

Scenario Cards

Duplicate and cut apart a copy of this handout for each small group you create in Step 6 of the lesson. Randomly distribute one scenario to each group for each round of the activity.

Scenario 1: Junie and Sanjay

Junie is a 15-year-old who loves playing an online game. During the game she has started chatting with Sanjay, another player. Sanjay is also 15 years old, and from their conversations Junie thinks they have lots in common: They not only enjoy the same types of video games, but they also have the same complaints about younger brothers and their parents! Junie has started sharing her problems to Sanjay instead of her friends at school, because he's always on her side. After many online conversations over several weeks, Sanjay asks Junie to meet him at the mall in the next town and to send a picture so he will recognize her.

Sense: Think like a robot—What does Junie “know” about Sanjay? What can she not know for sure?

Plan: Use deliberate thinking—Does Junie know Sanjay well enough to trust him?

Act: Junie has two choices in how she responds to Sanjay. What is the AUTOMATIC action? What is the DELIBERATE action?

Discuss: What kind of threat do you see in this scenario? Have you heard about a similar situation that happened to someone? What do you think Junie should do?

Scenario Cards, continued

Scenario 2: Lon and Free Internet

Lon's family doesn't have a lot of money, so he doesn't have a smartphone or a tablet or a computer of his own. He uses the family computer for all of his online communications. He and his cousin James, who lives across the country, spend a lot of time emailing each other ... jokes, pictures, stories about school, and stuff like that. One day Lon gets an email from James that says, "Click here for free Internet!" Lon is excited—James knows how much Lon wants better tech, and this looks like a way he can help his family out with those high Internet bills. Maybe with the money they save, he can get his own cellphone!

Sense: Think like a robot—What do Lon's senses let him "know" for sure about the offer he is seeing?

Plan: Use deliberate thinking— Should what Lon knows make him trust the email offer? Why or why not? What might happen if Lon ignores the offer? What might happen if he clicks on it?

Act: What is the DELIBERATE action Lon can take? What is the AUTOMATIC action?

Discuss: What kind of threat do you see in this scenario? Have you heard about a similar situation that happened to someone? What would you do if you were Lon? Why?

Scenario Cards, continued

Scenario 3: Merry and the ShoeShop Network

Merry loves shoes ... she has more than 15 pairs! Running shoes, dancing shoes, sandals, boots ... she loves them all. Merry's mom even let her set up an account at the online ShoeShop Network (sweet!). But one day, Merry got an email that scared her. It said that the ShoeShop Network's user database had been hacked, and her mom's credit card might be at risk. The email provided a link to go in and change her account settings. All they needed to know was her ShoeShop account number, her mom's maiden name, and the billing address associated with the account.

- Sense:** Think like a robot—What should Merry's virtual senses have told her about the email she received?
- Plan:** Use deliberate thinking—Does she know enough to make her trust the sender? What might happen if Merry follows the link and the instructions on the website?
- Act:** What is the DELIBERATE action Merry can take? What is the AUTOMATIC action?
- Discuss:** What kind of threat do you see in this scenario? Have you heard about a similar situation that happened to someone? What would you do if you were Merry? Why?

Scenario Cards, continued

Scenario 4: Tia's Password

Tia and Ben met when they both began attending the same middle school. In science class they were assigned to work together on a project. The day it was due, Tia was sick in bed and couldn't bring in her part of the project, which she had created in a Google document. She was too sick to get it, so she gave Ben her password and asked him to print it so their project could be turned in on time. He did, and they got a really good grade on the project. Two weeks later, a friend of hers said there were some embarrassing pictures of Tia posted on Ben's Facebook page. She couldn't figure out how he got them, and when she asked, Ben just laughed.

Sense: Think like a robot—How did Ben get Tia's pictures? What did her senses let her "know" about Ben before she gave him her password?

Plan: Use deliberate thinking—Did Tia know enough about Ben to trust him with her password? Do you think Tia should share her password with people she trusts? What could Tia do right now?

Act: Would you call Tia's actions AUTOMATIC? Explain why. What is the DELIBERATE action Tia should have taken when she was sick?

Discuss: What kind of threat do you see in this scenario? Have you heard about a similar situation that happened to someone? What should Tia do if she ever faces the same situation in the future?

Scenario Cards, continued

Scenario 5: Prudence and the Picture

Prudence, a high school junior, considers herself an amateur photographer; one day she plans to make that her career. Right now, she's got a cellphone with a great camera feature and she's snapping shots and posting them on Instagram and Snapchat all the time. Any time she's out with friends or family, you can expect to see Prudence taking pictures, and most of them are candid shots of friends, family, and classmates. One day Prudence gets called into the principal's office at school where she is met by a very angry principal AND the parents of one of her classmates, Laura. One of the photos that Prudence posted of Laura, taken in the school ladies' room and showing her in an embarrassing pose, had been downloaded and passed around in emails, Facebook, and even some websites. Prudence thought it was a pretty funny picture, but she didn't see it as THAT embarrassing. Now she's being accused of cyberbullying, and she might be suspended or even expelled! How is that possible?

Sense: Think like a robot—What did Prudence know when she took the picture? Do you think she has ever heard about legal or criminal issues related to posting pictures online?

Plan: Use deliberate thinking—What clues should have guided Prudence's actions? What should she have known about the term "expectation of privacy"?

Act: Was Prudence's action DELIBERATE or AUTOMATIC? Explain.

Discuss: What kind of threat do you see in this scenario? Have you heard about a similar situation that happened to someone? What is going to happen now and how might it affect Prudence's future? Would you have been as surprised by events as Prudence was?