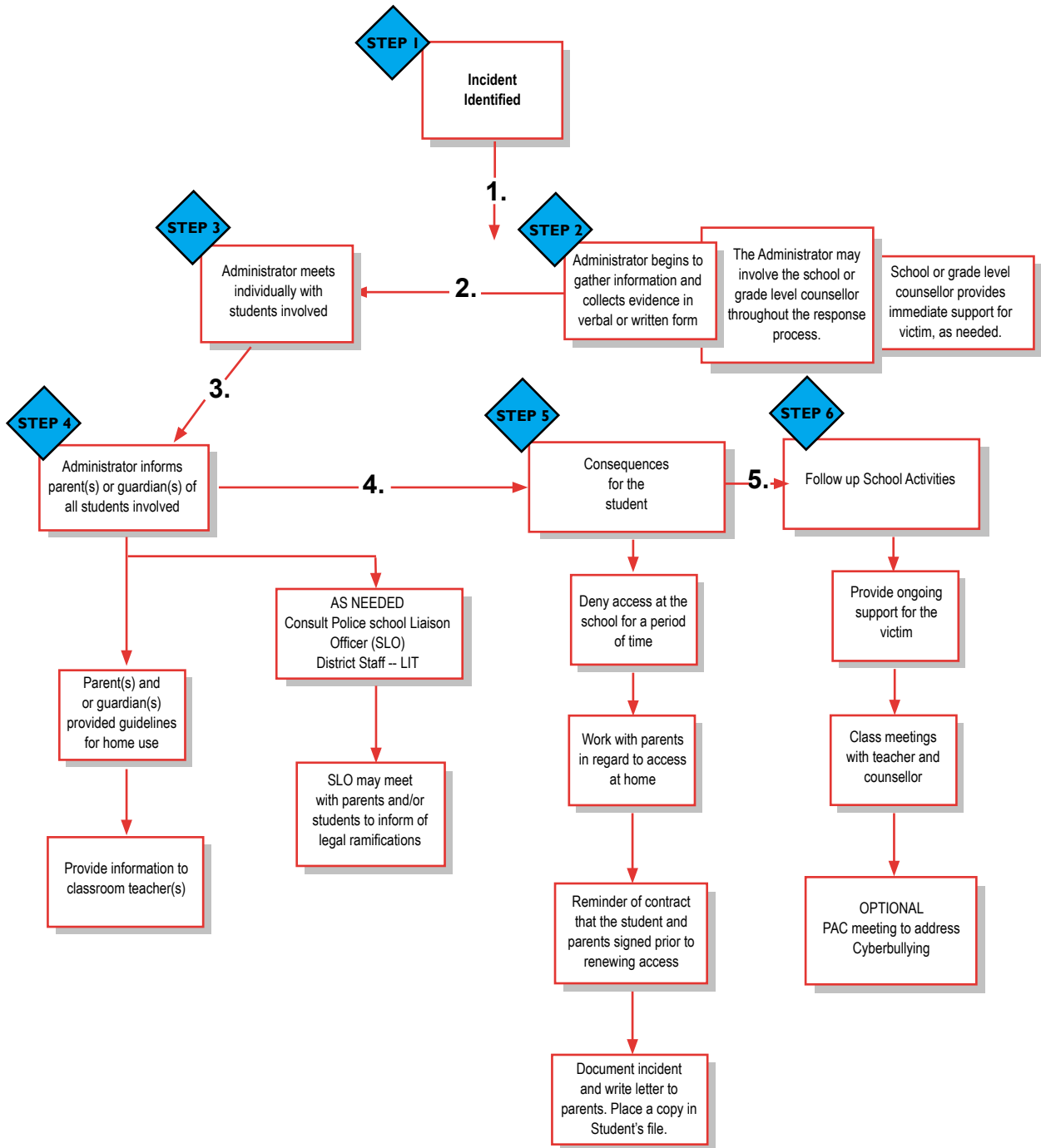
to Cyberbullying

Preventing Cyberbullying at Your School:

A Checklist

- Is your school working to ensure that respectful behaviour and communication are the norm inside and outside of the classroom?
- Do you have a school Internet agreement on acceptable computer and Internet use? (See *School Internet Safety Agreement* page 26; translations page 39)
- Can your school Code of Conduct be applied to students' online behaviour?
- Are the schools' expectations regarding students' Internet use communicated to parents, students, and staff?
- Do you provide information about Internet Safety and Cyberbullying to parents? (See *Communicating with Parents About Internet Safety*, page 25, translations page 39)
- Do teachers have guidelines/resources for talking to students about Cyberbullying? (See *Resources*, page 97)
- Have you had open discussions with students about what they think are effective solutions to cyberbullying?
- Do you have a plan for responding effectively to Internet bullying? (See *Responding to Cyberbullying*, page 17, *Communicating with Parents about Cyberbullying Incidents*, page 33; translations page 39)
- Do you have a plan in place, known to students and parents, for addressing cyberbullying in your school?

RESPONDING TO CYBERBULLYING: FLOWCHART FOR SCHOOLS



Responding to Cyberbullying: Suggested Steps

“Cyber bullying is because some people hear rumors from other people and bully them. Once they realize what they have done they feel sorry, but not some enough to stop. And if they have enough friends to fight back they do but if they don’t they’ll just take it all in and try to ignore it. The reason why no one tells anymore, if they have been a victim or have seen cyber bullying is because if the bully was ever to find out they would be in more trouble and anyone who tried to be friends with them would be bullied to!”
(Female aged 13, Simon Fraser University Study, 2007)

Online bullying is a complex and relatively new problem; as such, a clear method of responding to these types of incidents has not yet been well established. One thing is clear, however: Cyberbullying, though online, is still a form of bullying, and must be addressed at both the home and school level.

What follows are step by step guidelines for responding to Internet bullying incidents, including letters and handouts that can be distributed to parents and students.

Step 1: Identifying the Problem

Cyberbullying incidents are difficult to identify because this type of bullying is not directly observable. Unless school personnel or parents look over the shoulders’ of children and read what is on their computer or cell phone screens, they may not even know an incident has occurred. In addition, many students refrain from telling adults about cyberbullying incidents because they feel the school or parents/guardians cannot stop cyberbullying. They are afraid their computer privileges will be taken away or the cyberbully may find out the victim has reported the incident to school officials and may retaliate against the victim as a result.

Although Internet bullying occurs online, it is not uncommon for it to escalate and exacerbate itself at school and look more like traditional bullying. Therefore, when investigating a situation of physical or relational bullying at school, it is advisable to ask whether this is also occurring online. Another possible indicator of online bullying is students’ preoccupation with checking or sending messages on their cell phones or going on the Internet in groups.

There are times where, after an online bullying situation has developed into something quite severe, a student or parent might come forward. By the time this happens, however, much damage has already been done; therefore,

“Every school conflict between students that I have dealt with this school year involved the Internet”

- Vancouver School Principal, 2006

CONSIDER THIS . . .

Other district protocols, procedures and policies may also be applicable when responding to Cyberbullying:

- Multiculturalism and Anti-Racism Policy
- Critical Incident Response
- LGBTTQ Policy
- Suicide Policy
- Threat Assessment Protocol

it is important that school personnel, students, and parents are well informed about this form of bullying.

Possible indicators of cyberbullying:

- Verbal aggression: making threats, name calling
- Social aggression: gossiping, rumour spreading, excluding
- Preoccupation with technology: frequently checking cell phone, groups of students hanging around one computer
- Physical aggression, such as kicking, shoving, punching may be a result

Things to remember:

Students are often reluctant to report an incident to school officials and/or parents/guardians because:

- They are afraid adults will not understand;
- They think it is their problem and not the school’s mandate;
- the school staff could not stop the bullying anyway;
- they could get their friends in trouble (Simon Fraser University study, 2007);
- they fear retaliation from the student(s) doing the cyberbullying.

In addition, the Cyberbullying may not be an isolated incident, but part of a chain of events and/or interactions between and among students.

Step 2: Meeting individually with students involved

Getting to the root of a bullying situation is very difficult.; for Cyberbullying situations can be even more challenging. Oftentimes, the bullying situation appears superficial to the educator and/or parent/guardian, but to the youth involved it is considered very serious. The school or grade level counsellor should be informed of the situation and able to provide support to the victimized student, as needed.

Some important things to keep in mind:

- The Administrator and/or Counsellor must look for the reasons that started the cyberbullying in the first place by meeting with students individually to hear each side of the story. In some cases, it might not be the best solution to

bring students together.

- It may be difficult to discern who the bully is and who the victim is as oftentimes students respond aggressively as a form of retaliation to a previous incident. Educators must look at each case individually and decide upon the best method to deal with the issues.

Step 3: Gathering more Information and Evidence

When it comes to online aggression it is imperative that, in addition to talking with the students, any emails, textual conversations, websites, etc. be collected and reviewed so that the root of the problem can be accurately determined. Where this involves searching or seizing a student's person or belongings (e.g. cellphone or backpack), seek legal advice. Seek to determine the reasons for the bullying by dialoguing with students.

Please note: it is important to assume that the information that has been brought to the table is not the first interchange.

“Who is involved?”

“What happened?”

“How did this start?”

“Why do you think this happened?”

“What have you tried to stop the online bullying?”

“Who else knows about the situation or has seen the messages and/or webpages?”

Step 4: Informing Parents/Guardians

Because most online bullying occurs at home, it is critical to contact the parents of the students involved to inform them about the incidents and discuss the next steps.

A number of different ways can be employed to inform parents of the school's plan for intervening with the students involved in the bullying situation, depending on the severity of the incident.

For cases that are less severe, parents can be informed of the school's plan by phone or by sending a letter home with the students. In addition, it is important to communicate the critical role parents play in intervening and stopping the online bullying. Information for how

Adults think they know the solution, when they don't. They should listen more to us than to themselves. Cyber-bullying is wrong, not enough people get that.” (Female, age 12, Simon Fraser University Study, 2007)

“I think that the idea of anonymous phone hot-lines is a really good idea because kids can speak freely without worrying that someone would know their identity. Maybe you could have an email account that is for people who got cyber-bullied. Of course, I think that it would be a great idea if you guys would reply back so the victims would know that there are people who care for victims like them. Having a chat room for people who got bullied online would be great too. Victims could express to other victims and share their thoughts.” (Female, age 12, Simon Fraser University Study, 2007)

parents can keep their children safe at home should be included with the letter (A sample letter is provided on page 36 and handouts can be found starting on page 39). For students who were victimized, suggest ways the students can be supported at home. For cases that are more severe and problematic, it is important that educators meet with parents/guardians in person to work together in resolving the problems.

Consult Police School Liaison Officer (as needed)

Involve the Police School Liaison Officer (SLO) to inquire about legal ramifications in cases that involve threats, extortion or other possible illegal activities. In such cases, include the SLO in the meeting with parents.

Inform District Staff Learning & Information Technology

If a student has been abusing a website, district staff will contact the Internet provider.

Step 5: Consequences for Student(s)

1. Deny online access at school for a period of time.
2. Work with parents with regard to Internet use at home.
3. Prior to renewing online access at school, remind the parents and student of the Internet Safety Agreement they signed.
4. Help the student who was bullying to think of a way to address the incident and obtain help.
5. Document the incident and place a copy in the student’s file.

Caution: Be sure to deal with the root causes of the bullying. Determine whether the “cyberbully” was a victim retaliating against someone who bullied or cyberbullied him/her first?

Step 6: Follow-up School Activities -- Support, Consequences and Intervention for Students involved in online bullying

1. Provide support for the student(s) who was/were bullied.
2. Hold a class meeting to discuss and remind students of proper behaviour on the Internet.
3. The school counsellor may meet with the students involved in the incident to verify that the bullying situation has stopped and that the bullied student feels supported.
4. Hold a PAC meeting to address online bullying.

Even though they (optional) may not be getting physically hurt, a lot of people are getting hurt emotionally (says another student). Sometimes when they're hurt physically, their scars will heal. But when you're hurt emotionally, that could stay with you for the rest of your life and you may be going to need help for the rest of your life and it may not ever heal."

- elementary school student, CBC News: The National, Oct.10, 2002

<p>Support for the Bullied Student</p> <ul style="list-style-type: none"> - Acknowledge incident and assure student they did the right thing in telling an adult - Reassure student that they do not deserve to be bullied - Ensure student has support at home - Encourage student to tell an adult if something like this happens again
<p>Consequences for the Student who was Bullying</p> <ul style="list-style-type: none"> - Deny access at school for a period of time - Work with parents in regard to access at home - Prior to renewing access at school, remind student and parents of Internet use agreement - Help bullying student to think of better ways to resolve problems
<p>Intervening with Observers and Contributors</p> <ul style="list-style-type: none"> - Always seek to get at the root of the problem/cyberbullying, not necessarily the event itself. - Remind observers that even clicking on a button or visiting a website that is mean to others is a form of bullying - Remind students to tell an adult if they notice any mean behaviour or content on the Internet - Help students think about things they can do to stop bullying - Maintain an open dialogue with students to seek their input and solutions
<p>Prevention and Early Intervention with All Students</p> <ul style="list-style-type: none"> - Provide opportunities for students to discuss cyberbullying – its effects and possible solutions. - Provide an “open-door” for students to talk to school staff - Be protective and deal with issues of relational aggression beforehand - Create an open, caring school environment where each participant (student, staff) seek to build a more responsive, respectful environment - Work on creating positive self-esteem in students

Cyberbullying – Legal Considerations

The use of the internet and other rapidly evolving technologies to bully or harass can directly impact upon a school environment. How schools should or can respond to “cyberbullying” raises questions that have yet to be clearly answered by the courts or the law. While the law in this area continues to develop, the following legal considerations can provide some guidance to school authorities.

Common Law Standard of Care

Courts have long recognized that school authorities have a legal duty of care to students under their supervision. The Supreme Court of Canada has described the standard of care owed by school authorities as that of a careful or prudent parent (*Myers v. Peel County Board of Education*). In meeting this standard, school authorities must take reasonable steps to ensure the learning environment is safe and orderly.

The School Act

Student conduct that is contrary to board policies or school rules may require a disciplinary response. Under the School Act, boards of education have the authority to make rules regarding student conduct and to discipline students who refuse to comply with the rules. In fact, boards of education are now required by statute to adopt a district Code of Conduct for their students that accords with provincial standards to be established by the Minister of Education. That Code may properly reference cyberbullying and internet abuse.

In addition, pursuant to the School Regulation, the principal is responsible for “administering and supervising the school” and in accordance with board policies is to “exercise paramount authority within the school in matters concerning the discipline of students.” The duties of school teachers are also set out in the Regulations to the School Act. Teachers are responsible for ensuring that students comply with all rules and policies established by the board of education.

Misconduct Off School Property

The School Act does not expressly stipulate that the authority to discipline students extends to misconduct off school property (such as e-mail messages sent from a student’s home computer to another student’s home computer). However, boards of education will have this authority by necessary implication where the conduct has a sufficient connection to or impact on the school environment. Boards and principals must be in a position to discipline students for conduct that interferes with the general welfare of students at school or the learning atmosphere of the school.

Criminal Considerations

In addition to attracting school disciplinary responses, cyberbullying may also attract criminal sanctions. Section 264 of the Criminal Code makes it an offence to harass someone, causing them to reasonably fear for their safety or the safety of anyone known to them. Harassing conduct includes repeatedly communicating with the other person or anyone known to them. Section 264.1 (1) of the Criminal Code provides that a person commits an offence when, in any manner, the person knowingly utters, conveys or causes another person to receive a threat to “cause death or bodily harm” or to damage property.

Human Rights Considerations

Boards of education have an obligation to maintain a discrimination-free learning environment. Student bullying that takes the form of harassment on a ground prohibited by the BC Human Rights Code may result in a human rights complaint. Presently, the prohibited grounds include: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of a person or class of persons.

Even if a student is not in fact homosexual and is not perceived as homosexual by other students, bullying (including cyberbullying) that targets that student using homophobic language can constitute discrimination based on sexual orientation (*Jubran v. S.D.44 North Vancouver*).

Defamation

Where a person's reputation has been defamed through content posted on the Internet, an individual may have a claim for defamation. For instance, in a 2006 British Columbia case (*Newman v. Halstead*) a group of teachers brought a successful defamation claim against a parent who operated a website, that among other allegations, described "least wanted educators" and "bully educators". In that case the court awarded the defamed individuals over \$600,000 in damages. In a 2007 Ontario case (*Ottawa-Carleton District School Board v. Scharf*), a judge awarded damages for defamation to a principal and a superintendent of instruction in respect of an Internet posting by a parent and a student's advocate. In that case, the parent and the advocate posted a "News Release" that included statements that the principal was "under investigation for criminal conduct" and the student's placement was unsafe. The court held the statements were false and defamatory and awarded \$15,000 in damages to each plaintiff.

DID YOU KNOW?

Effective October 2007, the standards in the Provincial Standards for Codes of Conduct Order state that codes of conduct must address unacceptable conduct that has a negative impact on the school environment.

As codes are developed and reviewed, it is expected that they will specifically address behaviour that intimidates or exposes students or staff to physical harm, ridicule, hatred, or contempt. This type of conduct can have a significant negative impact on the school environment, even if the incidents begin outside the school building and grounds or school day. For example, postings to internet sites that encourage contempt for students or staff based on their sexual orientation, religion, or race can have a significant impact on the victims and the whole community.

There is a growing concern about conduct called colloquially "cyber-bullying" that has had a profound negative impact not only on students' ability to learn in school but also the school's status as a caring and orderly learning working environment.

Students, staff and parents should know that school officials have a responsibility to advise other parties of serious breaches in codes of conduct.

Developing and Reviewing Codes of Conduct: A Companion.
BC Ministry of Education

Communicating with Parents About Internet Safety: Contracts, Letters, and Handouts

School Internet Safety Agreement

Please review the following Rights and Responsibilities for your child's participation in learning activities using the Internet. Take some time to discuss these with your child.

These Rights and Responsibilities are based on the Vancouver School Board's Guidelines for Online Learning:

Rights:

- Student users have the right to be safe on-line.
- Student users have the right to access information that is free from hate propaganda, sexist, homophobic, racist, pornographic or obscene content.
- Student users have the right to access selected educational network resources.

Responsibilities:

- When accessing on-line information all users will maintain the behavior outlined in our School's Code of Conduct (**insert/attach your own Code of Conduct**).
- Safe Behavior: Students will not reveal or post personal information (last name, address, phone number, pictures, passwords or school name) on the Internet.
- Respect for others: Students will be polite and use appropriate language. Students will refrain from making comments that could offend others.
- Responsible Participation: Students will refrain from accessing resources not selected or approved by their teachers. Students will exit any inappropriate resources accidentally accessed. Students will inform a teacher if inappropriate resources are accidentally accessed.
- Work cooperatively. Students will work with peers and staff to create a positive environment to enhance learning.
- Students will not use chat rooms, Instant Messaging, hot mail or other anonymous server programs unless directed by their teacher.

The use of the Internet at school is a privilege, not a right. Students who do not use the Internet responsibly risk losing Internet privileges at school.

The Provincial Learning Network (PLN) and Vancouver School Board (VSB) have taken precautions to protect our staff and students and schools by restricting access to controversial and inappropriate materials. The schools and teachers are also teaching students about responsible and appropriate behaviour when on the Internet.

As the Internet is an open and constantly changing environment the potential dangers always remain and PLN or VSB cannot guarantee that the access will be free from all controversial or inappropriate materials. The VSB will do their best to provide a safe and secure online learning environment for Vancouver Schools and their students.

Please return to your child's teacher as soon as possible

I have reviewed the school's Internet Safety Agreement and understand that my child will be using the Internet for his/her learning.

Signature of Parent or Guardian _____

Signature of Child _____

Students' Safety Online: An Introductory Guide for Parents

What Kids Do Online	Benefits	Risks	Safety Strategies
<p>1. Visit Websites</p> <p>A website is a page or collection of pages that have text, pictures, and often, sound and video. Many have links for downloading games, music and software.</p> <p>There are an estimated 200 million to 800 million websites on the Internet.</p>	<p>Easy Access to:</p> <ul style="list-style-type: none"> educational & cultural resources current information from anywhere in the world games, music and online magazines (e-zines) 	<p>Easy access to sites that:</p> <ul style="list-style-type: none"> have sexually explicit pictures, videos & text including pornography promote sexism, racism, hatred, drugs, cults, illegal and dangerous activities allow access to violent games 	<ul style="list-style-type: none"> Create family rules about Internet use. Talk to kids about the kinds of sites they can visit. Supervise and monitor computer use. Limit child's time online. Use filtering & blocking software (but don't rely on it entirely).
<p>2. Use Social Networking Sites</p> <p>Many children and teens have created their own profile on social networking sites to help stay connected with friends and to post information about themselves</p>	<ul style="list-style-type: none"> Gives children/teens the ability to stay connected with friends Provides the opportunity to share pictures, videos, and thoughts 	<ul style="list-style-type: none"> Strangers can locate and contact children/teens who have personal information on their sites. Children and teens can post highly personal information, pictures and videos that can be seen by anyone. Children and teens can more easily make threats and post mean/embarrassing messages, pictures, and videos of others. 	<ul style="list-style-type: none"> Know what your child/teen is posting on their site. Children/teens must be care of what they post and who they accept as "friends" Children/teens must never post anything mean or threatening about another person.
<p>3. Send & Receive E-mail</p> <p>Electronic mail (e-mail) allows people to write to one another online. E-mails are received within minutes of being sent.</p>	<ul style="list-style-type: none"> Can keep in contact with friends & family, even when they are far away. 	<ul style="list-style-type: none"> Child sex offenders are online trying to make contact with children & teens. Real physical danger if a stranger persuades a child to give out personal information or to meet in person. Sending and receiving mean, hurtful or threatening messages. 	<ul style="list-style-type: none"> Know who your child/teen e-mails. Know all your child's/teens e-mail addresses and passwords. Children/teens must not answer e-mails from strangers. Children/teens must not give out personal information online. Children/teens must tell you if they receive something that makes them feel uncomfortable.

What Kids Do Online	Benefits	Risks	Safety Strategies
<p>4. Use Instant Messaging</p> <p>Instant messaging (IM), such as MSN, is a popular way for children and teens to write back and forth to their friends ('chat') in real time over the Internet. They create contact lists of friends to chat with and can block people they don't know or don't want to communicate with.</p>	<ul style="list-style-type: none"> Communicating with groups of friends. Keeping in touch with friends and family who are faraway. Discussing homework and school projects. 	<ul style="list-style-type: none"> Talking with strangers. Some children/teens have large contact lists that include many people they have not met face to face. Sending or receiving messages that are mean, frightening or hurtful. Kids feel free to say things online that they would never say face-to-face. Completing a "personal profile" for their IM. This is available to anyone on the Internet. 	<ul style="list-style-type: none"> Review your child's/teen's contact list with them. They should know everyone who is on it. Children/teens must never fill out a personal profile online
<p>5. Visit Chat Rooms</p> <p>Places on the Internet to have live, real-time written conversations with many people at the same time. Most often, people in chat rooms are strangers to one another. Everyone in a chat room can see what everyone else writes. A person can choose to be anonymous.</p>	<p>Although chat rooms can be places to meet people with similar interests, there are more risks than benefits for children. Teens should use only monitored teen chat rooms.</p>	<ul style="list-style-type: none"> Talking to and sharing information with strangers. Many children and teens visit "adult only" chat rooms. Exposure to graphic sexual language. Child sex offenders go into kids' chat rooms posing as children or teens. Revealing personal or private information that enables someone to contact them by phone or in person. 	<ul style="list-style-type: none"> Don't allow children to visit chat rooms. Keep Internet out of child's/teen's bedroom. Teens must use only monitored teen chatrooms Teens must not disclose personal information. Teens must stay in the public area of the chat room.
<p>6. Play Online Games</p> <p>Allow players to play games in real-time with people all over the world. Many games have players create their own personalized gaming character including physical and personality characteristics. Depending on the game, people could be playing with people they know offline, or with people they have met online.</p>	<ul style="list-style-type: none"> Communicate and collaborate with others to meet a particular goal in the game. Can help people to feel more connected with others. 	<ul style="list-style-type: none"> Talking and sharing information with strangers. Can increase chances of Internet Addiction. Mean and threatening things can be said. Exposure to graphic sexual or violent content. 	<ul style="list-style-type: none"> Limit time spent playing games. Know what games child/teen is playing and if they are appropriate. Keep computer in a public area of the home.

Adapted from *Internet 101, Be Web Aware Site*. Media Awareness Network, 2006.



Vanouver School Board



Social Responsibility & Diversity

Our Family's Internet Safety Plan

1. What are some general changes I will make as a parent re: my child's/teen's Internet use?

2. When using MSN messaging (Instant Messaging), I expect my child/teen to:

What I need to do:

3. When building a website or profile about themselves on a social networking site (such as Facebook, MySpace, etc.), I expect my child/teen to:

What I need to do:

4. When using email, I expect my children to:

What I need to do:

5. When my child/teen surfs the web, I expect that he/she will:

What I need to do:

6. If I am concerned about my child's Internet use, I will:

7. If my child tells me about something concerning that is happening online, I will:

Internet News-bytes

The following are brief news-bytes that you might want to include in a school newsletter.

Websites are great places for gaining current information and learning about the world. Be sure your child is not visiting websites that contain sexual content, violence, or that promote hatred. Create family rules about Internet use and make sure you know what kind of information your kids are looking at.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

These days, children are able to exercise their creativity by making beautiful web pages about themselves and their interests. To keep your child safe from online predators, ensure that they are not posting personal information that can lead strangers to contacting them. Talk to your kids about what they are posting.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

Email is an amazing tool for communicating with friends and family and for exchanging information for school projects. To keep your child safe from strangers and Internet viruses, make sure they do not respond to or open emails from people they do not know.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

Just like the phone, Instant Messaging (or MSN) is very popular for communicating with friends and discussing homework and school projects. Just as you would make sure you knew who your child was going out with; make sure you know who your child is talking to on the Internet by reviewing their buddy list with them.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

Painful rumours, humiliating photos, stinging gossip and other putdowns are causing a lot of emotional stress for teens – especially because so many of them are visiting and posting things on sites such as MySpace.com. What can kids and their parents do? Here are tips from BeSafeOnline.org:

- **Children should always tell their parents if they are being bullied or have been upset**
- **Save all examples of bullying by saving or printing email or MSN histories**
- **If an email or message is particularly disturbing or breaks the law, call the police.**
- **Check on your school's anti-bullying policy and whether it addresses bullying via computers and cell phones.**
- **If no policy has been developed, encourage staff to look at this issue, if necessary with support from the PAC and school board.**

25% of Canadian children and teens have had mean, hateful, and threatening things said to them over the Internet or on their cell phone. Ask your child if they are one of them.

Visit <http://www.wiredsafety.org/parent.html>

The majority of children report that they are at home, but not supervised when using the net. Help keep your children safe by monitoring their online activities and keeping the computer in a public area of your home.

Visit <http://www.wiredsafety.org/parent.html>

YouTube is a public website that is excellent for sharing video clips of fun times with friends and family. These video clips can be easily created through cell phone or digital cameras. Be aware of what your child is putting (“posting”) on YouTube to make sure they are not posting anything violent, too personal or private, or hurtful to others. Ask your children about what they are watching and posting on YouTube.

Cell phones can help you to know where your child is and to make sure they are safe when they are not at home. Not only can your child use the phone for making phone calls to others, but they can also use it to send short text messages (kind of like a little note) to others. Sometimes messages sent or received can be mean or hurtful. Keep your child safe by talking to them about who is text messaging them and what kind of messages they are sending out.

The Internet and other modern technologies are amazing tools for our work, school, and general communication with others. Unfortunately, some children are using the Internet to send mean, hurtful, embarrassing, and threatening messages, pictures, and videos about others. Just as this behaviour is inappropriate and potentially illegal in person, it is also inappropriate and potentially illegal online. Talk to your children about how you expect them to behave online and ask them to tell you or another trusted adult if they are receiving mean or threatening messages over the Internet.

Communicating with Parents About Cyberbullying Incidents: Letters and Handouts

This is an example letter for parents and can be placed in a student's file in follow-up to a Cyberbullying incident. Administrators may wish to attach the "Family Internet Safety Agreement (for Elementary students OR for High School students), and/or any of the other parent handouts in this guide.

School Letterhead

Date

Ms. Jane Doe
1107 Cyber Lane
Vancouver, BC.,
V0N V3Z

Dear Ms. Doe,

Re: Susan Doe – Date of Birth Nov. 16, 1993

Thank you for coming to see me on October 15, 2008

As you know, Susie was involved in an incident using inappropriate language and writing rude comments about another student while on the Internet. She sent these comments to other students in our school. This incident was reported to me by the victim's parents.

In September all students and their parents received a copy of our school's Internet Safety Agreement. The students agreed to refrain from using language that would offend others. Respect is in our school's Code of Conduct and Susie is aware that the language she used was most disrespectful.

As a consequence for her actions, the school will be denying your daughter access to the Internet for a period of time (School to decide time frame).

I trust that the time Susie has spent in the office reflecting on her behaviour will have helped her to understand that all students have the right to feel safe while using the Internet.

If you have any questions or concerns, I may be reached at 604-713- .

Yours respectfully,

cc. Student's File

Area Counsellor

Police Liaison Officer (if appropriate)

Family Internet Safety Agreement for Elementary School Age Children

- 1. My child and I have agreed on the types of websites he/she is allowed to visit
- 2. My child and I have agreed to the amount of time he/she can spend on the Internet each day for non-school purposes.

When my child is on the Internet, he/she agrees to:

- a) Always treat others with respect and not send hurtful or mean messages to another person
- b) Always check with me/us or another trusted adult before sending anyone his/her picture or anything that is personal.
- c) Never share personal information (e.g. passwords, family name, address and telephone number, school name, friends' names) online without first checking with me/us or another trusted adult.
- d) Not answer messages that make him/her feel uncomfortable, and to tell me/us or another trusted adult right away.

My child _____ in Div. _____ and our family have:

- discussed the information in this Safety Agreement
- made a family agreement about Internet use at home and at school

Signature of Parent/Guardian _____

Signature of Child _____

Date _____

Family Internet Safety Agreement for High School Age Students and their Parents.

In order to ensure responsible Internet use and safety at home, it is important for both teens and parents to discuss and come to an agreement upon what is safe and unsafe Internet use.

Below are some guiding discussion questions to help open the doors of communication between parent and child when it comes to safe and responsible Internet use.

1. Teens: explain to your parents some of the things you do online (i.e. chat on MSN? Play games? Visit and update social network profiles, such as Facebook, MySpace, etc.? Websites you visit? Email? Etc.)
2. Teens: explain to your parents why these venues might be important to you, what these venues involve and what they look like. For example, MSN is important because.... Playing games is important because
3. Parents: explain/discuss some of the things that concern you about the Internet (in general or specific to your child(ren)).
4. Parents: Discuss with your teens how some of these concerns can be addressed. You may want to discuss/negotiate and come to an agreement upon:
 - a. Time Spent Online: what an appropriate amount of time might be to spend doing “non-school” activities online.
 - b. Where they are going: what types of sites are appropriate to go to visit.
 - c. What they are posting: what types of pictures, video clips, comments, and personal information, are appropriate to post.
 - d. Who they are “hanging out with”: the people you are chatting with on MSN, playing games with, emailing, who you have accepted as “friends” on your social networking (i.e. Facebook, MySpace, Nexopia, etc.) profile.
 - e. Privacy Settings: how strict/how high your Privacy settings should be set on Social Networking (i.e. Face Facebook, MySpace, Nexopia, etc.) profile.
5. Parents & Teens: Discuss/negotiate the consequences that will follow if the agreements you have made with each other have been broken.

My child _____ in grade _____ and I have

- discussed the information on this notice
- made a family agreement about Internet use at home and at school

Signature of Parent/
Guardian _____

Signature of Teen _____

Date: _____

Responding to Cyberbullying: Tips for Parents

If you find out that your child is participating in victimizing someone over the Internet:

Take it seriously, and take action:

- If possible, print out any communication that occurred
- Find out who else was involved
- Let the school know (in all likelihood some or all of the children involved attend your child's school)
- Give a consequence (i.e. remove online access for a period of time).
- Talk to your child and help him/her understand what is wrong with the behaviour:
 - His/her actions may have caused serious harm to another person. Ask:
 - "How would you feel if this ended up on the front page of the newspaper?"
 - "What if everyone did this?"
 - "How does doing this make you feel inside?"
 - "How do you think it makes the other person feel?"

If your child is being victimized on the Internet

- Support and reassure your child that they have done the right thing in telling you.
- Use the "Block", "Ignore", or "Ban" feature on Instant Messaging and email
- Print out the messages or defaming websites
- Contact the sender's Internet Service Provider
- Inform the school
- Inform the police if necessary

Translations of Parent Handouts

School Internet Safety Agreement

School Internet Safety Agreement

Please review the following Rights and Responsibilities for your child's participation in learning activities using the Internet. Take some time to discuss these with your child.

These Rights and Responsibilities are based on the Vancouver School Board's Guidelines for Online Learning:

Rights:

- Student users have the right to be safe on-line.
- Student users have the right to access information that is free from hate propaganda, sexist, homophobic, racist, pornographic or obscene content.
- Student users have the right to access selected educational network resources.

Responsibilities:

- When accessing on-line information all users will maintain the behavior outlined in our School's Code of Conduct (**insert/attach your own Code of Conduct**).
- **Safe Behavior:** Students will not reveal or post personal information (last name, address, phone number, pictures, passwords or school name) on the Internet.
- **Respect for others:** Students will be polite and use appropriate language. Students will refrain from making comments that could offend others.
- **Responsible Participation:** Students will refrain from accessing resources not selected or approved by their teachers. Students will exit any inappropriate resources accidentally accessed. Students will inform a teacher if inappropriate resources are accidentally accessed.
- **Work cooperatively.** Students will work with peers and staff to create a positive environment to enhance learning.
- Students will not use chat rooms, Instant Messaging, hot mail or other anonymous server programs unless directed by their teacher.

The use of the Internet at school is a privilege, not a right. Students who do not use the Internet responsibly risk losing Internet privileges at school.

The Provincial Learning Network (PLN) and Vancouver School Board (VSB) have taken precautions to protect our staff and students and schools by restricting access to controversial and inappropriate materials. The schools and teachers are also teaching students about responsible and appropriate behaviour when on the Internet.

As the Internet is an open and constantly changing environment the potential dangers always remain and PLN or VSB cannot guarantee that the access will be free from all controversial or inappropriate materials. The VSB will do their best to provide a safe and secure online learning environment for Vancouver Schools and their students.

Please return to your child's teacher as soon as possible

I have reviewed the school's Internet Safety Agreement and understand that my child will be using the Internet for his/her learning.

Signature of Parent or Guardian _____

Signature of Child _____

Date: _____

Chinese

學校互聯網安全協議

請細讀以下有關您的孩子以互聯網進行學習活動時的權利與責任，然後花點時間與您的孩子進行討論。這些權利與責任乃參照溫哥華學校局的「學習指南」而制訂：

權利：

- 學生用戶有權在上網時獲得安全保障。
- 學生用戶有權獲得沒有攙雜宣揚仇恨、性別歧視、恐懼同性戀、種族歧視、色情或淫褻內容的資料。
- 學生用戶有權使用選定的教育網絡資源。

責任：

- 所有用戶在上網時都必須自律，嚴格遵守「校內行為準則」（School's Code of Conduct）的規定（將您的「行為準則」附夾於此）。
- 安全行為：學生不可在網上透露或張貼個人資料（姓、地址、電話、相片、密碼或學校名稱）。
- 尊重他人：學生必須保持禮貌和使用適當的語言。學生應該避免在言語上冒犯他人。
- 負責任的參與：學生應該避免接觸非老師選定或批准的資料。一旦意外接觸到不當的資料，學生必須馬上離開該網頁，並向老師報告。
- 發揮合作精神：學生應與同學及校內職員共同締造一個可以促進學習的積極環境。
- 除非老師有指示，否則學生不得使用聊天室、即時通訊、hotmail電子郵箱或其他來歷不明的伺服器程式。

不遵守這些規則的學生，會有喪失在學校使用互聯網的權利。

省政府學習網絡（Provincial Learning Network，簡稱PLN）及溫哥華學校局（Vancouver School Board，簡稱VSB）均有採取預防措施，透過禁止學生接觸具爭議性及不適當的資料，來保護我們的學校。學校與老師亦有向學生解釋上網時應該持有的適當態度，並教導他們要為自己的行為負責。由於互聯網的環境開放及不斷轉變，以至潛伏著不少的危險；因此，PLN或VSB均不能夠保證學生完全不會接觸到具爭議性或不當的資料。但VSB會竭盡全力，為溫哥華的學校及其學生提供一個安全穩妥的學習環境。

請盡快交回給您孩子的老師

本人已閱畢學校的「互聯網安全協議」，並明白我的孩子會使用互聯網進行學習。

家長／監護人簽署 _____

學生簽署 _____

日期 _____

Traditional Chinese – Hong Kong

Korean

교내 인터넷 안전 동의서

인터넷을 사용한 학습 활동에 귀하의 자녀들이 참여하는데 있어서 다음의 권한 및 책임들을 검토하십시오. 시간을 내어서 이를 자녀들과 함께 논의하십시오. 이 권한 및 책임들은 밴쿠버 교육구의 학습 지침에 바탕을 둔 것입니다:

권한:

- 학생 사용자는 온라인에서 안전할 권리가 있습니다.
- 학생 사용자는 증오 선전이나 성적 차별, 동성애 혐오, 인종 차별, 포르노, 외설적 내용이 없는 정보에 접근할 권리가 있습니다.
- 학생 사용자는 선정된 교육적 네트워크 자원에 접근할 권리가 있습니다.

책임:

- 모든 사용자는 온라인에서 우리 학교의 품행 규범 (독자적인 품행 규범 삽입/추가)에 맞게 행동해야 합니다.
- 안전 행동: 학생들은 개인 정보 (성, 주소, 전화 번호, 사진, 암호 또는 학교명)를 인터넷에 공개하거나 게시하면 안됩니다.
- 타인 존중: 학생들은 예의를 지키며, 적절한 언어를 사용해야 합니다. 학생들은 다른 사람들의 기분을 상할 표현을 하면 안됩니다.
- 책임있는 참여: 학생들은 교사들이 선정 또는 허가하지 않은 자원에 접근하면 안됩니다. 부적절한 자원에 우연히 접속하게 된다면 빠져 나와야 합니다. 우연하게 접속한 부적절한 자원에 접속하게 되는 경우 교사에게 알려야 합니다.
- 협력: 학생들은 학습 강화를 위한 건설적인 환경을 만들기 위해 교우 및 교직원들과 협력해야 합니다.
- 학생들은 교사가 지시하는 경우 외에는 채팅룸이나 인스턴트 메시징, hotmail 또는 기타 무기명 서버 프로그램을 사용하면 안됩니다.

이 규칙들을 따르지 않는 학생들은 교내 인터넷 사용 권한을 박탈당할 수 있습니다.

프로빈셜 학습 네트워크 (PLN)와 밴쿠버 교육구 (VSB)는 학교를 보호하기 위한 예방 조치로서 논란의 대상이며 부적절한 자료에 대한 접근을 제한하였습니다. 각 학교 당국과 교사들은 또한 학생들에게 인터넷 사용시의 적절하고 책임 있는 행실에 대해 지도하고 있습니다. 인터넷은 개방적이고 늘 변화하는 환경이기 때문에, 잠재적인 위험은 여전히 존재합니다. 따라서, PLN이나 VSB는 논란의 대상이며 부적절한 모든 자료에 대한 접근이 아예 없으리라고 보장할 수 없습니다. VSB는 밴쿠버의 학교들과 그 학생들을 위한 안전하고 보안적인 학습 환경을 제공하기 위해 최선을 다할 것입니다.

가능한 빨리 자녀의 교사에게 반송하여 주십시오

본인은 학교의 인터넷 안전 동의서를 검토했으며, 본인의 자녀가 학습을 위해 인터넷을 사용하게 될 것을 이해합니다.

부모/보호자의 서명 _____
학생의 서명 _____

Korean

Punjabi

ਸਕੂਲ ਦਾ ਇੰਟਰਨੈੱਟ ਸੁਰੱਖਿਆ ਸਮਝੌਤਾ

ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਬੱਚੇ ਦੇ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਰਾਹੀਂ ਪੜ੍ਹਨ/ਸਿੱਖਣ ਦੀਆਂ ਕਾਰਵਾਈਆਂ 'ਚ ਸ਼ਾਮਲ ਹੋਣ ਸਬੰਧੀ ਹੇਠ ਲਿਖੇ ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰਾਂ ਅਤੇ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਦੀ ਪੁਨਰ-ਪੜਚੋਲ ਕਰੋ। ਇੰਨ੍ਹਾਂ ਬਾਰੇ ਆਪਣੇ ਬੱਚੇ ਨਾਲ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਕੁਝ ਸਮਾਂ ਕੱਢੋ। ਇਹ ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ ਅਤੇ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਵੈਨਕੂਵਰ ਸਕੂਲ ਬੋਰਡ ਦੀਆਂ ਪੜ੍ਹਨ/ਸਿੱਖਣ ਲਈ ਬਣਾਈਆਂ ਗਈਆਂ 'ਤੇ ਆਧਾਰਿਤ ਹਨ:

ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ:

- ਵਰਤੋਂ ਕਰਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਆਨਲਾਈਨ ਸੁਰੱਖਿਅਤ ਰਹਿਣ ਦਾ ਅਧਿਕਾਰ ਹੈ।
- ਵਰਤੋਂ ਕਰਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਉਸ ਜਾਣਕਾਰੀ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਦਾ ਅਧਿਕਾਰ ਹੈ ਜਿਹੜੀ ਨਫਰਤ ਦੇ ਪ੍ਰਾਪੇਗੰਡੇ, ਸਮਲਿੰਗ ਵਿਰੋਧੀ, ਨਸਲੀ, ਅਸਲੀਲ ਜਾਂ ਨਗਨ ਪ੍ਰਕਾਰ ਦੀ ਸਮੱਗਰੀ ਤੋਂ ਮੁਕਤ ਹੋਵੇ।
- ਵਰਤੋਂ ਕਰਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਚੋਣਵੇਂ ਵਿਦਿਅਕ ਨੈੱਟਵਰਕ ਸਰੋਤਾਂ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਦਾ ਅਧਿਕਾਰ ਹੈ।

ਜ਼ਿੰਮੇਵਾਰੀਆਂ:

- ਜਦੋਂ ਵੀ ਆਨਲਾਈਨ ਹੋਣ, ਵਰਤੋਂ ਕਰਨ ਵਾਲੇ ਸਾਰੇ ਜਣੇ ਸਕੂਲ ਦੇ ਕੋਡ ਆਫ ਕੰਡਕਟ 'ਚ ਵਰਨਣ ਕੀਤੇ ਗਏ ਵਰਤਾਉ ਨੂੰ ਬਣਾਈ ਰੱਖਣਗੇ (ਆਪਣਾ ਕੋਡ ਆਫ ਕੰਡਕਟ ਨਾਲ ਪਾਉ ਜਾਂ ਨਾਲ ਨੱਥੀ ਕਰੋ)।
- ਸੁਰੱਖਿਅਤ ਵਰਤਾਉ: ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ (ਅੰਤਲਾ ਨਾਂ, ਐਡਰੈੱਸ, ਫੋਨ ਨੰਬਰ, ਫੋਟੋਆਂ, ਪਾਸਵਰਡ ਜਾਂ ਸਕੂਲ ਦਾ ਨਾਂ) ਇੰਟਰਨੈੱਟ 'ਤੇ ਨਹੀਂ ਦੱਸਣਗੇ ਜਾਂ ਪਾਉਣਗੇ।
- ਦੂਜਿਆਂ ਦਾ ਸਤਿਕਾਰ: ਵਿਦਿਆਰਥੀ ਨਿਮਰ ਹੋਣਗੇ ਅਤੇ ਢੁਕਵੀਂ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਕਰਨਗੇ। ਵਿਦਿਆਰਥੀ ਅਜਿਹੀਆਂ ਟਿੱਪਣੀਆਂ ਕਰਨ ਤੋਂ ਗੁਰੇਜ਼ ਕਰਨਗੇ ਜਿਹੜੀਆਂ ਦੂਜਿਆਂ ਦਾ ਅਪਮਾਨ ਕਰਨ ਵਾਲੀਆਂ ਹੋਣ।
- ਜ਼ਿੰਮੇਵਾਰੀ ਵਾਲੀ ਸ਼ਮੂਲੀਅਤ: ਵਿਦਿਆਰਥੀ ਉਨ੍ਹਾਂ ਸਰੋਤਾਂ ਤੱਕ ਪਹੁੰਚ ਕਰਨ ਤੋਂ ਗੁਰੇਜ਼ ਕਰਨਗੇ ਜਿਹੜੇ ਉਨ੍ਹਾਂ ਦੇ ਅਧਿਆਪਕ ਦੁਆਰਾ ਚੁਣੇ ਜਾਂ ਮਨਜ਼ੂਰ ਨਹੀਂ ਕੀਤੇ ਗਏ। ਵਿਦਿਆਰਥੀ ਗਲਤੀ ਨਾਲ ਖੁੱਲ੍ਹ ਗਏ ਕਿਸ ਵੀ ਅਣਚੁਕਵੇਂ ਸਰੋਤਾਂ 'ਚੋਂ ਬਾਹਰ ਨਿਕਲਣਗੇ। ਜੇਕਰ ਕੋਈ ਅਣਚੁਕਵੇਂ ਸਰੋਤਾਂ ਤੱਕ ਗਲਤੀ ਨਾਲ ਪਹੁੰਚ ਹੋ ਗਈ ਹੋਵੇ ਤਾਂ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕ ਨੂੰ ਸੂਚਿਤ ਕਰਨਗੇ।
- ਸਹਿਯੋਗ ਸਹਿਤ ਕੰਮ ਕਰਨਾ: ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਨਾਲ ਦੇ ਸਾਥੀਆਂ ਅਤੇ ਸਟਾਫ ਨਾਲ ਪੜ੍ਹਨ/ਸਿੱਖਣ ਦੀ ਤਰੱਕੀ ਲਈ ਸੁਖਾਵਾਂ ਮਾਹੌਲ ਸਿਰਜਣ ਵਾਸਤੇ ਰਲ ਕੇ ਕੰਮ ਕਰਨਗੇ।
- ਵਿਦਿਆਰਥੀ ਚੈਟ ਰੂਮਾਂ, ਇੰਨਸਟੈਂਟ ਮੈਸੇਜਿੰਗ, ਹਾਟਮੇਲ ਜਾਂ ਹੋਰ ਅਗਿਆਤ ਸਰਵਰ ਪ੍ਰੋਗਰਾਮਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ ਕਰਨਗੇ, ਜਿੰਨਾਂ ਚਿਰ ਉਨ੍ਹਾਂ ਦੇ ਅਧਿਆਪਕ ਦੁਆਰਾ ਇੰਜ ਕਰਨ ਨੂੰ ਨਹੀਂ ਆਖਿਆ ਜਾਂਦਾ।

ਵਿਦਿਆਰਥੀ ਜਿਹੜੇ ਇੰਨ੍ਹਾਂ ਨਿਯਮਾਂ ਦੀ ਪਾਲਣਾ ਨਹੀਂ ਕਰਦੇ ਉਹ ਸਕੂਲ 'ਚ ਇੰਟਰਨੈੱਟ ਦੇ ਵਿਸ਼ੇਸ਼ ਅਧਿਕਾਰ ਖੁੱਸ ਜਾਣ ਦਾ ਖਤਰਾ ਸਹੇੜਨਗੇ।

ਪ੍ਰੋਵਿੰਸੀਅਲ ਲਰਨਿੰਗ ਨੈੱਟਵਰਕ (ਪੀ ਐੱਲ ਐੱਨ) ਅਤੇ ਵੈਨਕੂਵਰ ਸਕੂਲ ਬੋਰਡ (ਵੀ ਐੱਸ ਬੀ) ਨੇ ਵਿਵਾਦਪੂਰਨ ਅਤੇ ਅਣਚੁਕਵੀਂ ਸਮੱਗਰੀ ਤੱਕ ਪਹੁੰਚ ਦੀ ਮਨਾਹੀ ਦੁਆਰਾ ਆਪਣੇ ਸਕੂਲਾਂ ਦੀ ਸੁਰੱਖਿਆ ਲਈ ਸਾਵਧਾਨੀਆਂ ਅਪਣਾਈਆਂ ਹਨ। ਸਕੂਲ ਅਤੇ ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਕਰਨ ਵੇਲੇ ਢੁਕਵੇਂ ਅਤੇ ਜ਼ਿੰਮੇਵਾਰੀ ਭਰਪੂਰ ਵਰਤਾਉ ਸਬੰਧੀ ਵੀ ਗੱਲਬਾਤ ਕਰ ਰਹੇ ਹਨ। ਜਿਵੇਂ ਕਿ ਇੰਟਰਨੈੱਟ ਇਕ ਖੁੱਲ੍ਹਾ ਅਤੇ ਲਗਾਤਾਰ ਬਦਲਦਾ ਮਾਹੌਲ ਹੈ, ਇਸ ਲਈ ਸੰਭਾਵੀ ਖਤਰੇ ਬਣੇ ਰਹਿੰਦੇ ਹਨ; ਜਿਵੇਂ ਕਿ ਪੀ ਐੱਲ ਐੱਨ ਜਾਂ ਵੀ ਐੱਸ ਬੀ ਇਹ ਗਰੰਟੀ ਨਹੀਂ ਕਰ ਸਕਦਾ ਕਿ ਇੰਟਰਨੈੱਟ ਦੀ ਪਹੁੰਚ ਸਾਰੀ ਵਿਵਾਦਪੂਰਨ ਜਾਂ ਅਣਚੁਕਵੀਂ ਸਮੱਗਰੀ ਤੋਂ ਮੁਕਤ ਹੋਵੇਗੀ। ਵੀ ਐੱਸ ਬੀ ਵੈਨਕੂਵਰ ਦੇ ਸਕੂਲਾਂ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੜ੍ਹਨ/ਸਿੱਖਣ ਦਾ ਸੁਰੱਖਿਅਤ ਤੇ ਭੈ-ਰਹਿਤ ਮਾਹੌਲ ਪ੍ਰਦਾਨ ਕਰਨ ਲਈ ਆਪਣੇ ਵੱਧ ਤੋਂ ਵੱਧ ਯਤਨ ਕਰੇਗਾ।

ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਬੱਚੇ ਦੇ ਅਧਿਆਪਕ ਨੂੰ ਜਿੰਨੀ ਛੇਤੀ ਸੰਭਵ ਹੋ ਸਕੇ, ਪਹੁੰਚਾਉ

ਮੈਂ ਸਕੂਲ ਦੇ ਇੰਟਰਨੈੱਟ ਸੁਰੱਖਿਆ ਸਮਝੌਤੇ ਦੀ ਪੜਚੋਲ ਕਰ ਲਈ ਹੈ ਅਤੇ ਸਮਝਦਾ/ਸਮਝਦੀ ਹਾਂ ਕਿ ਮੇਰਾ ਬੱਚਾ ਆਪਣੇ ਪੜ੍ਹਨ/ਸਿੱਖਣ ਲਈ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ।

ਮਾਪੇ/ਸਰਪ੍ਰਸਤ ਦੇ ਦਸਤਖਤ _____
ਬੱਚੇ ਦੇ ਦਸਤਖਤ _____

Punjabi

Spanish

Acuerdo de seguridad para el uso del Internet en la escuela

Sírvase revisar los siguientes Privilegios y Responsabilidades para la participación de su niño en las actividades de aprendizaje utilizando el Internet. Discuta a fondo sobre ellos con su niño. Estos Privilegios y Responsabilidades se han basado en las Pautas para el Aprendizaje del Consejo Escolar de Vancouver:

Privilegios:

- Los estudiantes usuarios tienen el derecho a sentirse seguros en línea.
- Los estudiantes usuarios tienen el derecho al acceso a información libre de propaganda de odio, sexista, homófoba, racista, pornográfica o con contenido obsceno.
- Los estudiantes usuarios tienen el derecho a acceder en la red a recursos pedagógicos seleccionados.

Responsabilidades:

- Todos los usuarios cuando estén en línea mantendrán la conducta resumida en el Código de Conducta de la Escuela (*insertar/anexar su propio Código de Conducta*).
- Conducta segura: Los estudiantes no revelarán ni anunciarán en el Internet su información personal (apellido, dirección, número de teléfono, fotos, contraseñas o nombre de la escuela).
- Respeto hacia otros: Los estudiantes serán educados y usarán lenguaje apropiado. Los estudiantes se abstendrán de hacer comentarios que ofendan a otros.
- Participación responsable: Los estudiantes se abstendrán de acceder los recursos que no han sido seleccionados o aprobados por sus maestros. Los estudiantes saldrán de cualquier recurso inapropiado al cual se haya accedido de manera accidental. Los estudiantes informarán a un maestro si se ha accedido de manera accidental a un recurso inapropiado.
- Trabajar cooperativamente: Los estudiantes trabajarán con sus compañeros y el personal para crear un ambiente positivo para el enriquecimiento del aprendizaje.
- Los estudiantes no usarán las salas de charla (chatrooms), Mensajería Instantánea, hotmail ni otros programas con servidores anónimos a menos que haya sido indicado por el maestro.

Los estudiantes que no se adhieran a estas reglas corren el riesgo de perder sus privilegios de Internet en la escuela.

La Red de Aprendizaje Provincial (PLN) y el Consejo Escolar de Vancouver (VSB) han tomado las precauciones para proteger a sus escuelas al limitar el acceso a materiales controvertidos e inapropiados. Las escuelas y los maestros también están hablando con los estudiantes sobre el comportamiento apropiado y responsable cuando usan el Internet. Ya que el Internet es un medio abierto y de cambio constante, todavía permanecen los posibles peligros; por ello, ni PLN ni VSB pueden garantizar que el acceso estará libre de todo material controvertido o inapropiado. El VSB hará lo mejor que pueda para proporcionar a las Escuelas de Vancouver y a sus estudiantes un medio pedagógico a salvo y seguro.

Sírvase devolver al maestro de su niño a la más pronta brevedad

Yo he revisado el Acuerdo de seguridad para el uso del Internet y entiendo que mi niño estará usando el Internet para su aprendizaje.

Firma del Padre/Tutor _____

Firma del Niño _____

Fecha: _____

Vietnamese

Thỏa thuận về An toàn trên mạng Internet tại Trường

Xin duyệt qua văn bản Đặc quyền và Trách nhiệm của việc tham gia các sinh hoạt học tập dùng Internet của con em quý vị. Xin quý vị bỏ chút thời giờ trao đổi các điểm này với con em. Những Đặc quyền và Trách nhiệm này dựa trên Các Chỉ đạo của Sở Học chánh Vancouver về Học tập:

Đặc quyền:

- Người sử dụng là học sinh có quyền được an toàn trên mạng.
- Người sử dụng là học sinh có quyền truy cập những thông tin không có nội dung tuyên truyền cho thù hận, kỳ thị giới tính, tính dục, chủng tộc, hình ảnh dâm ô hay bản thiêu.
- Người sử dụng là học sinh có quyền truy cập các nguồn mạng giáo dục chọn lọc.

Trách nhiệm:

- Khi vào mạng, tất cả các người sử dụng sẽ phải theo đúng Nội quy Nhà trường chúng tôi (*xin đính kèm Bản Nội Quy*).
- Hành vi An toàn: Học sinh sẽ không tiết lộ hay đăng các thông tin cá nhân (họ, địa chỉ, số điện thoại, hình ảnh, mật số hay tên trường) lên mạng Internet.
- Tôn trọng người khác: Học sinh sẽ giữ lễ phép và dùng ngôn ngữ đúng đắn. Học sinh phải giữ gìn tránh đưa ra các nhận xét xúc phạm đến người khác.
- Tham gia một cách có Trách nhiệm: Học sinh sẽ tự chế không truy cập các nguồn không được các giáo viên chọn lọc hay chấp thuận. Học sinh sẽ ra khỏi các nguồn không tích hợp khi tình cờ truy cập. Học sinh sẽ thông báo cho các giáo viên khi tình cờ truy cập các nguồn không thích hợp.
- Tinh thần cộng tác: Học sinh sẽ hợp tác với bạn học và nhân viên trường để tạo ra một môi trường tích cực để học tập tốt.
- Học sinh sẽ không sử dụng các phòng trò chuyện (chatrooms), Nhắn tin Tức khắc (Instant Messaging), hotmail và những chương trình máy chủ (server) vô danh trừ phi được giáo viên hướng dẫn.

Những học sinh không tuân giữ các qui định kể trên sẽ có thể bị tước đặc quyền dùng Internet ở trường.

Mạng lưới Học tập Tỉnh bang (Provincial Learning Network, gọi tắt là PLN) và Sở Học chánh Vancouver (VSB) đã áp dụng các biện pháp ngăn ngừa để bảo vệ các trường của Sở bằng cách hạn chế truy cập các tài liệu gây tranh cãi hay không thích hợp. Các trường và giáo viên cũng đang trao đổi với học sinh về các hành vi thích hợp và có trách nhiệm khi sử dụng Internet. Vì Internet thì là một môi trường mở và thay đổi liên tục, lúc nào ở đây cũng có các mối nguy hiểm; vì thế PLN và VSB không thể bảo đảm rằng việc truy cập sẽ hoàn toàn không có các tài liệu gây tranh cãi hay không thích hợp. Sở Học chánh Vancouver sẽ cố gắng hết sức để cung cấp cho các trường ở Vancouver và học sinh các trường một môi trường học tập an toàn và an ninh.

Xin hoàn lại cho giáo viên của con em quý vị càng sớm càng tốt

Tôi đã xem lại Thỏa thuận về An toàn trên mạng Internet của trường và biết rằng con tôi sẽ sử dụng Internet vào việc học tập.

Chữ ký của Phụ huynh/Giám hộ _____

Chữ ký của Học sinh _____

Ngày: _____

Vietnamese

Student's Safety Online:

Introductory Guide for Parents

Students' Safety Online: An Introductory Guide for Parents

What Kids Do Online	Benefits	Risks	Safety Strategies
<p>1. Visit Websites</p> <p>A website is a page or collection of pages that have text, pictures, and often, sound and video. Many have links for downloading games, music and software.</p> <p>There are an estimated 200 million to 800 million websites on the Internet.</p>	<p>Easy Access to:</p> <ul style="list-style-type: none"> educational & cultural resources current information from anywhere in the world games, music and online magazines (e-zines) 	<p>Easy access to sites that:</p> <ul style="list-style-type: none"> have sexually explicit pictures, videos & text including pornography promote sexism, racism, hatred, drugs, cults, illegal and dangerous activities allow access to violent games 	<ul style="list-style-type: none"> Create family rules about Internet use. Talk to kids about the kinds of sites they can visit. Supervise and monitor computer use. Limit child's time online. Use filtering & blocking software (but don't rely on it entirely).
<p>2. Use Social Networking Sites</p> <p>Many children and teens have created their own profile on social networking sites to help stay connected with friends and to post information about themselves</p>	<ul style="list-style-type: none"> Gives children/teens the ability to stay connected with friends Provides the opportunity to share pictures, videos, and thoughts 	<ul style="list-style-type: none"> Strangers can locate and contact children/teens who have personal information on their sites. Children and teens can post highly personal information, pictures and videos that can be seen by anyone. Children and teens can more easily make threats and post mean/embarrassing messages, pictures, and videos of others. 	<ul style="list-style-type: none"> Know what your child/teen is posting on their site. Children/teens must be care of what they post and who they accept as "friends" Children/teens must never post anything mean or threatening about another person.
<p>3. Send & Receive E-mail</p> <p>Electronic mail (e-mail) allows people to write to one another online. E-mails are received within minutes of being sent.</p>	<ul style="list-style-type: none"> Can keep in contact with friends & family, even when they are far away. 	<ul style="list-style-type: none"> Child sex offenders are online trying to make contact with children & teens. Real physical danger if a stranger persuades a child to give out personal information or to meet in person. Sending and receiving mean, hurtful or threatening messages. 	<ul style="list-style-type: none"> Know who your child/teen e-mails. Know all your child's/teens e-mail addresses and passwords. Children/teens must not answer e-mails from strangers. Children/teens must not give out personal information online. Children/teens must tell you if they receive something that makes them feel uncomfortable.

What Kids Do Online	Benefits	Risks	Safety Strategies
<p>4. Use Instant Messaging</p> <p>Instant messaging (IM), such as MSN, is a popular way for children and teens to write back and forth to their friends ("chat") in real time over the Internet. They create contact lists of friends to chat with and can block people they don't know or don't want to communicate with.</p>	<ul style="list-style-type: none"> Communicating with groups of friends. Keeping in touch with friends and family who are faraway. Discussing homework and school projects. 	<ul style="list-style-type: none"> Talking with strangers. Some children/teens have large contact lists that include many people they have not met face to face. Sending or receiving messages that are mean, frightening or hurtful. Kids feel freer to say things online that they would never say face-to-face. Completing a "personal profile" for their IM. This is available to anyone on the Internet. 	<ul style="list-style-type: none"> Review your child's/ teen's contact list with them. They should know everyone who is on it. Children/teens must never fill out a personal profile online
<p>5. Visit Chat Rooms</p> <p>Places on the Internet to have live, real-time written conversations with many people at the same time. Most often, people in chat rooms are strangers to one another. Everyone in a chat room can see what everyone else writes. A person can choose to be anonymous.</p>	<p>Although chat rooms can be places to meet people with similar interests, there are more risks than benefits for children. Teens should use only monitored teen chat rooms.</p>	<ul style="list-style-type: none"> Talking to and sharing information with strangers. Many children and teens visit "adult only" chat rooms. Exposure to graphic sexual language. Child sex offenders go into kids' chat rooms posing as children or teens. Revealing personal or private information that enables someone to contact them by phone or in person. 	<ul style="list-style-type: none"> Don't allow children to visit chat rooms. Keep Internet out of child's/teen's bedroom. Teens must use only monitored teen chatrooms Teens must not disclose personal information. Teens must stay in the public area of the chat room.
<p>6. Play Online Games</p> <p>Allow players to play games in real-time with people all over the world. Many games have players create their own personalized gaming character including physical and personality characteristics. Depending on the game, people could be playing with people they know offline, or with people they have met online.</p>	<ul style="list-style-type: none"> Communicate and collaborate with others to meet a particular goal in the game. Can help people to feel more connected with others. 	<ul style="list-style-type: none"> Talking and sharing information with strangers. Can increase chances of Internet Addiction. Mean and threatening things can be said. Exposure to graphic sexual or violent content. 	<ul style="list-style-type: none"> Limit time spent playing games. Know what games child/teen is playing and if they are appropriate. Keep computer in a public area of the home.

Adapted from *Internet 101*, Be Web Aware Site. Media Awareness Network, 2006.

學生上網時的安全問題：家長的初步指引

學生上網時會做的事情	好處	危險	安全策略
<p>1. 瀏覽網站</p> <p>網站內一頁或多頁以文字及圖像顯示的資料，通常會配備聲音和影像效果。很多網站都有連結至其他可以下載遊戲、音樂及軟件的網站。</p> <p>估計互聯網上共有 2 億至 8 億個網站。</p>	<p>容易查取：</p> <ul style="list-style-type: none"> 具教育性及文化方面的資料。 世界上任何一個地方的最新資料。 遊戲、音樂及網上雜誌 (e-zines)。 	<p>容易接觸到含下列內容的網站：</p> <ul style="list-style-type: none"> 色情相片及影片；含色情內容文章。 鼓吹性別歧視、種族歧視、仇恨、毒品、異端崇拜、非法及危險活動。 暴力遊戲。 	<ul style="list-style-type: none"> 制定有關使用互聯網的家庭規則。 教導學生可以瀏覽的網站種類。 監察電腦的使用情況。 限制孩子的上網時間。 採用過濾及阻截軟件（但切勿完全依賴它們）。
<p>2. 使用社交網絡</p> <p>很多兒童及青少年均在社交網絡上設立關於他們的資料檔案，以便與朋友聯絡和刊載自己的資料。</p>	<ul style="list-style-type: none"> 讓兒童／青少年能夠和朋友保持聯絡。 提供分享相片、影片及想法的機會。 	<ul style="list-style-type: none"> 由於網站載有兒童／青少年的個人資料，陌生人可以找到他們並加以接觸。 任何人士均可以瀏覽兒童及青少年刊載的高度私隱資料、相片及影片。 兒童及青少年更加容易刊載具威脅性的，或內容卑劣、讓人尷尬的訊息、相片、和其他人的影片。 	<ul style="list-style-type: none"> 了解您的孩子在自己網站刊登的資料。 兒童／青少年千萬要留意自己刊載的內容以及接受為「朋友」的人。 兒童／青少年切勿刊登任何關於他人的卑劣或威脅性言論。
<p>3. 發送及接收電子郵件</p> <p>我們可以透過電子郵件 (e-mail) 在網上與他人互通消息。電子郵件於發送後數分鐘內即可收到。</p>	<ul style="list-style-type: none"> 即使朋友及家人在很遙遠的地方，亦可保持聯絡。 	<ul style="list-style-type: none"> 戀童癖性罪犯會在網上嘗試接觸兒童及青少年。 假如陌生人能夠說服兒童給予個人資料或親身會面，即會有實際的危險。 發送及收到卑劣、有傷害性或具威脅性的信息。 	<ul style="list-style-type: none"> 要知道您的孩子與誰人互通電子郵件。 要知道您孩子的所有電郵地址及密碼。 兒童／青少年切勿回覆陌生人的電郵。 兒童／青少年切勿在網上發放個人資料。 假如兒童／青少年收到一些令他們感到不安的信息，必須立即通知您。

學生上網時會做的事情	好處	危險	安全策略
<p>4. 使用即時通訊 (Instant Messaging)</p> <p>即時通訊 (Instant messaging, 簡稱IM), 例如MSN, 是兒童及青少年在網上與朋友實時來回書寫(聊天)的一種流行玩意。他們會製訂一份聊天朋友聯絡名單, 並且他們可以阻止自己不認識或自己不想與其通話的人士參與其中。</p>	<ul style="list-style-type: none"> 與一群朋友同時通話。 與身處遠方的朋友及家人保持聯絡。 討論功課及學校專題研究。 	<ul style="list-style-type: none"> 與陌生人通話。一些兒童/青少年的聯絡名單範圍極廣, 會包括很多他們素未謀面的人士在內。 發送及接收內容卑劣、令人恐懼或有傷害性的信息。孩子在上網時會感到較為自由, 因此會說出一些他們與人面對面永不會說的話。 所填寫的IM「個人概況」資料。任何人士都可看到。 	<ul style="list-style-type: none"> 與您的孩子一起審閱他的聯絡名單, 他應該認識名單上所有的人。 兒童/青少年切勿在網上填寫個人概況。
<p>5. 上聊天室 (Chat Rooms)</p> <p>在網上同時與多人進行即場及實時的文字對話。聊天室內的人士通常都是互不相識, 但他們每一個都可以看見其他人對話的內容。參加者可以選擇以匿名進行對話。</p>	<p>雖然在聊天室內可以認識具相同興趣的人士, 但對兒童來說, 則是弊多於利。青少年只應進入受監察的聊天室。</p>	<ul style="list-style-type: none"> 與陌生人交談及分享資料。 很多兒童/青少年進入「只限成人」的聊天室。 接觸到色情圖象。 戀童癖性罪犯假扮兒童或青少年進入小孩聊天室。 洩露個人或私人資料, 以致他人得以用電話或親身與他們聯絡。 	<ul style="list-style-type: none"> 切勿容許兒童進入聊天室。 不要在兒童/青少年的房間安裝互聯網服務。 青少年只可進入受監察的青少年聊天室。 青少年不可透露個人資料。 青少年必須逗留在聊天室的公眾地區。
<p>6. 網上遊戲</p> <p>可與世界各地人士玩實時遊戲。很多遊戲都容許參與者創造他們個性化的遊戲角色, 包括身體及性格特徵。視乎遊戲的性質而定, 參與者可與自己認識的人或在網上遇見的人玩遊戲。</p>	<ul style="list-style-type: none"> 與他人溝通及合作, 以便在遊戲內達成一個特定的目標。 可以使人感到與他人有更多的聯繫。 	<ul style="list-style-type: none"> 與陌生人交談及分享資料。 可增加沉迷上網的機會。 有些人或會將網上及現實的自己混淆不清。 接觸到色情圖象或暴力內容。 	<ul style="list-style-type: none"> 限制玩網上遊戲的時間。 知道兒童/青少年所玩的網上遊戲, 以及它們是否合適。 將電腦放置在家中的公共地方。

取材自 *Internet 101, Be Web Aware Site*。Media Awareness Network, 2006。



온라인에서 학생의 안전: 학부모를 위한 안내

학생들이 온라인에서 하는 일	장점	위험 요소	안전 전략
<p>1. 웹사이트 방문</p> <p>웹사이트는 글과 그림 그리고 종종 음향과 영상이 있는 페이지 또는 여러 페이지의 모음입니다. 많은 웹사이트에는 게임과 음악 그리고 소프트웨어를 다운로드하기 위한 링크가 있습니다.</p> <p>인터넷에는 2 백만에서 8 백만 개의 웹사이트가 있는 것으로 추정됩니다.</p>	<p>다음에 쉽게 접근할 수 있음:</p> <ul style="list-style-type: none"> 교육적 및 문화적 자원 전세계 각지의 최신 정보 게임, 음악 및 온라인 매거진 (e-zines) 	<p>다음과 같은 사이트에 쉽게 접속할 수 있음:</p> <ul style="list-style-type: none"> 포르노그래피를 비롯하여 성적으로 노골적인 사진과 영상 및 글이 있는 웹사이트 성 차별, 인종 차별, 증오, 마약, 사고, 불법 및 위험한 행위를 조장하는 웹사이트 폭력적인 게임 접속을 허용하는 웹사이트 	<p>인터넷 사용에 관한 가정 규칙을 만드십시오.</p> <ul style="list-style-type: none"> 학생들에게 방문해도 되는 사이트들에 대해 지도하십시오. 컴퓨터 사용을 지도 및 감독하십시오. 자녀의 인터넷 사용 시간을 제한하십시오. 필터링 및 블로킹 소프트웨어를 사용하십시오 (그러나 이에 전적으로 의존하지는 마십시오).
<p>2. 온라인 사고 사이트 사용하기</p> <p>많은 어린이와 틴에이지러들이 친구들과 연락하고 자신에 대한 정보를 게시하려고 온라인 사고 사이트에 자신의 프로필을 만들었습니다.</p>	<ul style="list-style-type: none"> 어린이/틴에이지러들이 친구들과 연결할 수 있는 기능 사진, 영상, 생각을 공유하는 기회 제공 	<ul style="list-style-type: none"> 모르는 사람들이 개인 정보를 웹사이트에 게시한 어린이/틴에이지러를 찾아 연락할 수 있음. 어린이와 틴에이지러들이 매우 개인적인 정보와 사진, 영상을 게시하여 아무나 볼 수 있음. 어린이와 틴에이지러들이 보다 쉽게 위협을 하거나, 속되고/수지스러운 메시지를 그리고 다른 사람의 사진과 영상을 게시할 수 있음. 	<ul style="list-style-type: none"> 귀하의 어린이/틴에이지러가 자신의 사이트에 어떤 정보를 게시하는지 확인하십시오. 어린이/틴에이지러는 게시하는 내용과 누구를 "친구"로 등록하는지에 대해 조심해야 합니다. 어린이/틴에이지러는 절대로 다른 사람들에게 대하여 악의적이거나 위협적인 내용을 게시하면 안됩니다.
<p>3. 이메일 주고 받기</p> <p>전자 메일 (이메일)은 온라인으로 편지를 주고 받는 방법입니다. 이메일은 전송 후 수신 이내에 받아볼 수 있습니다.</p>	<ul style="list-style-type: none"> 친구 및 가족들과 연락할 수 있으며, 멀리 떨어져도 가능함. 	<ul style="list-style-type: none"> 아동 성 도착자들이 어린이 및 틴에이지러들과 접촉하기 위해 온라인에서 활동함. 모르는 사람이 어린이에게 개인 정보를 알려주거나 직접 만나자고 설득하는 경우 실제로 신체적인 위협이 됨. 악의적이며 상처가 되거나 위협적인 메시지를 주고 받음. 	<ul style="list-style-type: none"> 귀하의 자녀/틴에이지러가 누구와 이메일을 주고 받는지 확인하십시오. 귀하의 자녀/틴에이지러의 이메일 주소와 암호를 알고 게시시오. 어린이/틴에이지러는 모르는 사람에게 온 이메일에 답장을 하면 안됩니다. 어린이/틴에이지러는 온라인에서 개인 정보를 노출하면 안됩니다. 어린이/틴에이지러가 기본이 언짢은 이메일을 받는 경우 반드시 부모에게 알려야 합니다.

Korean

학생들이 온라인에서 하는 일	장점	위험 요소	안전 전략
<p>4. 인스턴트 메시징 사용</p> <p>MSN 과 같은 인스턴트 메시징(IM)은 어린이와 티에이저들이 친구들과 인터넷을 통해 실시간으로 메시지를 주고 받는 ("채팅") 인기가 높은 방법입니다. 대화를 나눌 친구들의 목록을 만들고 모르는 사람이나 대화하고 싶지 않은 사람은 막을 수 있습니다.</p>	<ul style="list-style-type: none"> • 여러 친구들과 대화. • 멀리 떨어진 친구 및 가족과 연락. • 속제 및 학교 프로젝트 논의. 	<ul style="list-style-type: none"> • 모르는 사람들과 대화. 어떤 어린이/티에이저들은 직접 만나지 않은 많은 사람들까지 포함하는 대규모 대화 상대 목록이 있음. • 악의적, 위협적 또는 상처가 되는 메시지를 주고 받음. 자녀들이 직접 대면해서는 절대로 하지 않을 말들을 온라인에서는 더 자유롭게 말하는 경향이 있음. • 인스턴트 메시징에 사용하는 "개인 정보" 작성. 이 정보는 인터넷의 모든 사람들이 볼 수 있음. 	<ul style="list-style-type: none"> • 귀하의 어린이/티에이저의 대화 상대 목록을 함께 검토하십시오. 자녀들이 목록에 있는 모든 사람들을 알고 있어야 합니다. • 어린이/티에이저는 온라인으로 개인 정보를 작성해서는 안됩니다
<p>5. 채팅룸 방문</p> <p>인터넷에서 여러 사람과 동시에 실시간으로 대화를 나누는 곳. 채팅룸의 참가자들은 서로 모르는 관계인 경우가 매우 흔합니다. 채팅룸의 모든 사람은 다른 사람들이 쓰는 내용을 볼 수 있습니다. 신분을 밝히지 않고 사용하여 참가할 수 있습니다.</p>	<p>채팅룸은 유사한 관심사의 사람들을 만나는 곳이 될 수 있으나, 어린이들에게는 장점보다 위험 요소가 더 많음. 티에이저들은 감독이 되는 티에이저용 채팅룸만 사용해야 함.</p>	<ul style="list-style-type: none"> • 모르는 사람들과 대화하며 정보를 나눔. • 많은 어린이와 티에이저들이 "성인 전용" 채팅룸을 방문함. • 성적인 묘사에 노출. • 아동 성 도착자들이 어린이나 티에이저로 가장하여 어린이들이 사용하는 채팅룸에 들어감. • 개인 정보를 노출하여 모르는 사람이 전화를 하거나 직접 접촉할 수 있음. 	<ul style="list-style-type: none"> • 어린이의 채팅룸 방문을 금지하십시오. • 어린이/티에이저의 침실내 인터넷 사용을 금지하십시오. • 티에이저들은 감독이 되는 티에이저용 채팅룸만 사용해야 합니다 • 티에이저들은 개인 정보를 공개하면 안됩니다. • 티에이저들은 채팅룸의 공개 지역만 사용해야 합니다.
<p>6. 온라인 게임</p> <p>전 세계의 사람들과 실시간으로 게임을 할 수 있습니다. 참가자들이 신체적, 성품적 특징을 포함한 고유의 게임 캐릭터를 창조하는 게임이 많이 있습니다. 게임에 따라 오프라인에서 아는 사람들과 게임을 할 수도 있고, 온라인에서 만난 사람들과 할 수도 있습니다.</p>	<ul style="list-style-type: none"> • 게임 안에서 특정 목적을 달성하기 위해 다른 사람들과 소통하며 협력함. • 다른 사람들과 보다 친밀하게 느끼도록 하는데 도움이 될 수 있음. 	<ul style="list-style-type: none"> • 모르는 사람들과 대화하고 정보를 나눔. • 인터넷 중독 가능성 증가. • 온라인과 오프라인의 신분을 혼동하는 경우도 있음. • 성적 묘사나 폭력적인 내용에 노출. 	<ul style="list-style-type: none"> • 게임 시간을 제한하십시오. • 어린이/티에이저가 무슨 게임을 하는지, 그 게임들이 적절한지 확인하십시오. • 가정에서 컴퓨터를 모든 사람들이 볼 수 있는 곳에 설치하십시오.

Internet 101 By Wish Awana Shi, 에 니 차 조. Media Awareness Network, 2006.



Korean

ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਆਨਲਾਈਨ ਸੁਰੱਖਿਆ-ਮਾਪਿਆਂ ਲਈ ਜਾਣ-ਪਛਾਣ ਦੀ ਇਕ ਗਾਈਡ

ਵਿਦਿਆਰਥੀ ਆਨਲਾਈਨ ਕੀ ਕਰਦੇ ਹਨ	ਫਾਇਦੇ	ਖਤਰੇ	ਸੁਰੱਖਿਆ ਦੇ ਢੰਗ ਤਰੀਕੇ
<p>1. ਵੈਬਸਾਈਟਾਂ ਵੇਖਦੇ ਹਨ</p> <p>ਵੈਬਸਾਈਟ ਇਕ ਸਫਾ ਜਾਂ ਸਫਿਆਂ ਦਾ ਇਕੱਠ ਹੁੰਦਾ ਹੈ ਜਿਨ੍ਹਾਂ 'ਚ ਲਿਖਤਾਂ, ਤਸਵੀਰਾਂ ਅਤੇ ਅਕਸਰ ਆਵਾਜ਼ ਤੇ ਵੀਡੀਓ ਹੁੰਦੇ ਹਨ। ਕਈਆਂ 'ਚ ਗੋਮਾਂ, ਸੰਗੀਤ ਤੇ ਸਾਫਟਵੇਅਰ ਡਾਊਨਲੋਡ ਕਰਨ ਲਈ ਲਿੰਕ ਹੁੰਦੇ ਹਨ। ਇੰਟਰਨੈੱਟ ਉੱਪਰ ਅੰਦਾਜ਼ਨ 200 ਮਿਲੀਅਨ ਤੋਂ 800 ਮਿਲੀਅਨ ਤੱਕ ਵੈਬਸਾਈਟਾਂ ਹਨ।</p>	<p>ਸੌਖੀ ਪਹੁੰਚ:</p> <ul style="list-style-type: none"> ਵਿਦਿਆਰਥੀ ਤੇ ਸੱਭਿਆਚਾਰਕ ਸਰੋਤਾਂ ਤੱਕ ਦੁਨੀਆਂ ਦੇ ਕਿਸੇ ਵੀ ਥਾਂ ਤੋਂ ਤਾਜ਼ਾ ਜਾਣਕਾਰੀ ਤੱਕ ਗੋਮਾਂ, ਸੰਗੀਤ ਤੇ ਆਨਲਾਈਨ ਮੈਗਜ਼ੀਨਾਂ (ਈ-ਜ਼ੀਨਜ਼) ਤੱਕ 	<p>ਉਨ੍ਹਾਂ ਸਾਈਟਾਂ ਤੱਕ ਸੌਖੀ ਪਹੁੰਚ ਜਿਹੜੀਆਂ:</p> <ul style="list-style-type: none"> ਸੈਕਸ ਵਿਖਾਉਂਦੀਆਂ ਤਸਵੀਰਾਂ, ਵੀਡੀਓ ਅਤੇ ਲਿਖਤਾਂ, ਸਮੇਤ ਅਸਲੀਲ ਲਿਖਤਾਂ ਪੇਸ਼ ਕਰਦੀਆਂ ਹਨ ਲਿੰਗਵਾਦ, ਨਸਲਵਾਦ, ਨਫਰਤ, ਡਰੱਗ, ਧਰਮ ਮਾਰਗ, ਗੈਰ-ਕਾਨੂੰਨੀ ਤੇ ਖਤਰਨਾਕ ਸਰਗਰਮੀਆਂ ਨੂੰ ਬਦਾਵਾ ਦਿੰਦੀਆਂ ਹਨ। ਹਿੰਸਕ ਗੋਮਾਂ ਤੱਕ ਪਹੁੰਚ ਪ੍ਰਦਾਨ ਕਰਦੀਆਂ ਹਨ। 	<ul style="list-style-type: none"> ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਆਪਣੇ ਪਰਿਵਾਰ ਦੇ ਨਿਯਮ ਬਣਾਓ। ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਗੱਲ ਕਰੋ ਕਿ ਉਹ ਕਿਸ ਪ੍ਰਕਾਰ ਦੀਆਂ ਸਾਈਟਾਂ ਵੇਖ ਸਕਦੇ ਹਨ। ਕੰਪਿਊਟਰ ਦੀ ਵਰਤੋਂ 'ਤੇ ਨਿਗਰਾਨੀ ਤੇ ਨਿਗਾਹ ਰੱਖੋ। ਬੱਚੇ ਦਾ ਆਨਲਾਈਨ ਸਮਾਂ ਸੀਮਤ ਕਰੋ। ਫਿਲਟਰ ਕਰਨ ਤੇ ਬਲਾਕ ਕਰਨ/ਬੈਂਕਣ ਵਾਲੇ ਸਾਫਟਵੇਅਰ ਦੀ ਵਰਤੋਂ ਕਰੋ (ਪ੍ਰਿੰਤੂ ਪੂਰੀ ਤਰ੍ਹਾਂ ਇਨ੍ਹਾਂ ਉੱਪਰ ਹੀ ਨਿਰਭਰ ਨਾ ਹੋਵੇ)।
<p>2. ਸੋਸ਼ਲ ਨੈੱਟਵਰਕਿੰਗ ਸਾਈਟਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹਨ</p> <p>ਕਈ ਸਾਰੇ ਬੱਚਿਆਂ ਅਤੇ ਨਵਯੁਵਕਾਂ ਨੇ ਆਪਣੇ ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਨਾਲ ਜੁੜੇ ਰਹਿਣ ਅਤੇ ਆਪਣੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਇੰਟਰਨੈੱਟ 'ਤੇ ਪਾਉਣ 'ਚ ਮਦਦ ਕਰਨ ਲਈ ਸੋਸ਼ਲ ਨੈੱਟਵਰਕ ਸਾਈਟਾਂ 'ਤੇ ਆਪਣੇ ਨਿੱਜੀ ਪ੍ਰੋਫਾਈਲ ਬਣਾਏ ਹੋਏ ਹਨ।</p>	<ul style="list-style-type: none"> ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਨੂੰ ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਨਾਲ ਜੁੜੇ ਰਹਿਣ ਦੀ ਯੋਗਤਾ ਦਿੰਦਾ ਹੈ। ਤਸਵੀਰਾਂ, ਵੀਡੀਓ ਅਤੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨ ਦਾ ਸੌਕਾ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹੈ। 	<ul style="list-style-type: none"> ਅਜਨਬੀ ਲੋਕ ਉਨ੍ਹਾਂ ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਨੂੰ ਲੱਭ ਸਕਦੇ ਤੇ ਸੰਪਰਕ ਕਰ ਸਕਦੇ ਹਨ ਜਿਨ੍ਹਾਂ ਨੇ ਆਪਣੇ ਸਾਈਟਾਂ 'ਤੇ ਆਪਣੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਪਾਈ ਹੋਈ ਹੈ। ਬੱਚੇ ਅਤੇ ਨਵਯੁਵਕ ਬਹੁਤ ਹੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ, ਤਸਵੀਰਾਂ ਅਤੇ ਵੀਡੀਓ ਸਾਈਟਾਂ 'ਤੇ ਪਾ ਸਕਦੇ ਹਨ ਜਿਹੜੀਆਂ ਕਿਸੇ ਵੀ ਹੋਰ ਦੁਆਰਾ ਵੇਖੀਆਂ ਜਾ ਸਕਦੀਆਂ ਹਨ। ਭੱਚੇ ਅਤੇ ਨਵਯੁਵਕ ਵਧੇਰੇ ਸੌਖੀ ਤਰ੍ਹਾਂ ਧਮਕੀਆਂ ਦੇ ਸਕਦੇ ਅਤੇ ਹੋਰਨਾਂ ਬਾਰੇ ਘਟੀਆ/ਪਰਿਸ਼ਾਨ ਕਰਨ ਵਾਲੇ ਸੁਨੇਚੇ, ਤਸਵੀਰਾਂ ਅਤੇ ਵੀਡੀਓ ਸਾਈਟਾਂ 'ਤੇ ਪਾ ਸਕਦੇ ਹਨ। 	<ul style="list-style-type: none"> ਇਹ ਪਤਾ ਰੱਖੋ ਕਿ ਤੁਹਾਡਾ ਬੱਚਾ/ਨਵਯੁਵਕ ਆਪਣੇ ਸਾਈਟਾਂ 'ਤੇ ਕੀ ਪਾ ਰਿਹਾ ਹੈ। ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਨੂੰ ਜ਼ਰੂਰ ਧਿਆਨ 'ਚ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ ਕਿ ਉਹ ਸਾਈਟ 'ਤੇ ਕੀ ਪਾਉਂਦੇ ਹਨ ਅਤੇ ਕਿਨ੍ਹਾਂ ਨੂੰ ਆਪਣੇ "ਦੋਸਤਾਂ" ਵਜੋਂ ਮਨਜ਼ੂਰ ਕਰਦੇ ਹਨ। ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਨੂੰ ਬਿਲਕੁਲ ਕਦੇ ਵੀ ਦੂਜਿਆਂ ਬਾਰੇ ਕੋਈ ਘਟੀਆ ਜਾਂ ਧਮਕੀ ਭਰਪੂਰ ਚੀਜ਼ ਨਹੀਂ ਪਾਉਣੀ ਚਾਹੀਦੀ।
<p>3. ਈ-ਮੇਲਾਂ ਭੇਜਦੇ ਤੇ ਪ੍ਰਾਪਤ ਕਰਦੇ ਹਨ</p> <p>ਇਲੈਕਟ੍ਰਾਨਿਕ ਮੇਲ (ਈ-ਮੇਲ) ਰਾਹੀਂ ਇਕ ਦੂਜੇ ਨੂੰ ਆਨਲਾਈਨ ਸੁਨੇਚੇ ਲਿਖ ਸਕਦੇ ਹਨ। ਈ-ਮੇਲਾਂ ਭੇਜੇ ਜਾਣ ਤੋਂ ਮਿੱਟਾਂ ਦੇ ਅੰਦਰ ਅੰਦਰ ਹੀ ਪ੍ਰਾਪਤ ਹੋ ਜਾਂਦੀਆਂ ਹਨ।</p>	<ul style="list-style-type: none"> ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਤੇ ਪਰਿਵਾਰ ਨਾਲ ਸੰਪਰਕ ਰੱਖਿਆ ਜਾ ਸਕਦਾ ਹੈ ਭਾਵੇਂ ਉਹ ਦੂਰ ਦੁਰਾਡੇ ਵੀ ਬੈਠੇ ਹੋਣ। 	<ul style="list-style-type: none"> ਬੱਚਿਆਂ ਨਾਲ ਸੈਕਸ ਅਪਰਾਧ ਕਰਨ ਵਾਲੇ ਬੱਚਿਆਂ ਅਤੇ ਨਵਯੁਵਕਾਂ ਨਾਲ ਸੰਪਰਕ ਬਣਾਉਣ ਦੀਆਂ ਆਨਲਾਈਨ ਕੋਸ਼ਿਸ਼ਾਂ ਕਰਦੇ ਰਹਿੰਦੇ ਹਨ। ਉਦੋਂ ਅਸਲੀ ਸਰੀਰਕ ਖਤਰਾ ਹੁੰਦਾ ਹੈ ਜਦੋਂ ਕੋਈ ਅਜਨਬੀ ਬੱਚੇ ਨੂੰ ਆਪਣੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਦੇਣ ਲਈ ਜਾਂ ਆਹਮ-ਸਾਹਮਣੇ ਮਿਲਣ ਲਈ ਆਪਣੇ ਮਗਰ ਲਾ ਲੈਂਦਾ ਹੈ। ਘਟੀਆਂ, ਦੁਖੀ ਕਰਨ ਵਾਲੇ ਜਾਂ ਧਮਕੀਆਂ ਭਰਪੂਰ ਸੁਨੇਚੇ ਭੇਜਦੇ ਜਾਂ ਪ੍ਰਾਪਤ ਕਰਨੇ। 	<ul style="list-style-type: none"> ਪਤਾ ਰੱਖੋ ਕਿ ਤੁਹਾਡਾ ਬੱਚਾ/ਨਵਯੁਵਕ ਕਿਸ ਨੂੰ ਈ-ਮੇਲਾਂ ਭੇਜਦਾ ਹੈ। ਆਪਣੇ ਬੱਚੇ/ਨਵਯੁਵਕ ਦੇ ਸਾਰੇ ਈ-ਮੇਲ ਐਡਰੈੱਸ ਅਤੇ ਪਾਸਵਰਡਾਂ ਦਾ ਪਤਾ ਰੱਖੋ। ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਨੂੰ ਅਜਨਬੀਆਂ ਵੱਲੋਂ ਭੇਜੀਆਂ ਈ-ਮੇਲਾਂ ਦਾ ਜਵਾਬ ਬਿਲਕੁਲ ਨਹੀਂ ਦੇਣਾ ਚਾਹੀਦਾ। ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਨੂੰ ਆਪਣੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਆਨਲਾਈਨ ਬਿਲਕੁਲ ਨਹੀਂ ਦੇਣੀ ਚਾਹੀਦੀ। ਪ੍ਰਾਪਤ ਕਰਦੇ ਹਨ ਜਿਹੜੀ ਉਨ੍ਹਾਂ ਨੂੰ ਬੇਚੈਨ

ਵਿਦਿਆਰਥੀ ਆਨਲਾਈਨ ਕੀ ਕਰਦੇ ਹਨ	ਫਾਇਦੇ	ਖਤਰੇ	ਸੁਰੱਖਿਆ ਦੇ ਢੰਗ ਤਰੀਕੇ
<p>4. ਇੰਟਰਨੈੱਟ ਮੈਸੇਜਿੰਗ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹਨ</p> <p>ਇੰਟਰਨੈੱਟ ਮੈਸੇਜਿੰਗ (ਆਈ ਐੱਮ), ਜਿਵੇਂ ਐੱਮ ਐੱਸ ਐੱਨ ਬੱਚਿਆਂ ਅਤੇ ਨਵਯੁਵਕਾਂ ਦਾ ਆਪਣੇ ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਨੂੰ ਉਸੇ ਸਮੇਂ 'ਚ ਇੰਟਰਨੈੱਟ ਰਾਹੀਂ ਸੁਨੇਹੇ ਭੇਜਣ ਤੇ ਲੈਣ (ਚੈਟ) ਦਾ ਇੱਕ ਪ੍ਰਚਲਤ ਢੰਗ ਹੈ। ਉਹ ਆਪਣੇ ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਦੀਆਂ, ਉਨ੍ਹਾਂ ਨਾਲ ਚੈਟ/ਗੱਲਾਂ ਕਰਨ ਲਈ ਸੂਚੀਆਂ ਬਣਾਉਂਦੇ ਹਨ ਅਤੇ ਉਹ ਜਿੰਨ੍ਹਾਂ ਨੂੰ ਨਹੀਂ ਜਾਣਦੇ ਜਾਂ ਜਿੰਨ੍ਹਾਂ ਨਾਲ ਸੰਪਰਕ ਨਹੀਂ ਚਾਹੁੰਦੇ, ਉਨ੍ਹਾਂ ਲੋਕਾਂ 'ਤੇ ਹੱਕ ਲਗਾ ਸਕਦੇ ਹਨ।</p>	<ul style="list-style-type: none"> ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਦੇ ਗੁਰੱਪਾਂ ਨਾਲ ਸੰਪਰਕ ਰੱਖਣਾ। ਦੋਸਤ ਮਿੱਤਰ ਅਤੇ ਪਰਿਵਾਰ ਨਾਲ ਸੰਪਰਕ ਰੱਖਣਾ ਜਿਹੜੇ ਦੂਰ ਦੂਰਭੇ ਬੈਠੇ ਹੁੰਦੇ ਹਨ। ਹੋਮਵਰਕ ਅਤੇ ਸਕੂਲ ਪ੍ਰਜੈਕਟਾਂ ਬਾਰੇ ਗੱਲਬਾਤ ਕਰਨਾ। 	<ul style="list-style-type: none"> ਅਜਨਬੀਆਂ ਨਾਲ ਗੱਲਾਂ ਕਰਨਾ। ਕੁਝ ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਕੋਲ ਲੰਮੀਆਂ ਸੰਪਰਕ ਲਿਸਟਾਂ ਹੁੰਦੀਆਂ ਹਨ, ਜਿੰਨ੍ਹਾਂ 'ਚ ਕਈ ਲੋਕ ਉਹ ਹੁੰਦੇ ਹਨ ਜਿੰਨ੍ਹਾਂ ਨੂੰ ਉਹ ਆਹਮੋ-ਸਾਹਮਣੇ ਨਹੀਂ ਮਿਲੇ ਹੋਏ ਹੁੰਦੇ। ਅਜਿਹੇ ਸੁਨੇਹੇ ਭੇਜਣੇ ਅਤੇ ਪ੍ਰਾਪਤ ਕਰਨੇ ਜਿਹੜੇ ਘੁਟੀਆ, ਡਰਾਉਣੇ ਜਾਂ ਦੁਖੀ ਕਰਨ ਵਾਲੇ ਹੁੰਦੇ ਹਨ। ਬੱਚੇ ਆਨਲਾਈਨ ਅਜਿਹੀਆਂ ਗੱਲਾਂ ਕਹਿਣ ਲਈ ਵਧੇਰੇ ਆਜ਼ਾਦੀ ਮਹਿਸੂਸ ਕਰਦੇ ਹਨ ਜਿਹੜੀਆਂ ਉਹ ਆਹਮੋ ਸਾਹਮਣੇ ਕਦੀ ਨਹੀਂ ਕਹਿਣਗੇ। ਆਪਣੇ ਆਈ ਐੱਮ ਲਈ "ਨਿੱਜੀ ਪ੍ਰੋਫਾਈਲ" ਭਰਨਾ। ਇਹ ਇੰਟਰਨੈੱਟ 'ਤੇ ਹਰ ਕਿਸੇ ਲਈ ਉਪਲਬਧ ਹੁੰਦਾ ਹੈ। 	<p>ਕਰਦੀ ਹੈ ਤਾਂ ਉਨ੍ਹਾਂ ਨੂੰ ਉਸ ਬਾਰੇ ਜ਼ਰੂਰ ਤੁਹਾਨੂੰ ਦੱਸਣਾ ਚਾਹੀਦਾ ਹੈ।</p> <ul style="list-style-type: none"> ਆਪਣੇ ਬੱਚੇ/ਨਵਯੁਵਕ ਦੀ, ਉਸਦੇ ਨਾਲ ਬੈਠਕੇ, ਸੰਪਰਕ ਸੂਚੀ ਦੀ ਪੜਚੋਲ ਕਰੋ। ਜਿਹੜਾ ਕੋਈ ਵੀ ਸੂਚੀ 'ਚ ਹੈ, ਉਹ ਉਸਨੂੰ ਜਾਣਦੇ ਹੋਏ ਚਾਹੀਦੇ ਹਨ। ਬੱਚਿਆਂ/ਨਵਯੁਵਕਾਂ ਨੂੰ ਕਦੇ ਵੀ ਆਪਣਾ ਨਿੱਜੀ ਪ੍ਰੋਫਾਈਲ ਆਨਲਾਈਨ ਨਹੀਂ ਭਰਨਾ ਚਾਹੀਦਾ।
<p>5. ਚੈਟ ਰੂਮਾਂ 'ਚ ਜਾਂਦੇ ਹਨ</p> <p>ਇੰਟਰਨੈੱਟ 'ਤੇ ਨਾਲੇ ਨਾਲ ਅਸਲ ਸਮੇਂ ਕਈ ਲੋਕਾਂ ਨਾਲ ਇਕੱਠਿਆਂ ਲਿਖਤੀ ਗੱਲਬਾਤ ਕਰਨ ਦੀਆਂ ਥਾਵਾਂ ਹਨ। ਬਹੁਤੀ ਵਾਰੀ ਚੈਟ ਰੂਮਾਂ 'ਚ ਇੱਕ ਦੂਜੇ ਲਈ ਅਜਨਬੀ ਹੁੰਦੇ ਹਨ। ਚੈਟ ਰੂਮਾਂ 'ਚ ਲੋਕ ਇੱਕ ਦੂਜੇ ਲਈ ਅਜਨਬੀ ਹੁੰਦੇ ਹਨ। ਚੈਟ ਰੂਮਾਂ 'ਚ ਹਰ ਕੋਈ ਵੇਖ ਸਕਦਾ ਹੈ ਕਿ ਹੋਰਾਂ ਦੂਸਰਿਆਂ ਨੇ ਉਥੇ ਕੀ ਲਿਖਿਆ ਹੈ। ਕੋਈ ਵਿਅਕਤੀ ਆਪਣਾ ਨਾਂ ਗੁਪਤ ਰੱਖਣ ਵੀ ਚਾਹ ਸਕਦਾ ਹੈ।</p>	<p>ਭਾਵੇਂ ਕਿ ਚੈਟ ਰੂਮ ਇੱਕੋ ਜਿਹੀਆਂ ਦਿਲਚਸਪੀਆਂ ਵਾਲੇ ਲੋਕਾਂ ਨੂੰ ਮਿਲਣ ਦੀ ਥਾਵਾਂ ਹੋ ਸਕਦੀਆਂ ਹਨ, ਪ੍ਰੰਤੂ ਬੱਚਿਆਂ ਲਈ ਇੰਨ੍ਹਾਂ ਦੇ ਫਾਇਦਿਆਂ ਨਾਲੋਂ ਖਤਰੇ ਵਧੇਰੇ ਜਨ। ਨਵਯੁਵਕਾਂ ਨੂੰ ਕੇਵਲ ਨਿਗਰਾਨੀ ਵਾਲੇ ਚੈਟ ਰੂਮਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।</p>	<ul style="list-style-type: none"> ਅਜਨਬੀਆਂ ਨਾਲ ਗੱਲਾਂ ਕਰਨੀਆਂ ਤੇ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕਰਨੀ। ਕਈ ਸਾਰੇ ਬੱਚੇ ਅਤੇ ਨਵਯੁਵਕ "ਕੇਵਲ ਬਾਲਗਾਂ ਲਈ" ਵਾਲੇ ਚੈਟ ਰੂਮ ਵੇਖਦੇ ਹਨ। ਸੈਕਸ ਸਬੰਧੀ ਤਸਵੀਰਾਂ, ਭਾਸ਼ਾ ਵੇਖ ਸਕਣਾ। ਬੱਚਿਆਂ ਨਾਲ ਸੈਕਸ ਦੇ ਅਪਰਾਧੀ ਬੱਚੇ ਜਾਂ ਨਵਯੁਵਕ ਬਣਕੇ ਬੱਚਿਆਂ ਵਾਲੇ ਚੈਟ ਰੂਮਾਂ 'ਚ ਜਾਂਦੇ ਹਨ। ਵਿਅਕਤੀਗਤ ਜਾਂ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕਰਨਾ, ਜਿਹੜੀ ਕਿਸੇ ਨੂੰ ਵੀ ਉਨ੍ਹਾਂ ਨਾਲ ਫੋਨ ਰਾਹੀਂ ਜਾਂ ਆਹਮੋ ਸਾਹਮਣੇ ਸੰਪਰਕ ਕਰਨ ਤੱਕ ਪੁਚਾ ਸਕਦੀ ਹੈ। 	<ul style="list-style-type: none"> ਬੱਚਿਆਂ ਨੂੰ ਚੈਟ ਰੂਮਾਂ ਨੂੰ ਵੇਖਣ ਦੀ ਇਜਾਜ਼ਤ ਨਾ ਦਿਉ। ਇੰਟਰਨੈੱਟ ਬੱਚੇ/ਨਵਯੁਵਕ ਦੇ ਬੈਂਡਰੂਮ ਤੋਂ ਬਾਹਰ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ। ਨਵਯੁਵਕਾਂ ਨੂੰ ਬਿਲਕੁਲ ਕੇਵਲ ਨਿਗਰਾਨੀ ਵਾਲੇ ਚੈਟ ਰੂਮਾਂ ਦੀ ਵਰਤੋਂ ਹੀ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ। ਨਵਯੁਵਕਾਂ ਨੂੰ ਆਪਣੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਬਿਲਕੁਲ ਨਹੀਂ ਦੱਸਣੀ ਚਾਹੀਦੀ। ਨਵਯੁਵਕਾਂ ਨੂੰ ਬਿਲਕੁਲ ਚੈਟ ਰੂਮ ਦੇ ਪਬਲਿਕ ਏਰੀਏ ਤੱਕ ਹੀ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ।
<p>6. ਆਨਲਾਈਨ ਗੇਮਾਂ</p> <p>ਖੇਡਣ ਵਾਲੇ ਉਸੇ ਸਮੇਂ 'ਚ ਦੁਨੀਆਂ ਭਰ 'ਚੋਂ ਲੋਕਾਂ ਨਾਲ ਗੇਮਾਂ ਖੇਡ ਸਕਦੇ ਹਨ। ਕਈ ਗੇਮਾਂ ਹਨ ਜਿਨ੍ਹਾਂ 'ਚ ਖੇਡਣ ਵਾਲੇ ਆਪਣੇ ਆਪਣੇ ਵਿਅਕਤੀਗਤ ਪਾਤਰ, ਸਮੇਤ ਸਰੀਰਕ ਤੇ ਆਚਰਣਕ ਲੱਛਣਾਂ ਦੇ, ਸਿਰਜ ਸਕਦੇ ਹਨ। ਗੇਮ ਗੇਮ ਦੇ ਅਨੁਸਾਰ, ਲੋਕ ਜਿੰਨ੍ਹਾਂ ਲੋਕਾਂ ਨੂੰ ਜਾਣਦੇ ਹੋਣ ਉਨ੍ਹਾਂ ਨਾਲ ਆਫਲਾਈਨ ਵੀ ਖੇਡ ਸਕਦੇ ਹਨ ਜਾਂ ਉਨ੍ਹਾਂ ਨਾਲ ਵੀ ਖੇਡ ਸਕਦੇ ਹਨ ਜਿੰਨ੍ਹਾਂ ਨੂੰ ਉਹ ਆਨਲਾਈਨ ਮਿਲੇ ਹੋਏ ਹਨ।</p>	<ul style="list-style-type: none"> ਗੇਮ 'ਚ ਕਿਸੇ ਖਾਸ ਨਿਸ਼ਾਨੇ ਤੱਕ ਪੁੱਜਣ ਲਈ ਦੂਜਿਆਂ ਨਾਲ ਸੰਪਰਕ ਅਤੇ ਸਹਿਯੋਗ ਕਰਦੇ ਹਨ। ਲੋਕਾਂ ਨੂੰ ਹੋਰਨਾਂ ਨਾਲ ਵਧੇਰੇ ਜੁੜੇ ਹੋਏ ਮਹਿਸੂਸ ਕਰਨ 'ਚ ਮਦਦ ਕਰ ਸਕਦੇ ਹਨ। 	<ul style="list-style-type: none"> ਅਜਨਬੀਆਂ ਨਾਲ ਗੱਲਾਂ ਕਰਨੀਆਂ ਅਤੇ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕਰਨਾ। ਇੰਟਰਨੈੱਟ ਦੇ ਆਦੀ ਹੋ ਜਾਣ ਦੇ ਮੌਕੇ ਵਧ ਸਕਦੇ ਹਨ। ਕੁਝ ਜਦੋਂ ਆਪਣੇ ਆਨਲਾਈਨ ਸਵੈ ਅਤੇ ਆਫਲਾਈਨ ਸਵੈ ਦਾ ਭੁਲੇਖਾ ਖਾ ਸਕਦੇ ਹਨ। ਸੈਕਸ ਸਬੰਧੀ ਤਸਵੀਰਾਂ ਜਾਂ ਹਿੰਸਕ ਸਮੱਗਰੀ ਵੇਖਣ ਸਕਣਾ। 	<ul style="list-style-type: none"> ਗੇਮਾਂ ਖੇਡਣ 'ਚ ਬੀਤਦੇ ਸਮੇਂ ਨੂੰ ਸੀਮਤ ਕਰ ਦਿਉ। ਇਹ ਪਤਾ ਰੱਖੋ ਕਿ ਬੱਚੇ/ਨਵਯੁਵਕ ਕਿਹੜੀਆਂ ਗੇਮਾਂ ਖੇਡ ਰਿਹਾ ਹੈ ਅਤੇ ਕੀ ਉਹ ਉਸ ਲਈ ਖੁਕਵੀਆਂ ਹਨ। ਕੰਪਿਊਟਰ ਆਪਣੇ ਘਰ ਦੇ ਪਬਲਿਕ ਏਰੀਏ 'ਚ ਰੱਖੋ।

ਆਪਣੀਆਂ ਗਿਆਂ। Media Awareness Network, 2006.



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La seguridad para los estudiantes en Línea: Una guía preliminar para los padres

Qué hacen los estudiantes en línea	Beneficios	Riesgos	Estrategias para la seguridad
<p>1. Visitar sitios en la Web</p> <p>Un sitio en la Web es una página o colección de páginas que contienen texto, imágenes, y, a menudo, sonido y video. Muchos tienen enlaces para descargar juegos, música y software.</p> <p>Se estima que en el Internet se encuentran entre 200 millones a 800 millones de sitios en la Web.</p>	<p>Fácil acceso a:</p> <ul style="list-style-type: none"> recursos educativos y culturales información al día sobre cualquier lugar del mundo juegos, música, y revistas electrónicas (e-zines) 	<p>Acceso fácil a sitios que:</p> <ul style="list-style-type: none"> tienen imágenes, videos y textos sexualmente explícitos, incluyendo pornografía fomentan el sexismo, el racismo, el odio, las drogas, los cultos, las actividades ilícitas y peligrosas permiten el acceso a juegos violentos 	<ul style="list-style-type: none"> Crear reglas de familia para el uso del Internet. Hablar con los estudiantes sobre los tipos de sitios que pueden visitar. Supervisar y controlar el uso de la computadora. Limitar el tiempo en línea del niño. Usar software para filtrar y bloquear (pero no confíe completamente en el software).
<p>2. Usar sitios para relaciones sociales</p> <p>Muchos niños y adolescentes han creado sus propios perfiles en sitios para relaciones sociales para mantener la comunicación con amigos y para poner información sobre ellos mismos.</p>	<ul style="list-style-type: none"> Otorga a los niños/adolescentes la capacidad de mantener la comunicación con amigos Proporciona la oportunidad de compartir fotografías, videos y pensamientos 	<ul style="list-style-type: none"> Los desconocidos pueden localizar y hacer contacto con los niños/adolescentes quienes tienen información personal en sus sitios. Los niños y adolescentes pueden poner información muy personal, fotografías y videos que pueden ser vistos por cualquiera. Los niños y adolescentes pueden hacer amenazas con mayor facilidad y poner mensajes, fotografías y videos de otros que sean maliciosos o vergonzosos. 	<ul style="list-style-type: none"> Saber lo que su niño/adolescente está poniendo en su sitio. Los niños/adolescentes deben tener cuidado con lo que ponen y a quienes aceptan como "amigos". Los niños/adolescentes nunca deben poner cosas que sean mezquinas o amenazantes sobre otra persona.
<p>3. Enviar y recibir correo electrónico (E-mail)</p> <p>El correo electrónico (e-mail) permite a las personas escribirse con otras en línea. Los correos electrónicos se reciben a los minutos de haber sido enviados.</p>	<ul style="list-style-type: none"> Puede mantenerse en contacto con los amigos y la familia, aún si están lejos. 	<ul style="list-style-type: none"> Los pedófilos están en línea tratando de entablar contacto con los niños y adolescentes. Existe peligro físico real si un desconocido persuade a un niño a que entregue su información personal o se encuentren en persona. Enviando y recibiendo mensajes mezquinos, hirientes o amenazantes. 	<ul style="list-style-type: none"> Saber con quiénes su niño/adolescente se envía correos electrónicos. Conocer todas las direcciones electrónicas y contraseñas de su niño/adolescente. Los niños/adolescentes no deben responder los correos electrónicos de desconocidos. Los niños/adolescentes no deben proporcionar su información personal en línea. Los niños/adolescentes deben decir

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Aware Site. Media Awareness Network, 2006.

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Vietnamese

La seguridad para los estudiantes en Línea: Una guía preliminar para los padres

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Media Awareness Network, 2006.

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Our Family's Internet Safety Plan

Our Family's Internet Safety Plan

1. What are some general changes I will make as a parent re: my child's/teen's Internet use?

2. When using MSN messaging (Instant Messaging), I expect my child/teen to:

What I need to do:

3. When building a website or profile about themselves on a social networking site (such as Facebook, MySpace, etc.), I expect my child/teen to:

What I need to do:

4. When using email, I expect my children to:

What I need to do:

5. When my child/teen surfs the web, I expect that he/she will:

What I need to do:

6. If I am concerned about my child's Internet use, I will:

7. If my child tells me about something concerning that is happening online, I will:

Chinese

家庭的網上安全計劃

1. 作為一名家長，我應該就我的小孩／青少年上網使用情況，大致作出甚麼改變？

2. 在使用即時傳訊 (MSN) 時，我預期我的小孩／青少年會：

我需要做的事情：

3. 在社交網絡上 (如 Facebook 或 MySpace 等) 設立關於他們自己的網頁或資料檔案時，我預期我的小孩／青少年會：

我需要做的事情：

4. 在使用電郵時，我預期我的小孩／青少年會：

我需要做的事情：

5. 我預期我的小孩／青少年在上網時會：

我需要做的事情：

6. 若我關注我的小孩如何使用互聯網，我會：

7. 當我的小孩告訴我網上發生了一些我關注的事情，我會：

Korean

우리 가족의 인터넷 안전 계획

1. 내 자녀/틴 에이저의 인터넷 사용에 관하여 내가 전반적으로 바꾸어야 할 것에는 무엇이 있는가?

2. 나의 자녀/틴 에이저가 MSN 메시징 (인스턴트 메시징)을 사용할 때 주의해야 할 것:

내가 할 일:

3. 나의 자녀/틴 에이저가 자신에 대한 웹사이트나 (Facebook 이나 MySpace 등과 같은) 온라인 사교 사이트에 프로필을 만들 때 주의해야 할 것:

내가 할 일:

4. 나의 자녀/틴 에이저가 이메일을 사용할 때 주의해야 할 것:

내가 할 일:

5. 나의 자녀/틴 에이저가 웹 서핑을 할 때 주의해야 할 것:

내가 할 일:

6. 자녀의 인터넷 사용에 대한 우려 사항이 있을 때 나는 이렇게 할 것이다:

7. 나의 자녀가 온라인에서 발생한 우려할 만한 사건에 대해 이야기 한다면 나는 이렇게 할 것이다:

Punjabi

ਸਾਡੇ ਪਰਿਵਾਰ ਦੀ ਇੰਟਰਨੈੱਟ ਸੁਰੱਖਿਆ ਯੋਜਨਾ

1. ਉਹ ਕਿਹੜੀਆਂ ਕੁਝ ਆਮ ਤਬਦੀਲੀਆਂ ਹਨ ਜਿਹੜੀਆਂ ਇਕ ਮਾਪੇ ਵਜੋਂ ਮੈਂ ਕਰਾਂਗਾ/ਕਰਾਂਗੀ ਹਵਾਲਾ: ਮੇਰੇ ਬੱਚੇ/ਨਵਯੁਵਕ ਦੀ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਬਾਰੇ?

2. ਜਦੋਂ ਐੱਮ ਐੱਸ ਐੱਨ ਸੁਨੇਹਿਆਂ (ਇੰਸਟੈਂਟ ਮੈਸੇਜਿੰਗ) ਦੀ ਵਰਤੋਂ ਕਰ ਰਹੇ ਹੋਣ, ਮੈਂ ਆਪਣੇ ਬੱਚੇ/ਨਵਯੁਵਕਾਂ ਕੋਲੋਂ ਆਸ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ:

ਮੈਨੂੰ ਕੀ ਕਰਨ ਦੀ ਲੋੜ ਹੈ:

3. ਜਦੋਂ ਕਿਸੇ ਸੋਸ਼ਲ ਨੈੱਟਵਰਕਿੰਗ ਸਾਈਟ (ਜਿਵੇਂ ਕਿ Facebook, MySpace, ਆਦਿ) 'ਤੇ ਆਪਣੇ ਬਾਰੇ ਕੋਈ ਵੈੱਬਸਾਈਟ ਜਾਂ ਪ੍ਰੋਫਾਈਲ ਬਣਾ ਰਹੇ ਹੋਣ, ਮੈਂ ਆਪਣੇ ਬੱਚੇ/ਨਵਯੁਵਕ ਕੋਲੋਂ ਆਸ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ:

ਮੈਨੂੰ ਕੀ ਕਰਨ ਦੀ ਲੋੜ ਹੈ:

4. ਜਦੋਂ ਈ-ਮੇਲ ਦੀ ਵਰਤੋਂ ਕਰ ਰਹੇ ਹੋਣ, ਮੈਂ ਆਪਣੇ ਬੱਚੇ/ਨਵਯੁਵਕ ਕੋਲੋਂ ਆਸ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ:

ਮੈਨੂੰ ਕੀ ਕਰਨ ਦੀ ਲੋੜ ਹੈ:

5. ਜਦੋਂ ਮੇਰਾ ਬੱਚਾ/ਨਵਯੁਵਕ ਕੋਈ ਵੈੱਬਸਾਈਟ ਫਰੋਲਦਾ ਹੈ, ਮੈਂ ਆਸ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ ਕਿ ਉਹ ਕਰੇਗਾ/ਕਰੇਗੀ:

ਮੈਨੂੰ ਕੀ ਕਰਨ ਦੀ ਲੋੜ ਹੈ:

6. ਜੇਕਰ ਮੈਂ ਆਪਣੇ ਬੱਚੇ ਦੀ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਫਿਕਰਮੰਦ ਹੋਵਾਂ ਤਾਂ ਮੈਂ:

7. ਜੇਕਰ ਮੇਰਾ ਬੱਚਾ ਦੱਸਦਾ ਹੈ ਕਿ ਇੰਟਰਨੈੱਟ ਉੱਪਰ ਆਨਲਾਈਨ ਕੁਝ ਫਿਕਰ ਕਰਨ ਯੋਗ ਵਾਪਰ ਰਿਹਾ ਹੈ ਤਾਂ ਮੈਂ:

Spanish

NUESTRO PLAN FAMILIAR PARA LA SEGURIDAD CON EL INTERNET

1. ¿Qué cambios generales haré como padre con relación al uso del Internet por mi niño/adolescente?

2. Cuando mi niño/adolescente esté utilizando la mensajería MSN (mensajería instantánea), yo espero que:

Qué debo hacer:

3. Cuando estén construyendo un sitio Web o perfiles sobre ellos mismos en una página sobre relaciones sociales (como Facebook, MySpace, etc.), yo espero que mi niño/adolescente:

Qué debo hacer:

4. Cuando esté utilizando el correo electrónico, yo espero que mis niños:

Qué debo hacer:

5. Cuando mi niño/adolescente navega por la Web, yo espero que él/ella:

Qué debo hacer:

6. Si estoy preocupado por el uso de Internet de mi niño, debo:

7. Si mi niño me dice algo relacionado con lo que ocurre en Internet, debo:

Vietnamese

KẾ HOẠCH AN TOÀN TRÊN MẠNG INTERNET CỦA GIA ĐÌNH CHÚNG TÔI

1. Một vài thay đổi chung về việc sử dụng mạng Internet mà tôi với vai trò là một phụ huynh sẽ thực hiện là:

2. Khi dùng nhắn tin MSN messaging (nhắn tin tức khắc), tôi muốn con em tôi sẽ:

Việc tôi cần phải làm là:

3. Khi con em tôi lập một trang mạng hoặc giới thiệu về bản thân chúng trên một mạng xã giao (chẳng hạn như Facebook, MySpace, v.v...), tôi muốn chúng sẽ:

Việc tôi cần phải làm là:

4. Khi dùng thư điện tử (e-mail), tôi muốn con em tôi sẽ:

Việc tôi cần phải làm là:

5. Khi con em tôi lướt các trang mạng, tôi muốn là chúng sẽ:

Việc tôi cần phải làm là:

6. Nếu tôi quan ngại về việc sử dụng Internet của con em tôi, tôi sẽ:

7. Nếu con em tôi cho tôi biết về điều gì đáng quan ngại trên mạng, tôi sẽ:

Internet News-bytes

Internet News-bytes

The following are brief news-bytes that you might want to include in a school newsletter.

Websites are great places for gaining current information and learning about the world. Be sure your child is not visiting websites that contain sexual content, violence, or that promote hatred. Create family rules about Internet use and make sure you know what kind of information your kids are looking at.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

These days, children are able to exercise their creativity by making beautiful web pages about themselves and their interests. To keep your child safe from online predators, ensure that they are not posting personal information that can lead strangers to contacting them. Talk to your kids about what they are posting.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

Email is an amazing tool for communicating with friends and family and for exchanging information for school projects. To keep your child safe from strangers and Internet viruses, make sure they do not respond to or open emails from people they do not know.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

Just like the phone, Instant Messaging (or MSN) is very popular for communicating with friends and discussing homework and school projects. Just as you would make sure you knew who your child was going out with; make sure you know who your child is talking to on the Internet by reviewing their buddy list with them.

Visit <http://www.wiredsafety.org/parent.html>
or www.bewebaware.ca

Chinese

視頻網路上的點點滴滴

1

如果想認識世事和尋找日常生活的資料上網是一個好辦法. 可是家長要留意孩子所看的內容是否含有色情、暴力或帶有鼓舞憎恨的網站.

家長可以規定上網的規矩. 同時家長更要清楚孩子上網所資訊的內容.

請看: <http://www.wiredsafety.org/parent.html> 或 www.bewebaware.ca

2

現在的學生可以創造有關自己個人興趣的美麗網址. 爲了預防孩子網上被壞人所欺騙, 家長可以跟孩子討論把個人資料公佈在網上的危險性. 因爲公佈個人資料可以使壞人有機會跟孩子聯絡上.

請看: <http://www.wiredsafety.org/parent.html> 或 www.bewebaware.ca

3

電郵是一種與家人、朋友和在學習上互相交流的一個驚人的工具. 爲了孩子的安全和防阻病毒. 請家長別讓孩子打開不相識的人的郵件.

請看: <http://www.wiredsafety.org/parent.html> 或 www.bewebaware.ca

4

如電話一樣受歡迎, 即刻傳訊(MSN)也是家人和朋友交換消息或做功課和做計畫的好工具. 家長要知道孩子跟何人在網上交談或和誰人外出. 請與孩子重溫交友的名單.

請看: <http://www.wiredsafety.org/parent.html> 或 www.bewebaware.ca

5

中傷的謠言、令人丟臉的相片、無稽的流言蜚語和其它惡意的毀謗都能引起中學生的不安。尤其是大部份的學生都有網上觀看他人資料和把個人資料公佈在網址上的習慣如 MySpace.com.

在如此情形下, 家長和學生該怎麼辦? 已下是 BeSafeOnline.org:的提議:

- 學生應該告訴家長如果他/她們被欺侮或不開心 .
- 保存被侮辱的話或電郵和 MSN 的事件以作證物.
- 如收到令人很不安或不合法的電郵或留言, 請報警.
- 請查明學校有關使用電腦或手提的反暴力政策.
- 如果學校還沒有這方面的政策, 請與學校工作人員討論這個問題並要求家長會和學校局的支持.

6

百分之二十五的加拿大的孩子和青少年會從網路上或手提上收到一些含有惡意中傷、鼓舞仇恨或威脅性的留言。請家長問孩子是否收到這一類的訊息?

請看: <http://www.wiredsafety.org/parent.html>

7

大部份的孩子說他們在家上網時都沒有家長的監管。爲了孩子的安全, 請家長多留意孩子網上的活動。同時把電腦放在家長可以見到的地方(如客廳).

請看: <http://www.wiredsafety.org/parent.html>

對應指南的最後補充

最新資訊（續）...

YouTube 是一個可以讓你上載短片，與親友分享歡樂時刻的公開網站。只要用手提電話或數碼相機，就可以輕易製作出這類短片。不過亦必須留意，子女上載的短片內容，不應含有暴力成份、公開個人生活或私隱，或對別人造成傷害。你應該向子女查詢他們在 YouTube 上觀看及刊載的內容。

手提電話可以幫助你找出子女的所在地，並在他們外出時確定他們的安全。你的子女不但能以手機打電話給人，也能向人傳送文字短訊（有點像字條）。這些接到或發出的短訊，有時會含有惡意或傷人的內容。為確保子女的安全，要與子女談論所收到的短訊來自什麼人，以及子女向別人發出什麼類型的短訊內容。

在我們的工作、學業和人與人之間的一般通訊上，互聯網及其他現代科技，都是非常出色的工具。可是有些兒童會透過互聯網，送出帶惡意成份及傷害、羞辱和威脅別人的訊息、圖片及影片。無論在現實生活上，還是互聯網之中，以口頭或傳訊方式傷害及威脅別人，都屬於不法行爲。請與你的子女討論一下，他們有沒有在網上收到或發出過用心不良或帶威脅性的內容。

Korean

사이버 왕따 조각 뉴스

1

웹사이트는 최신 정보를 얻고 세계에 관하여 학습하는 훌륭한 장소입니다. 자녀가 성적인 내용, 폭력을 담고 있거나 증오를 조장하는 웹사이트들을 방문하지 않도록 확인하십시오. 인터넷 이용에 관한 가족 규칙을 만들고 자녀가 어떤 종류의 정보를 보는 지 반드시 알고 계십시오.

<http://www.wiredsafety.org/parent.html> 또는 www.bewebaware.ca을 방문해 주시기 바랍니다.

2

요즘 아이들은 본인과 본인의 흥미에 관한 아름다운 웹 페이지를 만들어 자신들의 창의력을 연습해 볼 수 있습니다. 온라인 범죄자들로부터 자녀를 안전하게 보호하려면 낯선 사람들이 연락할 수 있도록 해주는 개인 정보를 자녀가 인터넷에 게시하지 않게끔 해야 합니다. 자녀가 게시하는 내용에 대해 자녀와 이야기를 나눠 보십시오.

<http://www.wiredsafety.org/parent.html> 또는 www.bewebaware.ca를 방문해 주시기 바랍니다.

3

이메일은 친구 및 가족과 대화를 나누고 학교 프로젝트를 위해 정보를 교환할 수 있는 훌륭한 도구입니다. 낯선 사람들과 인터넷 바이러스로부터 자녀를 안전하게 보호하려면, 자녀가 모르는 사람의 이메일에 응답하거나 그러한 이메일을 열지 않게끔 해야 합니다.

<http://www.wiredsafety.org/parent.html> 또는 www.bewebaware.ca를 방문해 주시기 바랍니다.

4

전화처럼, 인스턴트 메시징(또는 MSN)은 친구들과 대화를 나누고 숙제 및 학교 프로젝트를 논의하는 데 있어 아주 인기가 높습니다. 자녀가 함께 외출하는 사람이 누구인지 확인을 해두는 것과 마찬가지로, 자녀가 인터넷 상에서 이야기를 나누는 사람이 누구인지 자녀와 함께 친구 목록을 검토하며 확인하십시오.

<http://www.wiredsafety.org/parent.html> 또는 www.bewebaware.ca를 방문해 주십시오.

Internet News-bytes - Korean

5

고통스러운 소문, 수치스러운 사진, 신랄한 남의 험담 및 기타 비방은 십대들에게 커다란 감정적 스트레스를 초래합니다 - 특히 **MySpace.com**과 같은 사이트에는 너무나 많은 방문자들이 와서 게시물을 올리기 때문입니다.

자녀와 부모가 할 수 있는 일은 무엇인가요? 여기 **BeSafeOnline.org**에서 발췌한 요령이 있습니다:

- 자녀는 자신이 왕따를 당하고 있거나 속상한 일이 있으면 항상 부모에게 말해야 합니다.
- 왕따를 당한 사례들에 대해 이메일 또는 MSN 기록을 저장하거나 프린트하여 보관합니다.
- 이메일이나 메시지가 유난히 사생활을 침해하거나 법에 위반되는 경우에는 경찰에게 연락하십시오.
- 재학하고 있는 학교의 왕따 추방에 관한 교칙을 확인하여 컴퓨터와 휴대폰을 통한 왕따 문제도 다루고 있는지 알아 보십시오.
- 아무런 교칙이 세워져 있지 않은 경우에는 교직원에게 PAC 및 교육청으로부터 지원을 받아 이 사안을 검토하도록 권고해 주십시오.

6

캐나다 어린이와 틴 에이저들의 25%가 인터넷이나 휴대 전화를 통해 악의적이고, 증오적이며, 위협적인 언사를 들었습니다. 귀하의 자녀에게도 이런 일이 있었는지 확인하십시오.

<http://www.wiredsafety.org/parent.html>을 방문해 주십시오.

7

절반이 넘는 어린이들이 집에서 인터넷을 사용할 때 감독자가 없다고 보고했습니다. 자녀의 온라인 활동을 감독하고 컴퓨터를 집안에서 모든 사람이 볼 수 있는 장소에 설치하여 자녀의 안전을 도모하십시오.

<http://www.wiredsafety.org/parent.html>을 방문해 주십시오.

Internet News-bytes - Korean

응답 지침 추가분

News-bytes 계속...

YouTube 은 재미있는 영상 자료를 친구와 가족, 다른 사람들과 공유하기에 좋은 공공 웹사이트입니다. 이 영상 자료들은 휴대 전화와 디지털 카메라를 통해 손쉽게 만들 수 있습니다. 자녀들이 무엇을 게시하는지 파악하여서 폭력적이거나 지나치게 개인적이거나 다른 사람에게 상처를 주는 내용을 올리지 않도록 하십시오. 자녀들이 YouTube 에서 어떤 것을 보고 게시하는지 질문하십시오.

휴대 전화는 자녀가 어디에 있는지 확인하고 자녀들이 외출 중일 때 안전에 도움이 됩니다. 자녀들이 전화기로 통화만 할 뿐만 아니라, 다른 사람에게 문자 메시지를 보내는데 사용할 수도 있습니다. 때로는 주고 받는 메시지가 상스럽거나 상처를 입히는 내용일 수도 있습니다. 자녀들에게 문자 메시지를 보내는 사람이 누구인지, 어떤 메시지를 보내는지에 대한 대화로 자녀의 안전을 지키십시오.

인터넷과 다른 현대 기술들은 업무와 학업 그리고 다른 사람과의 일상적인 의사 소통에 사용되는 놀라운 도구들입니다. 어떤 학생들은 인터넷을 사용해 상스럽고, 상처를 입히며, 당황스럽고 위협적인 메시지와 그림 영상들을 다른 사람에게 보냅니다. 오프라인에서 상스럽고 위협적인 것들을 말하거나 보내는 것이 불법적인 것과 마찬가지로, 온라인에서도 불법입니다. 자녀들이 인터넷으로 상스럽고 위협적인 것들을 보내거나 받는지 자녀들과 논의하십시오.

Punjabi

ਸਾਈਬਰਬੁਲੀਂਗ ਨਿਊਜ਼-ਬਾਈਟਸ

1

ਤਾਜ਼ਾ ਜਾਣਕਾਰੀ ਲਈ ਅਤੇ ਦੁਨੀਆਂ ਬਾਰੇ ਸਿੱਖਣ ਲਈ ਵੈੱਬਸਾਈਟਾਂ ਬਹੁਤ ਵਧੀਆ ਥਾਵਾਂ ਹਨ। ਇਹ ਯਕੀਨੀ ਬਣਾਉ ਕਿ ਤੁਹਾਡਾ ਬੱਚਾ ਉਹ ਵੈੱਬਸਾਈਟਾਂ ਨਹੀਂ ਵੇਖ ਰਿਹਾ ਜਿਨ੍ਹਾਂ 'ਚ ਸੈਕਸ ਸਮੱਗਰੀ ਤੇ ਹਿੰਸਾ ਹੈ ਜਾਂ ਜਿਹੜੀਆਂ ਨਫਰਤ ਪੈਦਾ ਕਰਦੀਆਂ ਹਨ। ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਲਈ ਕੋਈ ਪਰਿਵਾਰਕ ਨਿਯਮ ਬਣਾਉ ਅਤੇ ਯਕੀਨੀ ਬਣਾਉ ਕਿ ਤੁਸੀਂ ਜਾਣਦੇ ਹੋਵੋ ਕਿਸ ਕਿਸਮ ਦੀ ਜਾਣਕਾਰੀ ਤੁਹਾਡੇ ਬੱਚੇ ਵੇਖ ਰਹੇ ਹਨ।

ਵੇਖੋ <http://www.wiredsafety.org/parent.html> ਜਾਂ www.bewebaware.ca

2

ਅੱਜ ਕਲ ਬੱਚੇ ਆਪਣੇ ਬਾਰੇ ਤੇ ਆਪਣੀਆਂ ਦਿਲਚਸਪੀਆਂ ਬਾਰੇ ਖੂਬਸੂਰਤ ਵੈੱਬ ਸਫੇ ਬਣਾਉਣ ਦੁਆਰਾ ਆਪਣੀ ਸਿਰਜਨਾਤਮਕਤਾ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਹਨ। ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਇੰਟਰਨੈੱਟ ਉਪਰਲੇ ਸਿਕਾਰਖੋਰਾਂ/ਗਲਤ ਅਨਸਰਾਂ ਤੋਂ ਸੁਰੱਖਿਅਤ ਰੱਖਣ ਲਈ ਯਕੀਨੀ ਬਣਾਉ ਕਿ ਉਹ ਆਪਣੀ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਉਥੇ ਨਹੀਂ ਪਾ ਰਹੇ ਜਿਹੜੀ ਅਜਨਬੀਆਂ ਨੂੰ ਉਨ੍ਹਾਂ ਨਾਲ ਸੰਪਰਕ ਕਰਨ ਤੱਕ ਪੁਚਾ ਸਕਦੀ ਹੋਵੇ। ਆਪਣੇ ਬੱਚਿਆਂ ਨਾਲ ਗੱਲ ਕਰੋ ਕਿ ਉਹ ਇੰਟਰਨੈੱਟ 'ਤੇ ਕੀ ਪਾ ਰਹੇ ਹਨ।

ਵੇਖੋ <http://www.wiredsafety.org/parent.html> ਜਾਂ www.bewebaware.ca

3

ਈ-ਮੇਲ ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਅਤੇ ਪਰਿਵਾਰ ਨਾਲ ਸੰਚਾਰ ਕਰਨ ਵਾਸਤੇ ਅਤੇ ਸਕੂਲ ਪ੍ਰਾਜੈਕਟਾਂ ਲਈ ਜਾਣਕਾਰੀ ਲੈਣ ਦੇਣ ਵਾਸਤੇ ਇਕ ਬਹੁਤ ਹੀ ਵਧੀਆ ਸੰਦ ਹੈ। ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਅਜਨਬੀਆਂ ਤੋਂ ਅਤੇ ਇੰਟਰਨੈੱਟ ਵਾਇਰਸਾਂ ਤੋਂ ਸੁਰੱਖਿਅਤ ਰੱਖਣ ਲਈ ਯਕੀਨੀ ਬਣਾਉ ਕਿ ਉਹ ਉਨ੍ਹਾਂ ਲੋਕਾਂ ਵੱਲੋਂ ਭੇਜੀਆਂ ਈ-ਮੇਲਾਂ ਨੂੰ ਨਾ ਖੋਲ੍ਹਣ ਜਾਂ ਉਨ੍ਹਾਂ ਦਾ ਜੁਆਬ ਨਾ ਦੇਣ ਜਿੰਨ੍ਹਾਂ ਨੂੰ ਉਹ ਜਾਣਦੇ ਨਹੀਂ।

ਵੇਖੋ <http://www.wiredsafety.org/parent.html> ਜਾਂ www.bewebaware.ca

4

ਬਿਲਕੁਲ ਫੋਨ ਦੀ ਤਰ੍ਹਾਂ ਹੀ ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਨਾਲ ਸੰਚਾਰ ਕਰਨ ਅਤੇ ਹੋਮ ਵਰਕ ਤੇ ਸਕੂਲ ਪ੍ਰਾਜੈਕਟਾਂ ਬਾਰੇ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਇੰਸਟੈਂਟ ਮੈਸੇਜਿੰਗ (ਜਾਂ ਐਮ ਐਸ ਐਨ) ਬੜਾ ਪ੍ਰਚਲਤ ਹੈ। ਉਸੇ ਤਰ੍ਹਾਂ ਹੀ ਜਿਵੇਂ ਤੁਸੀਂ ਇਹ ਜਾਣਨਾਂ ਯਕੀਨੀ ਬਣਾਉਂਦੇ ਹੋ ਕਿ ਤੁਹਾਡਾ ਬੱਚਾ ਕੀਹਦੇ ਨਾਲ ਬਾਹਰ ਜਾ ਰਿਹਾ ਹੈ, ਉਨ੍ਹਾਂ ਨਾਲ ਉਨ੍ਹਾਂ ਦੇ ਦੋਸਤਾਂ ਦੀ ਲਿਸਟ ਦੀ ਪੜਚੋਲ ਕਰਨ ਦੁਆਰਾ ਇਹ ਯਕੀਨੀ ਬਣਾਉ ਕਿ ਤੁਹਾਡਾ ਬੱਚਾ ਇੰਟਰਨੈੱਟ 'ਤੇ ਕਿਸ ਨਾਲ ਗੱਲਾਂ ਕਰ ਰਿਹਾ ਹੈ।

ਵੇਖੋ <http://www.wiredsafety.org/parent.html> ਜਾਂ www.bewebaware.ca

Internet News-bytes - Punjabi

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ਦੁਖਦਾਈ ਅਫਵਾਹਾਂ, ਬੇਇੱਜ਼ਤੀ ਕਰਨ ਵਾਲੀਆਂ ਫੋਟੋਆਂ, ਚੁਭਣ ਵਾਲੀਆਂ ਗੱਪਾਂ ਅਤੇ ਥੱਲੇ ਲਾਉਣ ਵਾਲਾ ਹੋਰ ਕਈ ਕੁਝ ਨਵਯੁਵਕਾਂ ਲਈ ਬਹੁਤ ਸਾਰਾ ਭਾਵਨਾਤਮਕ ਤਣਾਅ ਪੈਦਾ ਕਰ ਰਹੇ ਹਨ। ਖਾਸ ਕਰਕੇ, ਕਿਉਂਕਿ ਉਨ੍ਹਾਂ 'ਚੋਂ ਬਹੁਤ ਸਾਰੇ **MySpace.com** ਵਰਗੀਆਂ ਸਾਈਟਾਂ ਵੇਖ ਰਹੇ ਅਤੇ ਉਨ੍ਹਾਂ 'ਤੇ ਸਮੱਗਰੀ ਖਾ ਰਹੇ ਹਨ।

ਬੱਚੇ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਮਾਪੇ ਕੀ ਕਰ ਸਕਦੇ ਹਨ? ਇੱਥੇ [BeSafeOnline.org](http://www.BeSafeOnline.org) ਵੱਲੋਂ ਨੁਕਤੇ ਦਿੱਤੇ ਜਾਂਦੇ ਹਨ:

- ਬੱਚਿਆਂ ਨੂੰ ਹਮੇਸ਼ਾ ਆਪਣੇ ਮਾਪਿਆਂ ਨੂੰ ਦੱਸਣਾਂ ਚਾਹੀਦਾ ਹੈ, ਜੇਕਰ ਉਨ੍ਹਾਂ ਨੂੰ ਕੋਈ ਡਰਾਉਂਦਾ ਧਮਕਾਉਂਦਾ ਹੈ ਜਾਂ ਜੇਕਰ ਉਹ ਪ੍ਰੇਸ਼ਾਨ ਹਨ।
- ਡਰਾਉਣ ਧਮਕਾਉਣ ਦੀਆਂ ਸਾਰੀਆਂ ਮਿਸਾਲਾਂ ਨੂੰ ਈ-ਮੇਲਾਂ ਜਾਂ ਐਮ ਐਸ ਐਨ ਹਿਸਟਰੀਆਂ ਨੂੰ ਸੇਵ ਜਾਂ ਪ੍ਰਿੰਟ ਕਰ ਲੈਣ ਦੁਆਰਾ ਸਾਂਭ ਲਉ।
- ਜੇਕਰ ਕੋਈ ਈ-ਮੇਲ ਜਾਂ ਸੁਨੇਹਾ ਵਿਸ਼ੇਸ਼ ਪ੍ਰੇਸ਼ਾਨੀ ਵਾਲਾ ਜਾਂ ਕਾਨੂੰਨ ਦੀ ਉਲੰਘਣਾ ਕਰਦਾ ਹੈ ਤਾਂ ਪੁਲੀਸ ਨੂੰ ਬੁਲਾਉ।
- ਆਪਣੇ ਸਕੂਲ ਦੀ ਡਰਾਉਣ ਧਮਕਾਉਣ ਵਿਰੋਧੀ ਨੀਤੀ ਦਾ ਪਤਾ ਕਰੋ ਅਤੇ ਵੇਖੋ ਕਿ ਇਹ ਕੰਪਿਊਟਰ ਜਾਂ ਸੈੱਲ ਫੋਨ ਦੁਆਰਾ ਡਰਾਉਣ ਧਮਕਾਉਣ ਬਾਰੇ ਕੀ ਆਖਦੀ ਹੈ।
- ਜੇਕਰ ਕੋਈ ਨੀਤੀ ਨਹੀਂ ਬਣਾਈ ਗਈ ਤਾਂ ਸਟਾਫ ਨੂੰ ਪੀ ਏ ਸੀ ਅਤੇ ਸਕੂਲ ਬੋਰਡ ਦੀ ਮਦਦ ਨਾਲ ਇਸ ਮੁੱਦੇ ਨੂੰ ਵਿਚਾਰਨ ਲਈ ਉਤਸ਼ਾਹਤ ਕਰੋ।

6

ਕੈਨੇਡਾ ਦੇ 25% ਬੱਚਿਆਂ ਅਤੇ ਨਵਯੁਵਕਾਂ ਨੂੰ ਇੰਟਰਨੈੱਟ ਜਾਂ ਉਨ੍ਹਾਂ ਦੇ ਸੈੱਲ ਫੋਨਾਂ ਰਾਹੀਂ ਘਟੀਆ, ਨਫਰਤ ਭਰਪੂਰ ਅਤੇ ਧਮਕੀ ਵਾਲੀਆਂ ਗੱਲਾਂ ਆਖੀਆਂ ਜਾਂਦੀਆਂ ਹਨ। ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਪੁੱਛੋ ਕਿ ਉਹ ਉਨ੍ਹਾਂ 'ਚੋਂ ਇਕ ਤਾਂ ਨਹੀਂ।

ਵੇਖੋ <http://www.wiredsafety.org/parent.html>

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ਬੱਚਿਆਂ ਦੀ ਬਹੁਗਿਣਤੀ ਦੱਸਦੀ ਹੈ ਕਿ ਉਹ ਘਰ ਹੁੰਦੇ ਹਨ ਪਰ ਜਦੋਂ ਉਹ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਕਰ ਰਹੇ ਹੁੰਦੇ ਹਨ, ਉਨ੍ਹਾਂ ਦੀ ਨਿਗਰਾਨੀ ਨਹੀਂ ਕੀਤੀ ਜਾਂਦੀ। ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਉਨ੍ਹਾਂ ਦੀਆਂ ਆਨਲਾਈਨ ਸਰਗਰਮੀਆਂ ਨੂੰ ਵਾਚਣ ਅਤੇ ਕੰਪਿਊਟਰ ਨੂੰ ਆਪਣੇ ਘਰ 'ਚ ਕਿਸੇ ਪਬਲਿਕ ਥਾਂ 'ਤੇ ਰੱਖਣ ਦੁਆਰਾ ਸੁਰੱਖਿਅਤ ਰਹਿਣ 'ਚ ਮਦਦ ਕਰੋ।

ਵੇਖੋ <http://www.wiredsafety.org/parent.html>

ਰਿਸਪਾਂਸ ਗਾਈਡ 'ਚ ਆਖਰੀ ਮਿੰਟ 'ਤੇ ਕੀਤੇ ਗਏ ਵਾਧੇ

News-bytes ਜਾਰੀ...

YouTube ਇਕ ਜਨਤਕ ਵੈੱਬਸਾਈਟ ਹੈ ਜਿਹੜੀ ਦੋਸਤਾਂ ਮਿੱਤਰਾਂ ਅਤੇ ਪਰਿਵਾਰ ਨਾਲ ਬਿਤਾਏ ਆਨੰਦਮਈ ਸਮਿਆਂ ਦੇ ਵੀਡੀਓ ਕਲਿੱਪ ਦੂਜਿਆਂ ਹੋਰਾਂ ਨਾਲ ਸਾਂਝੇ ਕਰਨ ਲਈ ਬਹੁਤ ਵਧੀਆ ਹੈ। ਇਹ ਵੀਡੀਓ ਕਲਿੱਪ ਸੈੱਲ ਫੋਨ ਜਾਂ ਡਿਜੀਟਲ ਕੈਮਰਿਆਂ ਨਾਲ ਬੜੇ ਸੌਖਿਆਂ ਬਣਾਏ ਜਾ ਸਕਦੇ ਹਨ। ਇਹ ਯਕੀਨੀ ਬਣਾਉਣ ਵਾਸਤੇ ਕਿ ਉਹ ਕੋਈ ਹਿੰਸਕ, ਬਹੁਤ ਨਿੱਜੀ ਜਾਂ ਪ੍ਰਾਈਵੇਟ ਜਾਂ ਦੂਜਿਆਂ ਨੂੰ ਦੁੱਖ ਪੁਚਾਉਣ ਵਾਲੀ ਚੀਜ਼ ਆਨ-ਲਾਈਨ ਨਾ ਪਾਉਣ, ਤੁਹਾਡਾ ਬੱਚਾ ਜੋ ਕੁਝ ਭੇਜਦਾ/ਭੇਜਦੀ ਹੈ ਉਸ ਬਾਰੇ ਸੁਚੇਤ ਰਹੋ। ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਪੁੱਛੋ ਕਿ ਉਹ YouTube ਉੱਪਰ ਕੀ ਵੇਖ ਰਹੇ ਅਤੇ ਕੀ ਪਾ ਰਹੇ ਹਨ।

ਸੈੱਲ ਫੋਨ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਨ 'ਚ ਕਿ ਤੁਹਾਡਾ ਬੱਚਾ ਕਿੱਥੇ ਹੈ ਅਤੇ ਜਦੋਂ ਉਹ ਘਰ ਨਹੀਂ ਤਾਂ ਇਹ ਯਕੀਨੀ ਬਣਾਉਣ ਲਈ ਕਿ ਉਹ ਸੁਰੱਖਿਅਤ ਹਨ, ਤੁਹਾਡੀ ਮਦਦ ਕਰ ਸਕਦੇ ਹਨ। ਤੁਹਾਡਾ ਬੱਚਾ ਫੋਨ ਦੀ ਵਰਤੋਂ ਕੇਵਲ ਹੋਰਨਾਂ ਨੂੰ ਫੋਨ ਕਾਲਾਂ ਕਰਨ ਵਾਸਤੇ ਹੀ ਨਹੀਂ ਵਰਤ ਸਕਦਾ ਸਗੋਂ ਉਹ ਇਸਨੂੰ ਛੋਟੇ ਲਿਖਤੀ ਸੁਨੇਹੇ (ਛੋਟੇ ਜਹੇ ਨੋਟ ਵਰਗੇ) ਹੋਰਨਾਂ ਨੂੰ ਭੇਜਣ ਲਈ ਵੀ ਵਰਤ ਸਕਦੇ ਹਨ। ਕਈ ਵਾਰੀ ਭੇਜੇ ਜਾਂ ਪ੍ਰਾਪਤ ਕੀਤੇ ਜਾਂਦੇ ਸੁਨੇਹੇ ਘਟੀਆ ਜਾਂ ਦੁੱਖ ਪੁਚਾਉਣ ਵਾਲੇ ਵੀ ਹੋ ਸਕਦੇ ਹਨ। ਕੌਣ ਉਨ੍ਹਾਂ ਨੂੰ ਲਿਖਤੀ ਸੁਨੇਹੇ ਭੇਜ ਰਿਹਾ ਹੈ ਅਤੇ ਕਿਸ ਕਿਸਮ ਦੇ ਸੁਨੇਹੇ ਉਹ ਦੂਜਿਆਂ ਨੂੰ ਭੇਜ ਰਹੇ ਹਨ, ਇਸ ਬਾਰੇ ਉਨ੍ਹਾਂ ਨਾਲ ਗੱਲ ਕਰਨ ਦੁਆਰਾ ਆਪਣੇ ਬੱਚੇ ਨੂੰ ਸੁਰੱਖਿਅਤ ਰੱਖੋ।

ਦੂਜਿਆਂ ਨਾਲ ਕੰਮ, ਸਕੂਲ ਅਤੇ ਸੰਚਾਰ ਸੰਪਰਕ ਦੇ ਸਬੰਧ 'ਚ ਇੰਟਰਨੈੱਟ ਅਤੇ ਹੋਰ ਆਧੁਨਿਕ ਤਕਨਾਲੋਜੀਆਂ ਸਾਡੇ ਲਈ ਹੈਰਾਨੀਜਨਕ ਸੰਦ ਹਨ। ਕੁਝ ਬੱਚੇ ਦੂਜਿਆਂ ਬਾਰੇ ਘਟੀਆਂ, ਦੁੱਖ ਪੁਚਾਉਣ ਵਾਲੇ, ਪਰੇਸ਼ਾਨ ਕਰਨ ਵਾਲੇ ਅਤੇ ਧਮਕੀ ਭਰੇ ਸੁਨੇਹੇ, ਤਸਵੀਰਾਂ ਅਤੇ ਵੀਡੀਓ ਭੇਜਣ ਵਾਸਤੇ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਕਰ ਰਹੇ ਹਨ। ਬਿਲਕੁਲ ਉਵੇਂ ਜਿਵੇਂ ਇੰਟਰਨੈੱਟ ਤੋਂ ਬਗੈਰ ਬਾਹਰ ਘਟੀਆ ਅਤੇ ਧਮਕੀ ਭਰਪੂਰ ਚੀਜ਼ਾਂ ਕਹਿਣਾਂ ਅਤੇ ਭੇਜਣਾ ਗੈਰ-ਕਾਨੂੰਨੀ ਹੈ, ਇੰਟਰਨੈੱਟ 'ਤੇ ਵੀ ਆਨਲਾਈਨ ਅਜਿਹਾ ਕਰਨਾਂ ਗੈਰ-ਕਾਨੂੰਨੀ ਹੈ। ਆਪਣੇ ਬੱਚਿਆਂ ਨਾਲ ਗੱਲ ਕਰੋ, ਕਿ ਜੇਕਰ ਉਹ ਇੰਟਰਨੈੱਟ ਰਾਹੀਂ ਘਟੀਆ ਜਾਂ ਧਮਕੀ ਭਰਪੂਰ ਚੀਜ਼ਾਂ ਭੇਜ ਰਹੇ ਹਨ ਜਾਂ ਪ੍ਰਾਪਤ ਕਰ ਰਹੇ ਹਨ।

Spanish

Noticias Breves sobre la Intimidación por Internet

Los sitios de la Web son excelentes lugares para obtener información al día y aprender sobre el mundo. Asegúrese de que su niño no está visitando sitios de la Web con contenido sexual, violencia o que fomentan el odio. Tenga como objetivo crear reglas de familia sobre el uso del Internet y asegúrese de que sabe el tipo de información que sus niños están viendo.

Visite <http://www.wiredsafety.org/parent.html> o www.bewebaware.ca

Hoy en día, los niños son capaces de hacer uso de su creatividad al poder diseñar hermosas páginas sobre ellos mismos y sus intereses. Para mantener a su niño seguro de los predadores en línea **asegúrese de que no están incluyendo información personal** que pueda dar pie a que personas extrañas los contacten. Converse con sus niños sobre la información que incluyen.

Visite <http://www.wiredsafety.org/parent.html> o www.bewebaware.ca

El correo electrónico es una increíble herramienta para comunicarse con amigos y la familia y para intercambiar información para los proyectos de la escuela. Para mantener a su niño fuera de peligro que lo contacte desconocidos o libre de los virus del Internet, asegúrese que no respondan o abran los correos electrónicos de personas que no conocen.

Visite <http://www.wiredsafety.org/parent.html> o www.bewebaware.ca

Tal como con el teléfono, la Mensajería Instantánea (o MSN) es muy popular para comunicarse con los amigos y conversar sobre las tareas y los proyectos escolares. Así como usted se aseguraría de conocer con quién se sale su niño, también asegúrese de saber con quién habla su niño a través del Internet al revisar con él su lista de los correos de sus amigos.

Visite <http://www.wiredsafety.org/parent.html> o www.bewebaware.ca

5

Los rumores dolorosos, las fotos humillantes, el chismorreo hiriente son la causa de una enorme presión o estrés emocional en los adolescentes, especialmente porque muchos de ellos visitan e ingresan cosas en sitios como **MySpace.com**.

¿Qué pueden hacer los niños y sus padres? A continuación les presentamos algunos consejos de BeSafeOnline.org:

- Los niños deberían contarles siempre a sus padres si están siendo intimidados o se han sentido incómodos.
- Archive o guarde todos los ejemplos de intimidación al guardar o imprimir el correo electrónico o las historias MSN.
- Si un correo electrónico o mensaje es especialmente perturbador o alarmante, o viola la ley, llame a la policía.
- Revise la política contra la intimidación de su escuela y si trata sobre la intimidación o acoso a través de las computadoras (ordenadores) o teléfonos celulares.
- Si no se ha desarrollado una política, trate de persuadir al personal para que considere este asunto junto con el apoyo de PAC y los consejos escolares.

6

25% de niños y adolescentes canadienses han recibido a través el Internet o el teléfono celular chismes llenos de maldad, odio e, inclusive, amenazantes. Pregúntele a su niño si es uno de ellos.

Visite <http://www.wiredsafety.org/parent.html>

7

La mayoría de los niños han informado que cuando usan el Internet están en casa pero sin supervisión. Ayude a mantener seguros a sus niños al controlar sus actividades en línea y manteniendo la computadora en un área pública de su hogar.

Visite <http://www.wiredsafety.org/parent.html>

Internet News-bytes - Spanish

Adiciones de último minuto a la guía de respuestas

News-bytes continuación...

YouTube es un sitio Web público excelente para compartir vídeos de momentos divertidos con amigos y familiares con otras personas. Estos vídeos se pueden crear con facilidad usando cámaras digitales o teléfonos celulares. Tenga conocimiento de lo que su niño pone para estar seguro de que no ponen nada violento, demasiado personal o privado, o hiriente a otras personas. Pregunte a sus niños sobre lo que miran y ponen en YouTube.

Los teléfonos celulares le ayudan a saber dónde está su hijo y a asegurarse sobre su seguridad cuando no están en su casa. No solamente puede su niño usar el teléfono para hacer llamadas a otros, sino que también pueden usarlo para enviar breves mensajes de texto (como una pequeña nota) a otros. Algunas veces, los mensajes enviados o recibidos pueden ser hirientes o maliciosos. Proteja la seguridad de sus niños conversando con ellos sobre con quiénes intercambian mensajes de texto y qué clase de mensajes envían.

El Internet y otras tecnologías modernas son herramientas increíbles para nosotros en nuestro trabajo, escuela y comunicación en general con otros. Algunos niños usan Internet para enviar mensajes, fotografías y vídeos maliciosos, hirientes, vergonzosos y amenazantes sobre otros. Así como es ilegal decir y enviar cosas maliciosas y amenazantes fuera de Internet, también es ilegal hacerlo en Internet. Converse con sus hijos sobre si envían o reciben cosas maliciosas o amenazantes por Internet.

Vietnamese

Tin vắn về những đe dọa trên mạng

1

Mạng tin là những trang tin tức rất tốt để thu thập những tin hiện đại và học hỏi về tình hình thế giới. Hãy đảm bảo con em quý vị không nên đến xem những mạng tin có nội dung về tình dục, bạo hành, hay phổ biến những sự thù ghét. Hãy đề tạo kỷ luật về việc sử dụng mạng điện toán và đảm bảo là quý vị biết rõ những trang tin nào mà con em đang dùng

Xem trang: <http://www.wiredsafety.org/parent.html> hay www.bewebaware.ca

2

Thời nay trẻ em có thể thực tập óc sáng tạo bằng cách đề ra những mạng tin tuyệt đẹp về sở thích cá nhân của chúng. Để giữ cho trẻ an toàn từ những người lạ trên mạng, cần dặn trẻ không được đăng lên những tin tức cá nhân để người lạ có thể theo đó liên lạc với chúng. Hãy nói chuyện với con trẻ về những gì chúng đăng lên mạng tin.

Xem trang: <http://www.wiredsafety.org/parent.html> hay www.bewebaware.ca

3

Điện thoại là công cụ tuyệt diệu để liên lạc với bạn bè, gia đình, và để trao đổi tin về bài vở ở trường. Để giữ an toàn cho trẻ từ những người lạ mặt, và những vi khuẩn vào mạng, hãy đảm bảo các em đừng trả lời hay mở những điện thoại của người gửi mà chúng không biết.

Xem trang: <http://www.wiredsafety.org/parent.html> hay www.bewebaware.ca

Internet News-bytes - Vietnamese

4

Cũng như điện thoại, chuyển tin cấp tốc (hay MSN) trên mạng rất phổ thông để liên lạc với bạn bè và thảo luận về bài tập tại nhà hay đề bài tại trường. Cũng như quý vị muốn biết con trẻ đi chơi với ai, hãy đảm bảo quý vị biết rõ con trẻ đang nói chuyện với ai trên mạng bằng cách duyệt lại danh sách bạn bè với con trẻ.

Xem trang: <http://www.wiredsafety.org/parent.html> hay www.bewebaware.ca

5

Những lời đồn thổi thất thiệt, những hình ảnh trêu chọc, những lời nhiều chuyện nhứ nhối, và những lời hạ nhục thường gây ra nhiều căng thẳng tình cảm, nhất là cho các thanh thiếu niên – vì rất nhiều em đến xem trên những mạng tin như **MySpace.com**

Trẻ em và cha mẹ có thể làm được những gì? Sau đây là vài chỉ dẫn từ mạng tin BeSafeOnline.org:

- Trẻ em nên luôn luôn cho cha mẹ biết nếu các em bị hăm dọa hay bị tức giận
- Giữ lại tất cả những thí dụ về việc đe dọa bằng cách để danh, hay in lại những điện thư, hay giữ trong lịch sử MSN
- Nếu điện thư hay mẫu tin đó đặc biệt về phá rối hay phạm luật, nên báo ngay cho cảnh sát
- Coi lại kỷ luật trường về những sự đe dọa xem có bao gồm về đe dọa điện toán và điện thoại di động
- Nếu không có những kỷ luật đó, khuyến cáo nhân viên trường kiểm lại những vấn đề trên với sự ủng hộ của Ban Cố Vấn Phụ Huynh và Sở Giáo Dục

6

Khoảng 25% trẻ em Canada và thanh thiếu niên nhận được những tin đe dọa, thù hằn, và hăm dọa chúng qua mạng tin hay qua điện thoại di động. Hãy hỏi thăm con em xem chúng có bị liên hệ

Xem trang: <http://www.wiredsafety.org/parent.html>

7

Đa số các trẻ em cho biết khi sử dụng máy điện toán tại nhà thường không bị kiểm soát. Giúp trẻ em an toàn bằng cách theo dõi sinh hoạt của chúng trên mạng và để máy điện toán ở chỗ dễ thấy trong nhà.

Xem trang: <http://www.wiredsafety.org/parent.html>

Những Phần Bổ Túc Giờ Chót cho Tập Hướng Dẫn Trả Lờ

News-bytes (Tin tức kỹ thuật số) tiếp theo...

YouTube là một website công cộng rất tốt để chia sẻ những mẫu video vui với bạn bè và gia đình cho những người khác. Những mẫu video này có thể được quay dễ dàng bằng điện thoại di động hoặc máy quay phim kỹ thuật số. Hãy để ý những gì con quý vị đăng để chắc chắn là trẻ không đăng những gì bạo động, quá cá nhân hoặc riêng tư, hoặc gây tổn thương đến những người khác. Hỏi trẻ về những gì trẻ xem và đăng trên YouTube.

Điện thoại di động có thể giúp quý vị biết trẻ đang ở đâu và để biết chắc trẻ vẫn an toàn khi không có mặt ở nhà. Trẻ không những có thể dùng điện thoại để gọi cho những người khác, và còn có thể dùng điện thoại để nhắn những mẫu tin nhắn bằng chữ (giống như mẫu ghi chú ngắn) cho những người khác. Đôi khi những mẫu tin nhắn gửi và nhận này có thể có nội dung ác độc hoặc gây tổn thương. Hãy giữ an toàn cho trẻ bằng cách nói chuyện với trẻ về ai là người gửi tin cho trẻ và những loại tin nào trẻ gửi đi.

Internet và các kỹ thuật tân tiến khác là các phương tiện tuyệt hảo để chúng ta làm việc, học tập, và truyền thông với những người khác. Một số trẻ dùng Internet để gửi tin, hình ảnh, và video có nội dung ác độc, gây tổn thương, và gây bẽ mặt về những người khác. Nói hoặc gửi những thứ có nội dung ác độc và đe dọa là bất hợp pháp, dù trên mạng hay không trên mạng. Hãy nói chuyện với trẻ xem chúng có gửi hoặc nhận được gì có nội dung ác độc và đe dọa trên Internet hay không

Family Internet Safety Agreement for Elementary School Age Children

- 1. My child and I have agreed on the types of websites he/she is allowed to visit
- 2. My child and I have agreed to the amount of time he/she can spend on the Internet each day for non-school purposes.

When my child is on the Internet, he/she agrees to:

- a) Always treat others with respect and not send hurtful or mean messages to another person
- b) Always check with me/us or another trusted adult before sending anyone his/her picture or anything that is personal.
- c) Never share personal information (e.g. passwords, family name, address and telephone number, school name, friends' names) online without first checking with me/us or another trusted adult.
- d) Not answer messages that make him/her feel uncomfortable, and to tell me/us or another trusted adult right away.

My child _____ in Div. _____ and our family have:

- discussed the information in this Safety Agreement
- made a family agreement about Internet use at home and at school

Signature of Parent/Guardian _____

Signature of Child _____

Date _____

Chinese

小學生的家庭互聯網安全協議

- 1. 我和子女已商量好，他們獲准瀏覽哪些類型的網站
- 2. 我和子女已商量好，他們每日可以花多少時間進行與學業無關的網上活動。

我的子女同意在上網時：

- a) 一定要尊重別人，不能向別人傳送惡意或傷人的訊息。
- b) 未徵得我／我們或另一位值得信任的成年人同意之前，不可以向任何人傳送相片或任何其他個人資料。
- c) 未徵得我／我們或另一位值得信任的成年人同意之前，絕對不可以在網上將個人資料（例如密碼、姓氏、地址、電話號碼、學校名稱及朋友姓名）告訴別人。
- d) 子女接到令他們不安的訊息時，不可以回覆，並要立即告訴我／我們或另一位值得信任的成年人。

我的子女 _____

（就讀年級的第 _____ 班）已和我們一家人：

- 討論過這份安全協議中的資訊
- 並對家中與校內的互聯網使用，訂立了家庭協議

家長／監護人簽署 _____

子女簽署 _____

日期： _____

Korean

초등학교 연령 자녀를 위한 가족 인터넷 안전 동의서

- 1. 나의 자녀와 나는 자녀들이 방문해도 되는 웹사이트의 종류에 대해 동의했습니다.
- 2. 나의 자녀와 나는 자녀들이 매일 학업 외의 목적으로 몇 시간이나 인터넷을 사용할 수 있는지에 대해 동의했습니다.

나의 자녀가 인터넷을 사용할 때,

- a) 항상 다른 사람을 존중하며 상처를 입히거나 상스러운 메시지를 보내지 않을 것에 동의했습니다.
- b) 자신의 사진이나 기타 개인적인 것을 보내기 전에 항상 부모 또는 신뢰할 수 있는 다른 성인의 허락을 받을 것에 동의했습니다.
- c) 절대로 부모 또는 신뢰할 수 있는 다른 성인의 허락을 받지 않고 개인 정보 (예, 암호, 가족의 성, 주소, 전화 번호, 학교명, 친구 이름)을 온라인으로 공유하지 않을 것에 동의했습니다.
- d) 자신의 기분을 상하게 하는 메시지에 응답하지 않고, 부모 또는 다른 신뢰할 수 있는 성인에게 곧바로 알릴 것에 동의했습니다.

디비전 _____ 에 있는 나의 자녀 _____ 와
우리 가족은,

- 이 안전 동의서의 정보에 대해 의논하였고
- 가정과 학교에서의 인터넷 사용에 대해 가족적인 동의를 했습니다

부모/보호자 서명 _____

자녀 서명 _____

일자 : _____

Punjabi

ਐਲੀਮੈਂਟਰੀ ਸਕੂਲ ਦੀ ਉਮਰ ਦੇ ਬੱਚਿਆਂ ਲਈ ਪਰਿਵਾਰਕ ਇੰਟਰਨੈੱਟ ਸੁਰੱਖਿਆ ਸਮਝੌਤਾ

- 1. ਮੈਂ ਅਤੇ ਮੇਰੇ ਬੱਚੇ ਨੇ ਇਸ ਗੱਲ 'ਤੇ ਸਹਿਮਤੀ ਕਰ ਲਈ ਹੈ ਕਿ ਉਨ੍ਹਾਂ ਨੂੰ ਕਿਸ ਕਿਸਮ ਦੀਆਂ ਵੈੱਬਸਾਈਟਾਂ ਵੇਖਣ ਦੀ ਇਜਾਜ਼ਤ ਹੈ
- 2. ਮੈਂ ਅਤੇ ਮੇਰੇ ਬੱਚੇ ਨੇ ਗੈਰ-ਸਕੂਲੀ ਮੰਤਵਾਂ ਲਈ ਜਿਹੜਾ ਸਮਾਂ ਉਹ ਹਰ ਰੋਜ਼ ਇੰਟਰਨੈੱਟ 'ਤੇ ਬਿਤਾ ਸਕਦਾ/ਸਕਦੀ ਹੈ ਉਸ ਬਾਰੇ ਸਹਿਮਤੀ ਕਰ ਲਈ ਹੈ

ਮੇਰਾ ਬੱਚਾ ਜਦੋਂ ਇੰਟਰਨੈੱਟ 'ਤੇ ਹੁੰਦਾ/ਹੁੰਦੀ ਹੈ, ਉਹ ਸਹਿਮਤ ਹੁੰਦਾ/ਹੁੰਦੀ ਹੈ ਕਿ ਉਹ:

- ੳ) ਹੋਰਨਾਂ ਨਾਲ ਹਮੇਸ਼ਾ ਸਤਿਕਾਰ ਨਾਲ ਪੇਸ਼ ਆਉਂਦਾ/ਆਉਂਦੀ ਹੈ ਅਤੇ ਉਹ ਕਿਸੇ ਹੋਰ ਵਿਅਕਤੀ ਨੂੰ ਦੁੱਖ ਪੁਚਾਉਣ ਵਾਲੇ ਜਾਂ ਘਟੀਆ ਪ੍ਰਕਾਰ ਦੇ ਸੁਨੇਹੇ ਨਹੀਂ ਭੇਜਦਾ/ਭੇਜਦੀ।
- ਅ) ਕਿਸੇ ਨੂੰ ਵੀ ਆਪਣੀ ਤਸਵੀਰ ਜਾਂ ਕੁਝ ਵੀ ਹੋਰ ਜੋ ਨਿੱਜੀ ਹੋਵੇ, ਭੇਜਣ ਤੋਂ ਪਹਿਲਾਂ ਹਮੇਸ਼ਾ ਮੇਰੇ/ਸਾਡੇ ਕੋਲੋਂ ਜਾਂ ਕਿਸੇ ਹੋਰ ਵਿਸ਼ਵਾਸਯੋਗ ਵਿਅਕਤੀ ਕੋਲੋਂ ਪੁੱਛੇਗਾ/ਪੁੱਛੇਗੀ।
- ੲ) ਮੇਰੇ/ਸਾਡੇ ਕੋਲੋਂ ਜਾਂ ਕਿਸੇ ਹੋਰ ਵਿਸ਼ਵਾਸਯੋਗ ਵਿਅਕਤੀ ਕੋਲੋਂ ਪਹਿਲਾਂ ਪੁੱਛਣ ਤੋਂ ਬਗੈਰ ਕਦੇ ਵੀ ਕੋਈ ਨਿੱਜੀ ਜਾਣਕਾਰੀ (ਮਿਸਾਲ ਵਜੋਂ ਪਾਸਵਰਡ, ਫੈਮਿਲੀ ਨਾਮ, ਪਤਾ ਅਤੇ ਟੈਲੀਫੋਨ ਨੰਬਰ, ਸਕੂਲ ਦਾ ਨਾਂ, ਦੋਸਤਾਂ ਦੇ ਨਾਂ) ਆਨ-ਲਾਈਨ ਸਾਂਝੀ ਨਹੀਂ ਕਰੇਗਾ/ਕਰੇਗੀ।
- ਸ) ਉਨ੍ਹਾਂ ਸੁਨੇਹਿਆਂ ਦੇ ਜੁਆਬ ਨਹੀਂ ਦੇਵੇਗਾ/ਦੇਵੇਗੀ ਜਿਹੜੇ ਉਸ ਨੂੰ ਅਣਸੁਖਾਵਾਂ ਮਹਿਸੂਸ ਕਰਵਾਉਂਦੇ ਹੋਣ ਅਤੇ ਉਹ ਉਨ੍ਹਾਂ ਬਾਰੇ ਝਟਪਟ ਮੈਨੂੰ/ਸਾਨੂੰ ਜਾਂ ਕਿਸੇ ਹੋਰ ਵਿਸ਼ਵਾਸਯੋਗ ਵਿਅਕਤੀ ਨੂੰ ਦੱਸੇਗਾ/ਦੱਸੇਗੀ।

ਮੇਰੇ ਬੱਚੇ _____ ਡਿਵੀਜ਼ਨ _____ ਅਤੇ ਸਾਡੇ ਪਰਿਵਾਰ ਨੇ:

- ਇਸ ਸੁਰੱਖਿਆ ਸਮਝੌਤੇ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਬਾਰੇ ਗੱਲਬਾਤ ਕਰ ਲਈ ਹੈ
- ਘਰ 'ਚ ਅਤੇ ਸਕੂਲ 'ਚ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਇਕ ਪਰਿਵਾਰਕ ਸਮਝੌਤਾ ਕਰ ਲਿਆ ਹੈ

ਮਾਪੇ/ਸਰਪ੍ਰਸਤ ਦੇ ਦਸਤਖਤ _____

ਬੱਚੇ ਦੇ ਦਸਤਖਤ _____

ਤਰੀਕ _____

Spanish

Acuerdo familiar sobre la seguridad de Internet para niños con edades de la escuela primaria

- 1. Mi niño y yo hemos llegado a un acuerdo sobre los tipos de páginas Web que tiene permitido visitar.
- 2. Mi niño y yo hemos llegado a un acuerdo sobre la cantidad de tiempo que él o ella puede pasar en Internet cada día para propósitos que no tengan que ver con la escuela.

Cuando mi niño visita Internet, él o ella promete:

- a) Tratar siempre a otros con respeto y no enviar mensajes maliciosos o hirientes a otra persona.
- b) Consultarme a mí o a nosotros o a alguna persona adulta de confianza antes de enviar su fotografía o cualquier cosa de naturaleza personal a otra persona.
- c) No compartir nunca información personal (por ej., contraseñas, apellido de la familia, dirección y número de teléfono, nombre de su escuela, nombres de amigos) en Internet sin consultar primero conmigo o con nosotros o con otro adulto de confianza.
- d) No responder mensajes que le hagan sentirse incómodo/a y contarme a mí o a nosotros o a otro adulto de confianza si los recibe.

Mi niño _____ en la Div. _____ y nuestra familia hemos:

- conversado sobre la información de este Acuerdo de Seguridad
- llegado a un acuerdo familiar sobre el uso de Internet en la casa y la escuela

Firma del padre o tutor _____

Firma del niño _____

Fecha: _____

Vietnamese

Thỏa Thuận của Gia Đình về An Toàn Trên Internet cho Học Sinh Tiểu Học

- 1. Con tôi và tôi đã đồng ý về những loại websites trẻ được phép xem.
- 2. Con tôi và tôi đã đồng ý về thời gian trẻ được vào Internet mỗi ngày cho các mục đích không phải của trường.

Khi con tôi vào Internet, trẻ đồng ý:

- a) Luôn luôn tôn trọng người khác và không gửi tin gây tổn thương hoặc công kích người khác.
- b) Luôn luôn hỏi tôi/chúng tôi hoặc một người lớn khác đáng tin cậy trước khi gửi hình ảnh của trẻ hoặc bất cứ gì mang tính cách cá nhân.
- c) Không bao giờ tiết lộ chi tiết cá nhân (chẳng hạn như mật mã, họ, địa chỉ và số điện thoại, tên trường, tên bạn) trên mạng nếu chưa hỏi tôi/chúng tôi hoặc một người lớn khác đáng tin cậy.
- d) Không trả lời những tin nhắn nào làm trẻ khó chịu, và cho tôi/chúng tôi hoặc một người lớn khác đáng tin cậy biết ngay.

Con tôi _____ trong Ban _____ và gia đình chúng tôi đã:

- thảo luận chi tiết trong Thỏa Thuận về An Toàn này
- thỏa thuận trong gia đình về việc sử dụng Internet ở nhà và ở trường

Chữ Ký của Cha Mẹ/Người Giám Hộ _____

Chữ Ký của Trẻ _____

Ngày _____

Family Internet Safety Agreement for High School Students and their Parents

In order to ensure responsible Internet use and safety at home, it is important for both teens and parents to discuss and come to an agreement upon what is safe and unsafe Internet use.

Below are some guiding discussion questions to help open the doors of communication between parent and child when it comes to safe and responsible Internet use.

1. Teens: explain to your parents some of the things you do online (i.e. chat on MSN? Play games? Visit and update social network profiles, such as Facebook, MySpace, etc.? Websites you visit? Email? Etc.)
2. Teens: explain to your parents why these venues might be important to you, what these venues involve and what they look like. For example, MSN is important because.... Playing games is important because
3. Parents: explain/discuss some of the things that concern you about the Internet (in general or specific to your child(ren)).
4. Parents: Discuss with your teens how some of these concerns can be addressed. You may want to discuss/negotiate and come to an agreement upon:
 - a. Time Spent Online: what an appropriate amount of time might be to spend doing “non-school” activities online.
 - b. Where they are going: what types of sites are appropriate to go to visit.
 - c. What they are posting: what types of pictures, video clips, comments, and personal information, are appropriate to post.
 - d. Who they are “hanging out with”: the people you are chatting with on MSN, playing games with, emailing, who you have accepted as “friends” on your social networking (i.e. Facebook, MySpace, Nexopia, etc.) profile.
 - e. Privacy Settings: how strict/how high your Privacy settings should be set on Social Networking (i.e. Face Facebook, MySpace, Nexopia, etc.) profile.
5. Parents & Teens: Discuss/negotiate the consequences that will follow if the agreements you have made with each other have been broken.

My child _____ in grade _____ and I have

discussed the information on this notice

made a family agreement about Internet use at home and at school

Signature of Parent/
Guardian _____

Signature of Teen _____

Date: _____

Chinese

高中生與家長之間的家庭互聯網安全協議

為求在家中以負責的態度使用互聯網，並確保上網安全，家長與子女應該一起就互聯網的安全使用與危險行為展開討論，並達成協議。

以下的一些討論問題有指引作用，可以協助家長與子女展開對話，共同探討怎樣才算安全而負責的互聯網使用方法。

1. **子女**：向父母說明你上網時做什麼？（例如：用 MSN 聊天？玩遊戲？瀏覽及更新社交網絡（Facebook 及 MySpace 等）的個人資料？你瀏覽什麼網站？有沒有收發電郵？等）
2. **子女**：向父母說明這些網上活動對你的重要性，所涉及的內容，並作出描述。例如，MSN 之所以重要，是因為... 玩遊戲之所以重要，是因為...
3. **家長**：說明／討論令你關注的互聯網問題（一般問題，或與你的子女有關的問題）。
4. **家長**：與你的子女商量如何解決你所關注的一些問題。你或者會想對以下事項展開討論／談判，並訂立協議：
 - a. **上網時間**：在網上進行與學業無關的活動時，可以花多少時間。
 - b. **瀏覽什麼類型的網站**：什麼類型的網站適合你的子女瀏覽。
 - c. **子女在網上刊載什麼資料**：哪些類型的圖片、短片、評語和個人資料，適合在網上刊載。
 - d. **經常與哪些「網友」打交道**：在 MSN 上聊天的人、遊戲對手、有電郵來往的人，以及在社交網絡（如 Facebook、MySpace、Nexopia 等）的個人資料中列為「朋友」的人。
 - e. **私隱設定**：社交網絡（如 Facebook、MySpace、Nexopia 等）的個人資料私隱設定，應該設得有多高／嚴密。
5. **家長與子女**：討論／磋商好任何一方違反協議時，會有什麼後果。

我的子女 _____（就讀年級的第 _____ 班）已和我

- 一起討論本通告的資料內容
- 並對家中與校內的互聯網使用，訂立了家庭協議

家長／監護人簽署 _____

子女簽署 _____

日期： _____

Korean

고등학교 연령 자녀 학생과 그 부모를 위한 가족 인터넷 안전 동의서.

가정에서의 책임있는 인터넷 사용과 안전을 위해서는, 십대 자녀와 부모가 함께 어떻게 인터넷을 사용하는 것이 안전하거나 불안정한가에 대한 합의를 하는 것이 중요합니다.

아래에 안전하고 책임있는 인터넷 사용에 대해 부모와 자녀 사이의 의사 소통의 문을 여는데 도움이 되는 논의점들이 있습니다.

1. **십대 자녀:** 부모에게 인터넷에서 무엇을 하는지에 대해 설명한다 (예, MSN 채팅? 게임? Facebook, MySpace, 등과 같은 온라인 사교 프로필 방문 및 업데이트? 방문하는 웹사이트? 이메일? 등.)
2. **십대 자녀:** 부모에게 왜 이런 것들이 자신에게 중요할 수 있는지, 무슨 활동을 하는지, 어떻게 생겼는지 설명한다. 예를 들어, MSN 이 중요한 이유는.... 게임을 하는 것이 중요한 이유는
3. **학부모:** 인터넷에 대한 우려 사항에 대해 설명하고 논의한다 (일반적 또는 자신의 자녀에게 특정한 사항).
4. **학부모:** 이런 우려 사항이 어떻게 해결 될 수 있는지 자녀와 논의한다. 다음 사항들에 대해 **논의/협상**하여 **합의**해야 할 수도 있다:
 - a. **인터넷 사용 시간 제한:** “학업 외” 목적으로 인터넷을 사용할 수 있는 적당한 시간.
 - b. **방문 사이트:** 방문하기에 적절한 사이트 종류.
 - c. **게시 내용:** 어떤 종류의 그림, 영상, 답글, 개인 정보를 게시해도 되는지.
 - d. **누구와 “같이 시간을 보내는”자:** MSN 에서 채팅하고, 함께 게임하고, 이메일을 주고 받고, 온라인 사교 사이트 (예, Facebook, MySpace, Nexopia, 등.)에서 “친구”로 승락한 사람들
 - e. **개인 정보 설정:** 온라인 사교 사이트 (예, Face Facebook, MySpace, Nexopia, 등.)의 프로필에서 개인 정보 설정이 얼마나 엄격하거나 높게 설정 되어야 하는지.
5. **학부모와 자녀:** 서로 합의한 약속이 깨질 경우의 후속 조치에 대해 논의/협상을 한다.

_____학년인 나의 자녀 _____와 나는

- 이 통지문에 담긴 정보에 대해 논의했으며
- 가정과 학교에서의 인터넷 사용에 대한 가족적인 합의를 하였습니다

학부모/보호자 서명 _____

자녀 서명 _____

일자 : _____

Punjabi

ਹਾਈ ਸਕੂਲ ਦੀ ਉਮਰ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਮਾਪਿਆਂ ਲਈ ਪਰਿਵਾਰਕ ਇੰਟਰਨੈੱਟ ਸੁਰੱਖਿਆ ਸਮਝੌਤਾ

ਇੰਟਰਨੈੱਟ ਦੀ ਜ਼ਿੰਮੇਵਾਰੀ ਨਾਲ ਵਰਤੋਂ ਕਰਨ ਅਤੇ ਘਰ 'ਚ ਸੁਰੱਖਿਆ ਨੂੰ ਯਕੀਨੀ ਬਣਾਉਣ ਵਾਸਤੇ ਨਵਜੂਵਕਾਂ ਅਤੇ ਮਾਪਿਆਂ ਦੋਹਾਂ ਵਾਸਤੇ ਇੰਟਰਨੈੱਟ ਦੀ ਸੁਰੱਖਿਅਤ ਤੇ ਅਣਸੁਰੱਖਿਅਤ ਵਰਤੋਂ ਬਾਰੇ ਗੱਲਬਾਤ ਕਰਨਾ ਅਤੇ ਕਿਸੇ ਸਮਝੌਤੇ ਉੱਪਰ ਪਹੁੰਚਣਾ ਮਹੱਤਵਪੂਰਨ ਗੱਲ ਹੈ।

ਹੇਠਾਂ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਅਗਵਾਈ ਦੇਣ ਵਾਲੇ ਕੁਝ ਸੁਆਲ ਦਿੱਤੇ ਜਾਂਦੇ ਹਨ ਜਿਹੜੇ, ਜਦੋਂ ਸੁਰੱਖਿਅਤ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀ ਨਾਲ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਦੀ ਗੱਲ ਆਵੇ ਤਾਂ ਮਾਪਿਆਂ ਅਤੇ ਬੱਚੇ ਦਰਮਿਆਨ ਆਦਾਨ-ਪ੍ਰਦਾਨ ਦੇ ਦਰਵਾਜ਼ੇ ਖੋਲ੍ਹਣ 'ਚ ਮਦਦ ਕਰ ਸਕਦੇ ਹਨ।

- 1. ਨਵਜੂਵਕ:** ਆਪਣੇ ਮਾਪਿਆਂ ਨੂੰ ਉਨ੍ਹਾਂ ਕੁਝ ਚੀਜ਼ਾਂ ਦੀ ਵਿਆਖਿਆ ਦਿਉ ਜਿਹੜੀਆਂ ਤੁਸੀਂ ਆਨਲਾਈਨ ਕਰਦੇ ਹੋ (ਮਤਲਬ MSN 'ਤੇ ਚੈਟ? ਗੇਮਾਂ ਖੇਡਣੀਆਂ? ਸੋਸ਼ਲ ਨੈੱਟਵਰਕ ਪ੍ਰੋਫਾਈਲਾਂ ਜਿਵੇਂ Facebook, MySpace ਆਦਿ ਨੂੰ ਵੇਖਣਾ ਤੇ ਅੱਪਡੇਟ ਕਰਨਾ? ਵੈੱਬਸਾਈਟਾਂ ਜਿਹੜੀਆਂ ਤੁਸੀਂ ਵੇਖਦੇ ਹੋ? ਈਮੇਲ? ਆਦਿ)
- 2. ਨਵਜੂਵਕ:** ਆਪਣੇ ਮਾਪਿਆਂ ਨੂੰ ਵਿਆਖਿਆ ਦਿਉ ਕਿ ਇਹ ਥਾਵਾਂ ਤੁਹਾਡੇ ਲਈ ਮਹੱਤਵਪੂਰਨ ਕਿਉਂ ਹੋ ਸਕਦੀਆਂ ਹਨ, ਇੰਨ੍ਹਾਂ ਥਾਵਾਂ 'ਤੇ ਕੀ ਹੈ ਅਤੇ ਇਹ ਕਿਹੋ ਜਹੀਆਂ ਲੱਗਦੀਆਂ ਹਨ। *ਮਿਸਾਲ ਵਜੋਂ MSN ਮਹੱਤਵਪੂਰਨ ਹੈ ਕਿਉਂਕਿ... ਗੇਮਾਂ ਖੇਡਣੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ ਕਿਉਂਕਿ...*
- 3. ਮਾਪੇ:** ਉਨ੍ਹਾਂ ਕੁਝ ਚੀਜ਼ਾਂ ਬਾਰੇ ਵਿਆਖਿਆ ਦਿਉ/ਗੱਲਬਾਤ ਕਰੋ ਜਿਹੜੀਆਂ ਇੰਟਰਨੈੱਟ ਦੇ ਸਬੰਧ 'ਚ ਤੁਹਾਡੇ ਲਈ ਫਿਕਰਯੋਗ ਹਨ (ਤੁਹਾਡੇ ਬੱਚੇ/ਬੱਚੀਆਂ ਦੇ ਸਬੰਧ 'ਚ ਆਮ ਜਾਂ ਖਾਸ ਕਰਕੇ)।
- 4. ਮਾਪੇ:** ਆਪਣੇ ਨਵਜੂਵਕ ਬੱਚਿਆਂ ਨਾਲ ਗੱਲਬਾਤ ਕਰੋ ਕਿ ਇੰਨ੍ਹਾਂ ਫਿਕਰਯੋਗ ਗੱਲਾਂ ਨੂੰ ਕਿਵੇਂ ਹਟਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਤੁਸੀਂ ਹੇਠ ਲਿਖੇ ਬਾਰੇ ਬਹਿਸ/ਗੱਲਬਾਤ ਕਰਨੀ ਚਾਹ ਸਕਦੇ ਅਤੇ ਕਿਸੇ ਸਮਝੌਤੇ 'ਤੇ ਪਹੁੰਚ ਸਕਦੇ ਹੋ:

ੳ **ਆਨਲਾਈਨ ਬਿਤਾਇਆ ਜਾਂਦਾ ਸਮਾਂ:** ਆਨਲਾਈਨ “ਗੈਰ-ਸਕੂਲੀ” ਗਤੀਵਿਧੀਆਂ ਕਰਨ ਲਈ ਢੁੱਕਵਾਂ ਸਮਾਂ ਕਿੰਨ੍ਹਾਂ ਕੁ ਹੋ ਸਕਦਾ ਹੈ।

ਅ **ਉਹ ਕਿਥੇ ਜਾ ਰਹੇ ਹਨ:** ਵੇਖਣ ਵਾਸਤੇ ਜਾਣ ਲਈ ਕਿਹੜੀ ਕਿਸਮ ਦੀਆਂ ਥਾਵਾਂ ਢੁਕਵੀਆਂ ਹਨ।

ੲ **ਉਹ ਉਸ 'ਤੇ ਕੀ ਪਾ ਰਹੇ ਹਨ:** ਕਿਸ ਪ੍ਰਕਾਰ ਦੀਆਂ ਤਸਵੀਰਾਂ, ਵੀਡੀਓ ਕਲਿੱਪ, ਟਿੱਪਣੀਆਂ ਅਤੇ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਆਨਲਾਈਨ ਪਾਉਣ ਲਈ ਢੁੱਕਵੀ ਹੈ।

ਸ **ਉਹ ਕਿਸ ਨਾਲ “ਸੰਪਰਕ/ਸਬੰਧ ਬਣਾ ਰਹੇ” ਹਨ:** ਲੋਕ, ਜਿੰਨ੍ਹਾਂ ਨਾਲ ਤੁਸੀਂ MSN 'ਤੇ ਚੈਟਿੰਗ ਕਰਦੇ, ਗੇਮਾਂ ਖੇਡਦੇ, ਈਮੇਲਾਂ ਕਰਦੇ ਹੋ, ਜਿੰਨ੍ਹਾਂ ਨੂੰ ਤੁਸੀਂ ਆਪਣੇ ਸੋਸ਼ਲ ਨੈੱਟਵਰਕਿੰਗ (ਮਤਲਬ Facebook, MySpace, Nexopia, ਆਦਿ) ਪ੍ਰੋਫਾਈਲ 'ਤੇ “ਮਿੱਤਰਾਂ” ਵਜੋਂ ਸਵੀਕਾਰ ਕੀਤਾ ਹੋਇਆ ਹੈ।

ਹ **ਪ੍ਰਾਈਵੇਸੀ ਸੈਟਿੰਗਾਂ:** ਸੋਸ਼ਲ ਨੈੱਟਵਰਕਿੰਗ (ਮਤਲਬ Facebook, MySpace, Nexopia, ਆਦਿ) ਪ੍ਰੋਫਾਈਲ 'ਤੇ ਤੁਹਾਡੀਆਂ ਪ੍ਰਾਈਵੇਸੀ ਸੈਟਿੰਗਾਂ ਕਿੰਨੀਆਂ ਕੁ ਸਖਤ/ਉੱਚੀਆਂ ਹੋਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ।

- 5. ਮਾਪੇ ਅਤੇ ਨਵਜੂਵਕ:** ਉਨ੍ਹਾਂ ਨਤੀਜਿਆਂ ਬਾਰੇ ਬਹਿਸ/ਗੱਲਬਾਤ ਕਰੋ ਜਿਹੜੇ ਤੁਹਾਡੇ ਇਕ ਦੂਜੇ ਨਾਲ ਬਣਾਏ ਗਏ ਸਮਝੌਤਿਆਂ ਦੇ ਟੁੱਟ ਜਾਣ ਨਾਲ ਨਿਕਲਣਗੇ।

ਮੇਰੇ ਬੱਚੇ _____ ਗਰੇਡ _____ ਅਤੇ ਮੈਂ

ਇਸ ਨੋਟਿਸ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਬਾਰੇ ਗੱਲਬਾਤ ਕਰ ਲਈ ਹੈ

ਘਰ 'ਚ ਅਤੇ ਸਕੂਲ 'ਚ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਇਕ ਪਰਿਵਾਰਕ ਸਮਝੌਤਾ ਕਰ ਲਿਆ ਹੈ

ਮਾਪੇ/ਸਰਪ੍ਰਸਤ ਦੇ ਦਸਤਖਤ _____

ਨਵਜੂਵਕ ਦੇ ਦਸਤਖਤ _____

ਤਰੀਕ: _____

Spanish

Acuerdo familiar sobre la seguridad de Internet para estudiantes de la escuela secundaria y sus padres.

Para poder asegurar un uso responsable de Internet y la seguridad en la casa, es importante que los adolescentes y sus padres conversen y lleguen a un acuerdo sobre qué es seguro y qué es peligroso en el uso de Internet.

A continuación hay algunas preguntas para orientar la conversación y ayudar a abrir las puertas de la comunicación entre padres e hijos cuando se trata del uso seguro y responsable de Internet.

1. **Adolescentes:** expliquen a sus padres algunas de las cosas que hacen en Internet (por ej., ¿chatear en MSN? ¿Participar en juegos? ¿Visitar y actualizar perfiles en redes sociales, como Facebook, MySpace, etc.? ¿Páginas de Internet que visitan? ¿Correo electrónico? Etc.)
2. **Adolescentes:** expliquen a sus padres por qué estos lugares son importantes para ustedes, qué incluyen estos lugares y qué aspecto tienen. *Por ejemplo, MSN es importante porque.... Participar en juegos es importante porque*
3. **Padres:** expliquen/conversen sobre algunas de las cosas que les preocupan sobre Internet (en general o específicas con respecto a sus hijos).
4. **Padres:** Expliquen a sus adolescentes cómo se pueden atender estas preocupaciones. Podrían **conversar/negociar** y llegar a **un acuerdo** sobre:
 - a. **Las horas que pasa en línea:** cuál sería la cantidad de tiempo apropiada para estar en línea en actividades que no tengan que ver con la escuela.
 - b. **Qué lugares visitan:** qué tipos de páginas son apropiadas para visitar.
 - c. **Qué ponen en Internet:** Qué tipos de fotografías, vídeo, comentarios e información personal es apropiada para Internet.
 - d. **¿Con quiénes se encuentran:** Las personas con las que chatean en MSN, participan en juegos, intercambian correo electrónico, quiénes han aceptado como “amigos” en los perfiles de redes sociales (por ej., Facebook, MySpace, Nexopia, etc.).
 - e. **Programación de la privacidad:** Cómo son de estrictos/altos la programación de privacidad en el perfil de las redes sociales (por ej., Facebook, MySpace, Nexopia, etc.).
5. **Padres y adolescentes:** Conversen/negocien las consecuencias que ocurrirán si no se cumple el acuerdo que han logrado entre ustedes.

Mi hijo _____ de _____ grado, y yo hemos

- conversado sobre la información de esta nota
- llegado a un acuerdo familiar sobre el uso de Internet en la casa y la escuela

Firma del padre o tutor _____

Firma del adolescente _____

Fecha: _____

Vietnamese

Thỏa Thuận của Gia Đình về An Toàn Trên Internet cho Học Sinh Trung Học và Cha Mẹ.

Để bảo đảm sử dụng Internet có trách nhiệm và an toàn ở nhà, điều quan trọng là cả cha mẹ lẫn thiếu niên phải thảo luận và thỏa thuận với nhau về việc sử dụng Internet thế nào là an toàn và không an toàn.

Dưới đây là một số câu hỏi hướng dẫn để giúp cha mẹ và con có thể nói chuyện với nhau về việc sử dụng Internet an toàn và có trách nhiệm.

1. **Thiếu niên:** giải thích cho cha mẹ về một việc em làm trên mạng (chẳng hạn như nói chuyện trên MSN? Chơi trò chơi? Xem và cập nhật phần giới thiệu bản thân trên mạng xã giao, chẳng hạn như Facebook, MySpace, v.v...? Các websites em đến xem? Email? v.v...)
2. **Thiếu niên:** giải thích cho cha mẹ tại sao những chỗ này lại quan trọng đối với em, những chỗ đó là gì và trông như thế nào. *Thí dụ, MSN quan trọng là vì.... Chơi trò chơi quan trọng là vì....*
3. **Cha mẹ:** giải thích/thảo luận một số điều làm quý vị quan ngại về Internet (nói chung hoặc cụ thể về trường học của con quý vị).
4. **Cha mẹ:** thảo luận với con thiếu niên của quý vị về cách giải quyết một số quan ngại này. Quý vị có thể **thảo luận/thương lượng** và **thỏa thuận** về:
 - a. **Thời Gian Lên Mạng:** bao lâu là thời gian thích hợp có thể lên mạng cho các sinh hoạt “không phải của nhà trường”.
 - b. **Trẻ đến đâu:** những loại website nào thích hợp để đến xem.
 - c. **Trẻ đăng những gì:** những loại hình ảnh, mẫu phim video, nhận xét, và chi tiết cá nhân nào là thích hợp để đăng.
 - d. **Trẻ “chơi” với ai”:** trẻ nói chuyện với những người nào trên MSN, chơi trò chơi với ai, email cho em, ai được chấp nhận là “bạn” trên mạng xã giao (chẳng hạn như phần giới thiệu bản thân trên Facebook, MySpace, Nexopia, v.v...).
 - e. **Cài Đặt Riêng Tư:** nên cài đặt phần Riêng Tư chặt chẽ/cao đến mức nào trên Mạng Xã Giao (chẳng hạn như phần giới thiệu bản thân trên Face Facebook, MySpace, Nexopia, v.v...).
5. **Cha Mẹ & Thiếu Niên:** Thảo luận/thương lượng về các hậu quả phải gánh chịu nếu vi phạm các thỏa thuận đã đồng ý với nhau.

Con tôi _____ cấp lớp _____ và tôi đã

- thảo luận về các chi tiết trong thông báo này
- lập thỏa thuận trong gia đình về việc sử dụng Internet ở nhà và ở trường

Chữ Ký của Cha Mẹ/Người Giám Hộ _____

Chữ Ký của Thiếu Niên _____

Responding to Cyberbullying: Tips for Parents

Responding to Cyberbullying:

Tips for Parents

If you find out that your child is participating in victimizing someone over the Internet:

Take it seriously, and take action:

- If possible, print out any communication that occurred
- Find out who else was involved
- Let the school know (in all likelihood some or all of the children involved attend your child's school)
- Give a consequence (i.e. remove online access for a period of time).
- Talk to your child and help him/her understand what is wrong with the behaviour:
 - His/her actions may have caused serious harm to another person. Ask:
 - "How would you feel if this ended up on the front page of the newspaper?"
 - "What if everyone did this?"
 - "How does doing this make you feel inside?"
 - "How do you think it makes the other person feel?"

If your child is being victimized on the Internet

- Support and reassure your child that they have done the right thing in telling you.
- Use the "Block", "Ignore", or "Ban" feature on Instant Messaging and email
- Print out the messages or defaming websites
- Contact the sender's Internet Service Provider
- Inform the school
- Inform the police if necessary

Chinese

家長小貼士

若發現子女近日參與網上欺凌活動，您必須：

認真處理事件，立即採取行動：

- 若可能的話，把所有發生事件的信息內容列印出來
- 找出事件中牽涉的人物
- 知會校方（包括部份或所有於貴子弟學校就讀，涉嫌參與網上欺凌活動的學童）
- 作出相應行動（例如：截斷電腦上網功能一段時間）。
- 與孩子討論，讓他明白其行為有何不當之處：
 - 他的行為可能為他人帶來嚴重傷害。
您不妨問他：
「假設你的欺凌行為被刊登於報章頭版，你的感覺如何？」
「假若學校每個同學都做出欺凌行為，你的感覺如何？」
「欺凌同學時，你的內心有何感受？」
「你認為被欺凌者有何感覺？」

若您的子女不幸在互聯網上被別人欺凌，您可以：

- 向孩子表示支持，並重申他向你傾訴這個做法是絕對正確的。
- 利用「阻隔（Block）」、「忽略（Ignore）」或「禁止（Ban）」功能，對即時短訊及電郵進行禁制
- 列印出有關信息或不良網站
- 與發送信息者使用的互聯網服務供應商聯絡
- 知會校方
- 於有需要時，聯絡警方

Korean

학부모를 위한 지침

귀하의 자녀가 인터넷을 통해 다른 사람을 괴롭히는 일에 참여하는 것을 알게된 경우:

심각하게 받아들여서, 적절한 대응을 하십시오:

- 가능하다면 발생한 모든 통신 내용을 인쇄하십시오
- 다른 관련자가 있는지 확인하십시오
- 학교에 연락하십시오 (관련된 학생 전부나 일부가 자녀와 같은 학교를 다닐 수 있음)
- 벌을 내리십시오 (예를 들어 일정 기간동안 인터넷 사용을 금지).
- 대화를 통해 이런 행위의 잘못됨을 이해시키십시오:
 - 자녀의 행위가 다른 사람에게 심각한 해를 끼칠 수 있습니다. 다음과 같은 질문을 하십시오:
 - “이것이 신문 1 면에 나온다면 어떻게 느끼겠니?”
 - “모든 사람이 이렇게 한다면 어떻게 되겠니?”
 - “이런 일을 하면 마음 속 깊은 곳에 어떤 생각이 드니?”
 - “이런 일을 당하는 사람은 어떻게 느끼겠니?”

귀하의 자녀가 인터넷 폭력의 피해자인 경우

- 자녀가 부모에게 이런 일에 대해 이야기 하는 것은 잘한 일이라고 격려하고 확인시키십시오.
- 인스턴트 메시징이나 이메일에 “Block (차단)”, “Ignore (무시)”, 또는 “Ban (금지)” 기능을 사용하십시오
- 메시지나 모욕적인 웹사이트 내용을 인쇄하십시오
- 송신자의 인터넷 서비스 제공회사에 연락하십시오
- 학교에 알리십시오
- 필요하다면 경찰에 알리십시오

Punjabi

ਮਾਪਿਆਂ ਲਈ ਨੁਕਤੇ

ਜੇਕਰ ਤੁਹਾਨੂੰ ਪਤਾ ਲੱਗਦਾ ਹੈ ਕਿ ਤੁਹਾਡਾ ਬੱਚਾ ਇੰਟਰਨੈੱਟ ਰਾਹੀਂ ਕਿਸੇ ਨੂੰ ਧੌਂਸ ਦਾ ਸ਼ਿਕਾਰ ਬਣਾਉਣ 'ਚ ਭਾਗ ਲੈ ਰਿਹਾ ਹੈ:

ਇਸ ਨੂੰ ਗੰਭੀਰਤਾ ਨਾਲ ਲਵੋ ਅਤੇ ਕੋਈ ਕਾਰਵਾਈ ਕਰੋ:

- ਜੇਕਰ ਸੰਭਵ ਹੋਵੇ ਤਾਂ ਉਸ ਲਿਖਤੀ ਗੱਲਬਾਤ ਨੂੰ ਛਾਪ ਲਵੋ ਜਿਹੜੀ ਹੋਈ ਹੋਵੇ
- ਪਤਾ ਲਗਾਉ ਕਿ ਹੋਰ ਕੌਣ ਸ਼ਾਮਲ ਸੀ
- ਸਕੂਲ ਨੂੰ ਦੱਸੋ (ਬਹੁਤੀ ਸੰਭਾਵਨਾ ਹੈ ਕਿ ਸ਼ਾਮਲ ਬੱਚਿਆਂ 'ਚੋਂ ਕੁਝ ਜਾਂ ਸਾਰੇ ਹੀ ਬੱਚੇ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ 'ਚ ਪੜ੍ਹਦੇ ਹੋਣਗੇ)
- ਉਸਦਾ ਕੋਈ ਫਲ ਦਿਉ (ਮਤਲਬ ਕੁਝ ਸਮੇਂ ਲਈ ਆਨ-ਲਾਈਨ ਪਹੁੰਚ ਹਟਾ ਦਿਉ)।
- ਆਪਣੇ ਬੱਚੇ ਨਾਲ ਗੱਲ ਕਰੋ ਅਤੇ ਉਸਨੂੰ ਇਹ ਸਮਝਣ 'ਚ ਮਦਦ ਕਰੋ ਕਿ ਇਸ ਕਿਸਮ ਦੇ ਵਰਤਾਉ 'ਚ ਕੀ ਗਲਤ ਹੈ:
 - ਉਸ ਦੀਆਂ ਕਾਰਵਾਈਆਂ ਨੇ ਕਿਸੇ ਹੋਰ ਵਿਅਕਤੀ ਨੂੰ ਗੰਭੀਰ ਨੁਕਸਾਨ ਪੁਚਾਇਆ ਹੋ ਸਕਦਾ ਹੈ।

ਪੁੱਛੋ:

“ਤੂੰ ਕਿਵੇਂ ਮਹਿਸੂਸ ਕਰੇਂਗਾ/ਕਰੇਂਗੀ ਜੇਕਰ ਇਹ ਅਖਬਾਰ ਦੇ ਪਹਿਲੇ ਸਫੇ ‘ਤੇ ਛਪ ਗਿਆ ਹੋਵੇ?”

“ਫਿਰ ਕੀ ਹੋਵੇ ਜੇਕਰ ਹਰ ਕੋਈ ਇੰਜ ਕਰੇ?”

“ਇੰਜ ਕਰਦਿਆਂ ਤੂੰ ਆਪਣੇ ਅੰਦਰ ਕਿਵੇਂ ਮਹਿਸੂਸ ਕਰਦਾ/ਕਰਦੀ ਹੈ?”

“ਤੂੰ ਕੀ ਸੋਚਦਾ/ਸੋਚਦੀ ਹੈਂ ਕਿ ਇਸ ਨਾਲ ਦੂਸਰੇ ਵਿਅਕਤੀ ਨੂੰ ਕਿਵੇਂ ਮਹਿਸੂਸ ਹੁੰਦਾ ਹੈ?”

ਜੇਕਰ ਤੁਹਾਡਾ ਬੱਚਾ ਇੰਟਰਨੈੱਟ ਰਾਹੀਂ ਧੌਂਸ ਦਾ ਸ਼ਿਕਾਰ ਬਣਾਇਆ ਜਾ ਰਿਹਾ ਹੈ

- ਆਪਣੇ ਬੱਚੇ ਦੀ ਮਦਦ ਕਰੋ ਅਤੇ ਉਸਦਾ ਮੁੜ ਯਕੀਨ ਬੰਨਾਉ ਕਿ ਉਨ੍ਹਾਂ ਨੇ ਤੁਹਾਨੂੰ ਦੱਸ ਕੇ ਠੀਕ ਕੰਮ ਕੀਤਾ ਹੈ।
- ਆਪਣੇ ਇੰਸਟੈਂਟ ਮੈਸੇਜਿੰਗ ਜਾਂ ਈਮੇਲ ‘ਤੇ “Block(ਬਲਾਕ)”, “Ignore(ਇਗਨੋਰ)”, ਜਾਂ “Ban(ਬੈਨ)” ਕਰਨ ਵਾਲੇ ਫੀਚਰਾਂ ਦੀ ਵਰਤੋਂ ਕਰੋ
- ਆਏ ਸੁਨੇਹਿਆਂ ਨੂੰ ਜਾਂ ਅਪਮਾਨਜਨਕ ਵੈੱਬਸਾਈਟਾਂ ਨੂੰ ਛਾਪ ਲਵੋ
- ਸੁਨੇਹਾ ਭੇਜਣ ਵਾਲੇ ਨੂੰ ਇੰਟਰਨੈੱਟ ਸੇਵਾ ਪ੍ਰਦਾਨ ਕਰਨ ਵਾਲੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ
- ਸਕੂਲ ਨੂੰ ਸੂਚਨਾ ਦਿਉ
- ਜੇਕਰ ਜ਼ਰੂਰੀ ਹੋਵੇ ਤਾਂ ਪੁਲਿਸ ਨੂੰ ਸੂਚਨਾ ਦਿਉ

Spanish

Consejos para los padres

Si usted se entera que su hijo está participando en victimizar a alguien a través de la Internet:

Tómelo en serio y tome medidas:

- Si puede, imprima cualquier comunicación que haya habido
- Averigüe quién más participó
- Avise a la escuela (lo más probable es que algunos o todos los niños involucrados van a la escuela de su hijo)
- Establezca alguna consecuencia (por ejemplo, retire el acceso a la Internet por un tiempo).
- Hable con su hijo(a) y ayúdele a entender qué tiene de malo su comportamiento:
 - Su proceder puede haber causado un daño serio a otra persona.
Pregúntele:
“¿Cómo te sentirías si esto terminara saliendo en la primera página del periódico?”
“¿Qué pasaría si todos hicieran esto?”
“¿Cómo te hace sentir por dentro el hacer esto?”
“¿Cómo crees que esto le hace sentir a la otra persona?”

Si a su hijo lo están victimizando por la Internet

- Apoye a su hijo y asegúrele que ha hecho lo correcto al contarle a usted.
- Use la función “Block (Bloquear)”, “Ignore (Ignorar)” o “Ban (Suprimir)” en el Mensaje Instantáneo y en el correo electrónico del computador
- Imprima los mensajes o sitios web denigrantes
- Contacte al servicio proveedor de Internet del remitente
- Informe a la escuela
- Si es necesario, informe a la policía

Vietnamese

Các Hướng Dẫn cho Cha Mẹ

Nếu quý vị phát hiện là con mình đang hiếp đáp người khác trên Internet:

Đừng coi thường trường hợp này, và nên có hành động:

- Nếu có thể được, in ra bất cứ thư từ liên lạc nào
- Tìm hiểu xem có ai khác liên hệ hay không
- Cho nhà trường biết (có thể có một số hoặc tất cả trẻ liên hệ đều đi học cùng trường với con quý vị)
- Bất chịu hậu quả (chẳng hạn như không cho lên mạng trong một thời gian nào đó).
- Nói chuyện với con quý vị và giúp trẻ hiểu làm như thế là sai trái:
 - Hành động của trẻ có thể tác hại nghiêm trọng đến người khác.

Hãy hỏi:

“Con sẽ cảm thấy như thế nào nếu báo chí đưa chuyện này lên trang nhất?”

“Nếu người nào cũng làm thế thì sao?”

“Làm như thế thì con thấy trong lòng như thế nào?”

“Con nghĩ người kia sẽ cảm thấy như thế nào?”

Nếu con quý vị là nạn nhân trên Internet

- Hỗ trợ và trấn an con quý vị rằng em nói cho quý vị biết là đúng.
- Dùng đặc điểm “Block (Chặn)”, “Ignore (Lờ Đì)”, hoặc “Ban (Cấm)” của Instant Messaging và email
- In ra những thư từ tin nhắn hoặc các websites phỉ báng
- Liên lạc với Internet Service Provider (Hãng Cung Cấp Dịch Vụ Internet) của người gửi tin
- Thông báo cho nhà trường
- Trình báo cho cảnh sát nếu cần

Resources

(Teachers may want to provide this contract to help students think about responsible Internet use)

My Internet Safety Plan

I, _____, will adhere to this
(Student's Name)

Safety Plan in order to have fun and be safe on the Internet.

When I email or IM I will ...

When I am in a chatroom I will ...

When I create a profile on a social networking site (eg. Facebook, MySpace etc) I will ...

When I accidentally hit an inappropriate website I will:

When I am playing online games I will ...

When I see mean or nasty messages about somebody at school I will ...

If somebody says mean or nasty things to me I will ...

If somebody I don't know emails or messages me I will ...

Date: _____

Student's Signature: _____

Parent's Signature: _____

Resources for the Classroom

Fiction

Fredericks, Mariah. **Head Games**, Simon Pulse, New York 2004.
ISBN 9781416913351.

What happens when an online game gets serious?

Grade 7-9

Use: either individual or classroom use; for examining playing games online with strangers.

Goldschmidt, Judy. **The Secret Blog of Raisin Rodriguez**, Razorbill Paperbacks.

ISBN 1-59514-071-9.

Raisin Rodriguez has moved with her family to a new state. Luckily she can vent to her best friends from home in her secret blog.

Grade 7-9

Use: individual or classroom.

Myracle, Lauren. **TTYL**, Amulet Books, 2004.

ISBN 9780 8109 59712.

Told entirely in Instant Messages, this smart, funny novel is about humour, hangovers and heartaches in high school and the friendship you get through it all.

Grade 7-9

Use: individual.

Myracle, Lauren. **TTFN**, Amulet Books, 2006.

ISBN 9780 8109 59712.

Myracle captures the banter and shorthand of Instant Messaging. Teens will enjoy the novelty of its style. A sequel to *TTYL*.

Grade 7-9

Use: individual.

Ruby, Laura. **Good Girls**, available fall of 2006.

ISBN 13 97800 608 8223.

A girl's photo has been taken while having sex with a boy. It is being passed around via e-mail, even to her parents before she arrives home from school.

Grade 8-10

Use: individual or classroom.

Websites with Lesson Plans and Activities

www.cybersmartcurriculum.org/lesson_plans/

<http://www.cyberbullying.us/resources.php>

<http://www.bewebaware.ca/english/KidFriendlySearchEngines.aspx>

Websites for Children and Teens:

<http://www.wiredkids.org> offers <http://www.internetsuperheroes.org>: a fun site for kids that uses Marvel Comics characters to teach about the potential dangers on the web.

YOU CAN is a Canadian youth-led organization for the promotion of peaceful resolutions of conflicts: www.youcan.ca

Teen Central is a teen help website run for teens by teens which includes password access to safe cyber-space and a forum for asking questions and posting experiences that may help other. The site is professionally monitored by teen counselors and psychologists: www.teencentral.net

A teen talk website in coordination with the Kids Help phone 1-800-668-6868: www.talk-helps.com

DVDs for the Classroom

The following new DVDs will soon be available from the VSB Media and Library Services Collection. Also see the online catalogue for additional titles.

Staying Safe on the Internet

Grades 3 – 5

This program is designed to teach students rules for staying safe wherever they go online. Introduced by a funny, computer-savvy host named “Chip”, the three scenarios alert viewers to online dangers, and teach the appropriate safety rule to follow: Don’t open messages from anyone you don’t know personally. Don’t give out personal information to anyone. Never agree to meet with strangers you meet online. In summing up, “Chip” explains that if something online makes you at all uncomfortable, be sure to ask for help from a grown-up you trust. Includes both DVD and VHS with Guide and 12 reproducible student worksheets. 15 minutes, 2008, Sunburst.

The Internet and You: Staying Safe
Grades 5 – 9

The Internet is an everyday part of life for most teens, yet many fail to realize why it is essential for them to use caution online. With humour that will appeal to young teens, the program talks about Instant Messaging, blogs, email, chat rooms and social networks. Without using scare tactics, it makes teens aware of potential online dangers: predators, “phishing”, identity theft and cyberbullying. The program is designed to make surfing the net a positive, safe experience. Includes both DVD and VHS with Guide. 15 minutes, 2007 Sunburst.

Protect Yourself: Personal Safety on the Internet
Grades 7 – 12

This documentary-style program features real teens talking about their Internet experiences, ranging from frequent messages from people they don’t know to invitations to gamble. Teens learn to be assertive and smart when it comes to their interactions on the Internet, and discover how to protect themselves and draw the line with anyone who is inappropriate. Includes both DVD and VHS with Guide. 17 minutes, 2007 Sunburst.

Resources for Administrators, Counsellors, Teachers, & Parents:

Books and Articles

Borys, Robert. *Internet Awareness for Parents: A Practical Guide for Safeguarding Your Family*. A Concerned Cyber Age parents' publication, 2005
ISBN: 0-9738767-1-9

Johnson, Doug. *Learning Right from Wrong in the Digital Age: An ethics guide for parents, teachers, librarians, and others who care about computer-using young people*.
Linsworth Publishing, Inc., 2003
ISBN: 1-58683-131-3

This book provides a wealth of information, case studies, discussion questions, and other interactive activities on computer/Internet ethics, and appropriate computer use.

Nickel, Rob. *Staying Safe in a Wired World: A Parent's Guide to Internet Safety*. Nickel Publishing, 2006.
ISBN 0-9780082-0-0

This book was written by a parent. It covers most of the applications used on the Internet by our children and gives instruction on how to help keep our children safe while in cyberspace.

Willard, Nancy E. *Cyberbullying and Cyberthreats: responding to the challenge of online social aggression, threats and distress*.
Research Press, 2007
ISBN: 13:978-0-87822-537-8

This book addresses real-life online risks students face as they embrace the Internet and other digital technologies. It provides the framework schools need to implement comprehensive action in response to cyberbullying and cyberthreats.

For a more comprehensive look at issues surrounding the Internet, read *The Internet Playground: Children's access, entertainment, and mis-education*, by Ellen Seiter (2005).

Psychotherapy NETWORKER July/August 2006 edition:

- The Divided...inside the world of 21st C teens by Ron Taffel
- Cyberspace by Mary Sykes Wylie
- Lost in Electronics...Today's media culture is leaving boys at a loss for words by Adam Cox

Websites

www.cyberbullying.ca is an excellent and comprehensive Canadian site devoted entirely to Cyberbullying. Also see: www.bullying.org

www.cyberbully.org offers a concise description of Cyberbullying and provides additional resources and references.

<http://www.cyberbullying.us/> provides information on Cyberbullying and offers personal anecdotes to supplement statistics. Also includes resources for parents and teachers.

www.cyberbully.org/docs/cbparents.pdf

“Parent’s Guide to Cyberbullying: Addressing Harm caused by Online Social Cruelty”

http://www.cyberbullying.ca/pdf/Cyberbullying_Information.pdf

For an online safety guide, tools for families, safe websites for kids and information for reporting Internet trouble go to: www.kids.getnetwise.org

For an American guide to safe Internet encounters, visit: www.isafe.org

One American father who lost his son to suicide after intense cyberbullying has set up a site to help educate youth and parents about its dangers before it is too late: <http://www.ryanpatrickhalligan.com/index.html>

<http://www.livewwwires.com/LiveWiresDesign> teaches children how to surf the Internet safely. It includes a CD-ROM game for children, a parent/teacher guide, a video and a poster. This web site has information on internet safety issues for parents, teachers and librarians.

<http://www.wiredsafety.org/> serves to educate the community about the dangers of the Internet. WiredSafety.org also provides information and resources to help educate and guide law enforcement officers on Internet safety issues, crime prevention and reporting of cyber crimes.

<http://www.media-awareness.ca/english/index.cfm> strives to equip adults with information and tools to help youth understand how the media work, how the media may affect their lifestyle choices and the extent to which they, as consumers and citizens, are being well informed. MNet also provides reference materials for use by adults and youth alike in examining media issues from a variety of perspectives.

Contacts

For talks/workshops on Cyberbullying and Responsible Internet use, contact:

Danielle M. Law
Director, Initiate Consulting
Email: initiate@shaw.ca

For information on workshops and computer games that deal with Internet Safety, contact:

DrewAnn Wake
LiveWires Designs
Email: wake@livewwwires.com

For help in handling Cyberbullying situations at your school contact:

Your Police School Liaison Officer

If you are part of the Vancouver School District #39, you can also contact:

Jan Sippel
Coordinator, Abuse Prevention
Vancouver School District #39
1580 West Broadway
Vancouver, BC, V6J 5K8
Tel: 604-713-5204
Email: jsippel@vsb.bc.ca

Lisa Pedrini
Manager, Social Responsibility & Diversity
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