



The Leader in e-Safety Education



Strategy for Cyber Safety Education Success Planning Tool



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Why Do We Care About Cyber Safety Risk Management?

Who is “at risk”?

Children identified as at risk for real-world developmental and behavioral problems are especially at risk in Cyberspace, as it enables easy access to negative networking, illegal resources and potentially dangerous relationships. Keep in mind however, that perceived online anonymity puts all children at risk when online and unsupervised. In addition to the obvious dangers of involvement in cyber bullying or inappropriate relationships, our Web 2.0 world also provides a new platform for adults to model inappropriate online behaviors and leaves us wondering what the next phase will bring to society. Each new technology that children find attractive further complicates our ability to keep them safe and to foster citizenship.

Who needs to meet the challenges?

Everyone has a stake in raising safe and responsible cyber citizens. Although parenting is a major component, all stakeholders must be identified and encouraged to play a role in the e-Safety educative process, to ensure our youth are prepared for the challenges they face online. This guide will enable you to engage others in your organization in creating an overall effective strategy, and will help you identify your most effective role in cyber safety risk management.



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Strategy for Cyber Safety Education Success

Planning Tool

Effective cyber safety education and prevention cannot be a one-man show. The prompts and activities in this workbook are designed to help the educator in any field become effectively involved in a cyber safety strategy that will have the most impact on promoting positive and safe cyber interaction with the youth he or she serves.

The Process

- Evaluate the issues and challenges
- Define your involvement
- Understand strategy levels
- Evaluate your most effective role
- Engage others
- Coordinate resources and plan action
- Implement solutions

Evaluate the Issues and Challenges

Cyber safety issues include any use of digital technologies that involves unsafe, irresponsible or unethical usage. Brainstorm the cyber issues/challenges you have observed, or know of, to be impacting the youth you work with:

- _____
- _____
- _____

Define Your Involvement

Briefly describe how cyber safety and/or responsible usage issues specifically affect YOU in your professional role. For example, you may be one who counsels youth who have been affected by cyber bullying, either as the victim or a perpetrator, or you may be the one who develops policies and/or consequences for students who use school tech resources unsafely or unethically.

Strategy Levels

- Policy
- Education
- Prevention
- Aid
- Legal

Cyber safety **strategy levels combine** to provide a safe environment and to promote cyber citizenship for all users of e-technologies.

Strategy Level: Policy

At the most basic level of any school or organization's arsenal in the fight for safer, more responsible cyber citizens is effective policy regarding Internet and e-technology usage.

Evaluate	Yes	No	Not Sure	Comments
Does your school/org have an Acceptable Use Policy (AUP)?				
Is your AUP appropriate to your organization's needs?				
Is the AUP regularly reviewed and updated?				
How is the AUP information disseminated to students, faculty, parents, etc.?				

Strategy Level: Education

Once a policy regarding Internet usage is adopted, a school or other educational organization must integrate cyber safety/ethics education appropriately.

Evaluate

Does your school/org TEACH the Acceptable Use Policy?

If yes, who teaches it?

- Does your school/org teach every student basic Internet safety concepts?

If yes, who teaches it?

- What types of educational modes are used to provide information and/or education about online safety and responsibility? (Example: traditional lessons, safety tips in flyers/newsletters, edutainment games, etc.)

Education Strategy: Rely on a “Best Practice” Approach

It is essential that children who are at risk for Internet problems be provided with education that has the best chance for success. Just as in any other educative area, effective teaching and learning incorporates best practices as they are defined by the latest educational research. Standards of best practice that must be considered when selecting e-Safety materials include:

- adequate instructor/mentor preparation
- materials to foster active participation between students and instructor/mentors through discussions and cooperative group learning activities
- topics that are centered on up-to-date information pertinent to e-Safety issues that confront today’s youth.
- positive rather than punitive emphasis in online behavior management
- social-skills instruction
- opportunities to age-appropriately engage in analysis of online behaviors and associated risks leading to construction of solutions
- opportunities to teach others

Strategy Level: Prevention

(Programmatical)

Hand in hand with education is taking steps to PREVENT irresponsible or unsafe online behavior.

One of your best allies in developing this strategy is yourself. Use the confidence you have in managing other types of risk-taking behaviors.

- Online problems usually have real-world counterparts. Identify strategies used in other types of prevention programs that you have had success with such as programs that foster or enable parent-child communication, or those that promote community involvement (youth empowerment).
- Rely on research. Beyond direct research on children and Internet behavior, use your Internet search skills to find affective research-based programs that have a correlation to online issues you deal with (Example: bullying/cyber bullying).

Review the list of cyber issues in the first column. In the second column, associate programs, resources or strategies you know of or use to address physical-world counterparts.

Sexually provocative or other inappropriate social networking	
Interest and/or interaction in Pro-Ana / Pro-Mia Web sites	
Cyber bullying (victim or perpetrator)	
Online gambling	
Access to illegal drugs	
Other negative networking (Web sites that promote gang activity, suicide, racism, etc.)	

Prevention (physical means) Investigate physical applications

While everyone will agree that filters are not a single solution, these and other tools can help prevent some problems from occurring.

- What “physical” steps do your school/org take to prevent problems from occurring?

- From what you have observed, are these steps effective? Why or why not?

Strategy Level: Aid from External Resources

Unfortunately, despite all of the education and prevention in the world, sometimes problems will arise that will require an aggressive approach involving outside help.

What aid sources can your school/org offer? (Example: counseling, school resource officer, etc.)

What external resources can your school/org recommend?

Do you have access to a list of compiled resources?

Identify your primary contact should you need to initiate law enforcement involvement in a cyber issue:

Strategy Level: Legal

At the final level, the individual, school or organization needs to be prepared to handle the legal side of online issues. A basic understanding of the legal ramifications of online issues is required of all those involved in educating or counseling youth. Do you know the legal criteria used in your state to determine whether an educational institution can/should get involved with an online issue?

Food for Thought: In the case of *Layshock v. Hermitage School District* (2006), a U.S. District Court examined “whether a school district can punish a student for posting on the Internet, from his grandmother’s home computer, a non-threatening, non-obscene parody profile making fun of the school principal.”

How do you think the court ruled?

Develop a Resource:

Create your own resource by researching the legal steps a school in your state should take in dealing with online victimization issues.

(Hint: this may be actual state policy or may be handled at the school district level.)

Does your state have anti-cyber bullying laws? (Hint: begin by doing an Internet search for “states with cyber bullying laws.”)

NEEDS ASSESSMENT

Organizational

Use resource information, your responses from the previous pages along with the prompts below to identify areas for improvement that would positively affect your organization’s e-Safety strategy.

Jot down a brief summary or list of your suggestions for improvement for each of the strategy levels, regardless of your particular role in implementation of a solution.

Policy	
e-Safety Education Consider all modes and areas where e-Safety education could be integrated	
Prevention (Programmatical)	
Prevention ("Physical" means)	
Aid List new resources your school/ org might offer cyber victims and cyber "delinquents"	
Legal	

Needs Assessment: Personal/Professional - Evaluate YOUR Most Effective Role

Use the needs-assessment chart you created on page 5 as a resource, along with the following prompts, to evaluate your most effective role.

Identify special authorizations/abilities/skills you have that can be used to promote e-Safety and responsible use.

- _____

- _____

- _____

- _____

How can you impact youth and their online behaviors? (Example: teach a class, counsel at risk youth, write policy, distribute awareness materials, etc.)

Identify resources that can help you accomplish this task.

- Professional Development/Training
- Conference workshop sessions
- Resource materials for parents, educators, students, and/or law enforcement
- Access to technology resources (Example: video conferencing, computer lab)
- Other

Answer to “Food for Thought” on page 5

How did the Court rule in *Layshock v. Hermitage School District (2006)*?

The case began in December 2005 when Justin Layshock and several other Hickory High School students posted parody profiles of their Principal on MySpace.com. After discovering the website profiles, school officials investigated to find out which students were responsible for their creation. Justin, a senior enrolled in honors and advanced placement courses, admitted that he had created one of the profiles. As a result, school officials suspended him from school for ten days, placed him in an Alternative Curriculum Education program for the remainder of the school year, and prohibited him from attending his graduation ceremony. The American Civil Liberties Union (ACLU) of Pennsylvania filed a lawsuit on behalf of Justin, arguing that the school district’s punishment of him for off-campus speech - Justin created the website at his grandmother’s house - violated his First Amendment free-speech rights.

At a hearing held in late January, 2006 a U.S. District Court Judge ruled to support the school district’s actions, finding that Justin’s actions appeared to have substantially disrupted school operations. In spite of the court’s ruling however, the school decided to reinstate Justin in his school and he graduated with his class in the spring of 2006. It did not end there.

At trial, the ACLU of Pennsylvania argued that the school district’s punishment of Justin had violated his First Amendment free-speech rights. In his final decision, the judge ruled in Justin’s favor and ordered a jury trial to determine whether Justin is entitled to compensatory damages. More information about the case, including a copy of the original complaint, can be found at www.aclupa.org/layshock.

Engage Others – Collaborate!

A successful cyber safety solution **MUST** include involvement/support of parents and a variety of key school and community stakeholders. Identify others you can engage to complete your school/organization's solution.

Name/Title

Role

Potentials for how they can help

Coordinate Resources and Plan Action

Coordination of resources usually involves interaction between key stakeholders. Create a starting point by listing any ideas you have on how this might be accomplished in your school/org. Once you are actually involved in developing a strategy, this section will be expanded upon.

- _____

- _____

- _____

- _____

- _____

Implement Solutions!

Accomplish your goal by acting on your part of your cyber safety strategy for success.

Stay up-to-date on new cyber safety/responsible use issues and challenges through ongoing utilization of the resources that are most effective in supporting your role.



i-SAFE and Educators Work Together to Build a Safer USA

Educators Make the Difference

The U.S. Congress and state legislatures across the country are increasingly turning to schools as the best option to educate children about safe and responsible Internet use, passing laws that mandate e-Safety lessons be taught in the classroom. i-SAFE Inc. is partnering with schools, districts, regional and state education agencies, even foreign governments to provide educators around the country with a prevention-oriented Internet safety education program for students in grades K through 12, which includes professional development, K through 12 curriculum, leadership opportunities for students, and resources for parents and the community at large.

i-SAFE's Safe Schools Education Initiative and Outreach Campaign

The Education component brings the i-SAFE curriculum into the classroom through integrated teaching and learning activities for grades K through 12, which cover key topics like how to react to a cyber bully and safe social networking. The lessons combine age-appropriate discussions and collaborative-learning projects that can be utilized in classrooms with or without computer access.

The Outreach component facilitates the extension of students' newly acquired e-Safety knowledge beyond the classrooms and introduces the entire community to the need for online safety. Because youth empowerment is the link between education and the community components of the i-SAFE program, students are encouraged to become student i-MENTORs who communicate the e-Safety message via peer-to-peer contact and exciting communitywide activities, events, and rallies.

Subscription Curriculum Packages for Grades K through 12

Young students are introduced to the key concepts of Internet safety through songs and age-appropriate, hands-on activities. Secondary school students are

empowered through education and self-management techniques. Webcast videos and teaching, and learning activities foster discussion, cooperative learning, concept development, and opportunities for school and community outreach.

Curriculum is available to schools, districts, regional and state education agencies, and foreign governments through a subscription to one of the three i-SAFE Subscription Curriculum Packages:

E-Rate Package curriculum has been developed to meet the needs of the Protecting Children in the 21st Century Act legislation. It focuses on these topics:

- ▶ Appropriate Online Behavior – Safety and responsibility in Cyberspace.
- ▶ Social Networking – Safe and responsible interaction with other individuals on social networking Web sites and in chat rooms
- ▶ Cyber Bullying – Increase students' awareness about cyber bullying and response

Silver Package curriculum is age-appropriate lesson plans and reproducible activities on:

- ▶ Cyber Community Citizenship – Relates real world and online behavior/consequences
- ▶ Personal Safety – Responsible online communication and safe interaction
- ▶ Cyber Security – Malicious software, spam, identity theft awareness and response
- ▶ Intellectual Property – Copyright protections, plagiarism, file-sharing in Cyberspace
- ▶ Predator Identification – Understanding the grooming process, and appropriate response to strangers online
- ▶ Digital Literacy – Comprehending the purpose of media and how to utilize media to its best purpose

Gold Package curriculum combines all i-SAFE materials offered in both the E-Rate and Silver curriculum packages. Gold is the comprehensive approach to teaching e-Safety in today's Web 2.0 world – safety, responsibility, security, and more online.

Subscribe to i-SAFE

Individual educators are not able to subscribe and receive an i-SAFE Subscription Curriculum Package. The packages are available to schools, districts, regional and state education agencies, and foreign governments to distribute to their educators. It is necessary for each subscribing school to download and complete the Subscription Teachers Action Table (STAT). **Download STAT Now.** An administrator must fill in the information for all tabs of the STAT spreadsheet to designate the educators who will have access to the curriculum, and e-mail it to subscription@isafe.org. An i-SAFE customer service representative will acknowledge that we have received your STAT sheet and immediately begin reviewing the spreadsheet to ensure we have everything we need. **IMPORTANT:** Teachers cannot access the curriculum without a completed STAT sheet from your school.

Tell your principal or superintendent to subscribe to i-SAFE today! subscription@isafe.org

The i-SAFE curriculum complies with No Child Left Behind (NCLB) and incorporates best practices in teaching to meet National Educational Technology Standards (NETS).

These standards are published by the International Society for Technology in Education (ISTE) to provide teachers, technology planners, teacher-preparation institutions, and educational decision makers with a framework to guide them in establishing enriched learning environments supported by technology.

To measure the success of implementation, i-SAFE houses the National Assessment Center (NAC) to conduct surveys of students before and after the curriculum, as well as an outcomes assessment six weeks after curriculum to test retention.

Youth Empowerment and i-SAFE Service Learning

i-SAFE is committed to meet not only educational goals, but also the goal of community improvement through education on the crucial topic of e-Safety. Service learning is integrated into the academic curriculum and designed so that students learn and develop through active participation in a community project. Students also have the opportunity to earn certification for community-service credits through the

i-SAFE internship program. Youth empowerment is the key to i-SAFE success.

Effectiveness of i-SAFE

After the curriculum has been taught, i-SAFE's National Assessment Center (NAC) surveys the students to make sure knowledge on the safe and responsible use of the Internet is retained. Below are some results:

- 87% of 3-4 graders agree that they should get permission from their parents before filling out online forms, meeting Internet friends, sharing photos, home address or the names of their schools.
- 89% of 3-12 students have indicated that they plan to discuss Internet safety with their parents, siblings and/or friends.
- 79% of students in grades 3-12 stated an intention to be more careful about where they go and what they do on the Internet.
- 73% of 5-8 graders have reported that they will not accept illegally copied music from friends in the future.
- 76% of grade 3-12 students indicated that they will be more careful about sharing personal information on the Internet.
- 70% of middle school and 79% high school students indicated that they would definitely credit to the author/owner for any schoolwork related information they get from the Internet.

2009 i-SAFE National Assessment Data

Professional Development Training

The i-LEARN Online program brings education to you. These sets of online videos on e-Safety cover i-SAFE's six core curriculum topics and gives educators everything they need to know to teach safe and responsible use of the Internet. Certification is not required to teach i-SAFE curriculum in the classroom. However, teachers who want to review a specific subject of interest or learn more about all e-Safety topics can watch i-LEARN. There is no charge to watch the i-LEARN modules. It is mandatory to complete the i-LEARN program in its entirety to become a Certified i-SAFE Train-The-Trainer.

Subscribe And Teach i-SAFE's World-Class Curriculum At Your School

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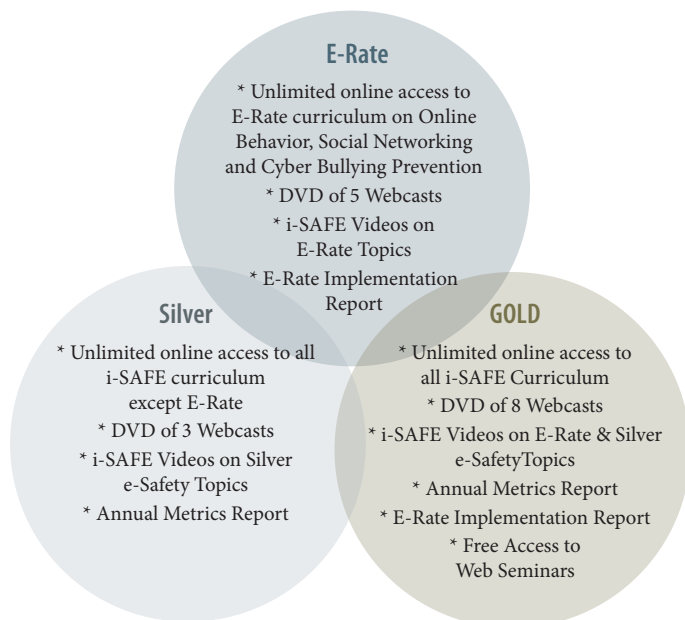


i-SAFE is the GOLD Standard in e-Safety Education Curriculum

Go for the GOLD

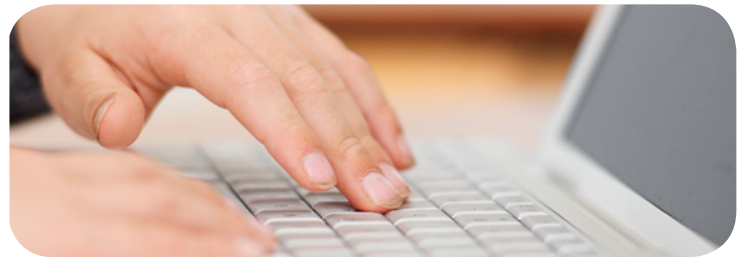
Educators count on i-SAFE’s world-class curriculum and resources to empower millions of students to recognize and avoid dangerous, destructive and unlawful online behavior and to respond appropriately and safely. Our mission has always been to provide our world class e-Safety training affordably to every school that wants it, so no child is left behind. Now, our mission is to **empower** schools, districts, regional and state education agencies, even foreign governments, to use i-SAFE to tailor their e-Safety education policy—through one of three i-SAFE memberships: GOLD, Silver, and the E-Rate Subscription Package. When they subscribe and teach i-SAFE’s e-Safety curriculum, no student or **teacher** is left behind.

Side-by-Side Comparison of the E-Rate, Silver, and GOLD Curriculum Resources



Subscription Packages and the Law

For the first time since the U.S. government began the E-Rate program to help schools cover their technology costs, schools must teach Internet safety to receive E-Rate reimbursements for costs associated with Internet service, Internet access or internal connections. The “Protecting Children in the 21st Century Act” of 2008 updates



CIPA and mandates that a school teach students about “appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.” For those schools that are interested in teaching E-Rate related curriculum ONLY, i-SAFE has developed the E-Rate Subscription Package to comply with the [FCC’s Order](#) in regard to implementing the “Protecting Children in the 21st Century Act” legislation. The E-Rate Subscription Package:

- satisfies CIPA **education** requirements
- **documents** schools’ e-Safety policy education

Download i-SAFE’s E-Rate [Curriculum Sample](#).

Silver. A Silver subscription gives teachers access to more than 200 lesson plans, covering cyber predator identification, intellectual property rights, online citizenship and cyber security. However, the Silver subscription does NOT include the i-SAFE E-Rate curriculum described above, or the E-Rate Implementation Report.

GOLD. The GOLD subscription is a combination of the i-SAFE educational resources found in the E-Rate and the Silver packages, for a comprehensive approach to teaching e-Safety in today’s Web 2.0 world—safety, responsibility and security online. Teachers have unlimited access to all of i-SAFE’s lesson plans—including E-Rate curriculum—and upon request, administrators receive the E-Rate Implementation Reports. Plus, there are “perks” with a GOLD subscription—such as video options and periodic Web seminars not available to E-Rate and Silver subscribers. Download i-SAFE’s [Curriculum Scope of Lessons and Language Availability](#) document.

Strategize for E-Safety

Success With i-SAFE

E-Safety Strategy

Effective cyber safety education and prevention cannot be a one-person show. The following steps, from i-SAFE's workbook **Strategy for Cyber Safety Education Success Planning Tool** facilitate educators in any field and administrators on every level plan and implement an effective cyber safety strategy that will have the most impact on promoting positive and safe cyber interaction with the students he or she serves:

- ▶ Evaluate the issues and challenges
- ▶ Define your involvement
- ▶ Understand strategy levels
- ▶ Evaluate your most effective role
- ▶ Engage others
- ▶ Coordinate resources and plan action
- ▶ Implement solutions

Download the [Strategy for Cyber Safety Education Success Planning Tool workbook](#).

Risky Student Behavior

- 86% of high school students have personal pages on social networking sites.
- 20% of all 9-12 graders who go online have met someone they first met on the Internet face to face.
- 25% of students in grades 5-12 know of at least one student whose online postings have led to serious consequences like suspension, expulsion and arrest.
- 33% of 5-12 graders said their parents would disapprove or punish them if they knew about all their Internet activities.

2009 i-SAFE National Assessment Center Data

About i-SAFE's World Class K-12 Curriculum

i-SAFE goes beyond simple Internet safety awareness found in other programs by featuring an innovative, interactive, student-centered curriculum for grades K-12. By integrating best practices in both teaching and

learning, knowledge and skills are not only taught, but retained by students. All i-SAFE curriculum topics are age-appropriately presented and include:

- ▶ A comparison of the physical and cyber communities
- ▶ Safety issues involved in cyber community socialization
- ▶ Interacting in Web 2.0 environments
- ▶ Online bullying and harassment
- ▶ Cyber predator awareness and avoidance
- ▶ Responsible use of intellectual property
- ▶ Computer security and malware

The curriculum features i-SAFE character i-Buddy at the elementary level. He presents the lessons that provide young students with age-appropriate exposure to Internet concepts and vocabulary by engaging them in hands-on activities and songs. At the middle school level, focus shifts to draw students into discussions and participatory activities to foster interaction, cooperative learning, concept development, and opportunities for school and community outreach. The high school curriculum includes lesson plans and participatory activities as well as Webcasts—10-20 minute long videos that include several breaks (with questions provided) for classroom discussion. The Webcasts are hosted by students from around the country.

Implementing i-SAFE

Accessing i-SAFE lessons and teaching them in the classroom has never been easier. Each subscribing agency (e.g., school or district) designates the educators they want to have access to the curriculum. i-SAFE certification through professional development training is not required to teach i-SAFE in the classroom. However, training is offered—online through i-LEARN Online (<http://ilearn.isafe.org>) or in a traditional Professional Development Program (PDP)—and recommended to help teachers stay ahead of their students. Once a school or district purchases a GOLD, Silver or E-Rate subscription, the teachers designated and verified can access the curriculum and begin teaching the lessons in their classrooms immediately.

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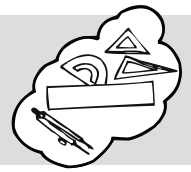
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Using the Acceptable Use Policy as an Educational Tool



Introduction

An Acceptable Use Policy cannot be expected to be of much use if it is only referred to when someone breaks a rule. The AUP should be the foundation for teaching safe and responsible technology use. Use it to engage students in creating and maintaining usable, age-appropriate guidelines for responsible computer use in the classroom that include descriptions of acceptable use, consequences for unacceptable use, and procedures for responding to unsafe or inappropriate online situations.

Prepare the Staff



Communicate with staff early in the school year or whenever the Acceptable Use Policy is adopted to clearly define the expectations of its use, including expectations for enabling student understanding of the policy and how Internet safety and responsible use in general will be addressed throughout the year.

Make sure that every staff member signs a copy of the AUP.

Consider



Use the introductory sections of this guide, including the definition and purpose of an Acceptable Use Policy, to reinforce with staff how your AUP will be used as a meaningful, working set of policies.

Help staff members implement the policies by providing them with age-appropriate activities and/or lesson plans that reinforce acceptable use policy concepts with students.

Introduction to the Lessons and Activities

Make it Meaningful! Empower Youth with Their Technology Know-How!

Making it meaningful is the key to making it work.

Obviously young children cannot be expected to read and or understand a lengthy document. Even older students may have difficulty! Providing classroom teachers with examples of age-appropriate activities that deal with building conceptual understanding of the AUP can go a long way in making a successful policy.

Elementary Grades

Consider



For example, in the elementary grades, provide teachers with a shortened list of acceptable and unacceptable usages of computer equipment (from the AUP). Make sure that the list only includes usage activities that are appropriate to the age of the learners. It is especially important with young children to develop a sense of digital citizenship and pride.

Adjust information for older students and encourage them to use what is learned to help younger children, and even parents!



Activity 1

Use this activity to explain the AUP, to reinforce appropriate technology use and peer to peer learning.

Objective: Create a poster or bulletin board to reinforce acceptable use strategies.

Preparation / Materials

- Decide what type of finished project this will be, poster(s) or bulletin board.
- Assemble materials or computer application needed to create the projects.



Discuss

Engage students in discussion. You may want to write down the discussed points.

<p>Ask students to:</p> <ul style="list-style-type: none"> • name the areas and times they are able to use computers and the Internet (if applicable) while in the facility • name ways to help keep the computers from getting broken • name ways to help keep students safe when using computers 	<p>Introduce the school's AUP.</p> <p>Age-appropriately explain that everyone there must sign, and have their parents sign, a paper that explains about the right and wrong ways to use and treat school/facility computer equipment.</p> <ul style="list-style-type: none"> • If they have not done so already, have students sign a copy of the AUP.
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Explain that they are going to create (posters, brochures or bulletin board) to show a list of rules to follow, and to remind others of how to have great experiences with technology. Remind them to use positive, rather than “punishing” phrases.

Refer to the lists made earlier in the discussion. Ask students to think of any other advice they want to include to keep themselves and their computers safe. Write a final selection/list of rules and advice on the board.

Be sure that students age-appropriately cover the following:
<ul style="list-style-type: none"> • prevention of destructive behavior • prevention of unauthorized use • prevention of bullying • any other points clearly covered in your school's AUP that are appropriate to your class

Have students create their project(s).

Enable students to display or publish their work to help others learn.

