Please read this first!

✪ Be patient when printing this PDF document. It may take several minutes of processing time before your printer begins outputting pages. We recommend you print this Teacher Guide on three-hole paper and store it in a binder.

✪ This Teacher Guide provides instructions for implementing a five-day unit of study, called **Internet Safety Week**, that introduces personal safety to primary-level students.

- If you plan to simply present the *Internet Safety DVD* to a whole class or auditorium group, see Appendix 1.

- If you plan to use the *Internet Safety* learning resources as a take-home rather than an in-class program, see Appendix 2.

- If you plan to use products from The Safe Side for PTA/PTO or other fund-raising purposes, see Appendix 3.

Also available from The Safe Side
A Stranger Safety program for K-3
The Teacher Guide, Presentation Guide, and Family Guide can be downloaded at
www.thesafeside.com/downloads

the safe side®

School
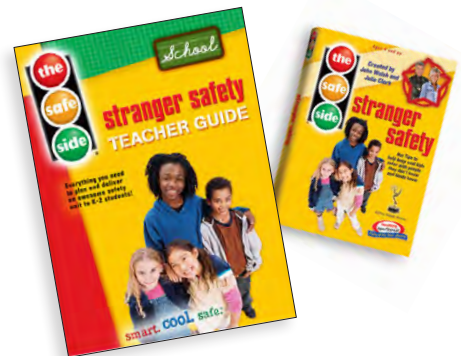
internet safety
TEACHER GUIDE

Everything you need to plan and deliver an awesome Internet safety unit to K-3 students!

smart. cool. safe.®

NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN

Charles B. Wang International
Children's Building
699 Prince Street
Alexandria, VA 22314-3175
U.S.A.

Telephone 703.274.3900

Facsimile 703.274.2222

www.missingkids.com

In my position as President and CEO of the National Center for Missing & Exploited Children (NCMEC), I have the opportunity to witness the ever changing challenges our children face and one of the largest issues on the horizon are the potential dangers found on the Internet.

The Internet offers amazing opportunities for education and entertainment, but as you know, with the benefits come the draw backs. Children online may be vulnerable to exploitation from those who rely on the easy access and relative anonymity of the Internet and other technology like Instant Messaging and social networking to reach their potential victims.

In a study conducted for NCMEC by the University of New Hampshire, researchers found that 1 in 7 Internet users ages 10 to 17 received unwanted sexual solicitations online. Additionally, four percent received aggressive solicitations, in which solicitors made or attempted to make offline contact.

The study found that other potential threats are increasing. More than one-third of youth Internet users saw sexual material online they did not want to see compared to one quarter in a previous study. Also, nine percent of youth Internet users experienced online harassment compared to six percent in a previous study.

The findings from this study tell us that despite some real success in reaching children, there are still those that remain vulnerable online. It is an important part of our mission, one that I know The Safe Side shares, to change these statistics for the better. We can and will work to implement safety features and pursue those who exploit children, but one of the most powerful steps we can take is to educate our children about the potential dangers. This is something that we can not do alone and we want to continue to work with parents and educators to ensure that children have safer experiences online.

Youth today are living in a digital age and their education must reach beyond the three Rs to include Internet safety skills. The Safe Side has worked closely with NCMEC in developing materials that will reach children with ideas about how to stay safer online and I want to thank you for understanding how influential education is in prevention. I know you share my sincere desire that schools will embrace our shared mission of helping prepare kids at a young age to safely and responsibly use the amazing resource that is the Internet.

Sincerely,

Ernie Allen,
President & CEO
NCMEC

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⬠ TEACHER PREPARATION

⬠ THE INTERNET SAFETY UNIT

Setting the stage

ACKNOWLEDGMENTS

To the teacher

Welcome to The Safe Side's *Internet Safety School Teacher Guide*! You have joined a growing group of educators who recognize that teaching students about Internet safety is an important task. This section of the Teacher Guide will familiarize you with the program, its components, and your implementation options. The DVD preview guide on page 6 will introduce you to the *Internet Safety DVD*'s messages and cast of characters.

Program overview

The Internet Safety program has three key instructional components. The **Teacher Guide** provides all the materials you need to deliver an effective, five-day safety unit to children in grades K–3. Upon completion of the unit, the **Internet Safety DVD** can be viewed as a culminating activity, and students are sent home with the **Family Activity Pack**. Families also can purchase the Internet Safety video from Amazon.com, or downloaded it at the iTunes Store.
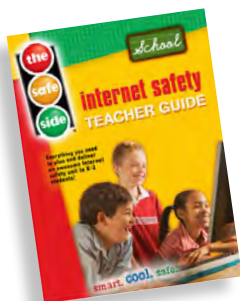
Teacher Guide

Internet Safety DVD

Family Activity Pack

Background

The Safe Side was founded by John Walsh, host of *America's Most Wanted*, and Julie Clark, the creator of *Baby Einstein*, to distribute important safety information to children ages 5 to 9 and their families. The Safe Side released its first video, *Stranger Safety*, in May 2005. The video has become one of the best-selling safety videos ever, and has received numerous awards, including three Youth Programming Emmys and Parenting Magazine's 2005 Video of the Year Award. The Safe Side released its second video, *Internet Safety*, in October 2006.

Many children do not understand that the Internet is a place. Like many other places, it is full of dangerous things and people. As you'll discover, we have taken a fresh, child-friendly approach to a topic that is unfamiliar to

many teachers and parents. A key goal of our lessons and *Internet Safety DVD* is to provide children with effective ways to evaluate situations they might encounter on the Internet.

Using the *Internet Safety Teacher Guide*

This **Teacher Guide** is divided into three sections: Teacher Preparation, The Internet Safety Unit, and Appendices.

The Internet Safety Unit section includes instructions for set-up and wrap-up classroom events, "Internet Safety Week" lesson plans and activity sheets, and masters for the Family Activity Pack.

The Appendices include valuable supplemental information, including ideas for using The Safe Side in school or PTA/PTO fund-raising events.

You have the right to copy the Teacher Guide materials, modify the lesson plans to meet your specific instructional requirements, and make VHS copies of the *Internet Safety DVD*, as detailed in Appendix 5.

The **Internet Safety DVD** is a home video rather than a traditional educational film. It was designed to be something kids want to watch again and again, which isn't possible at school. At the end of "Internet Safety Week," parents can be encouraged to purchase or rent the video program and watch it with their children.

Teacher Guide

The **Teacher Guide** and other free downloads for educators and families, plus streaming video previews, are available at **www.thesafeside.com**.
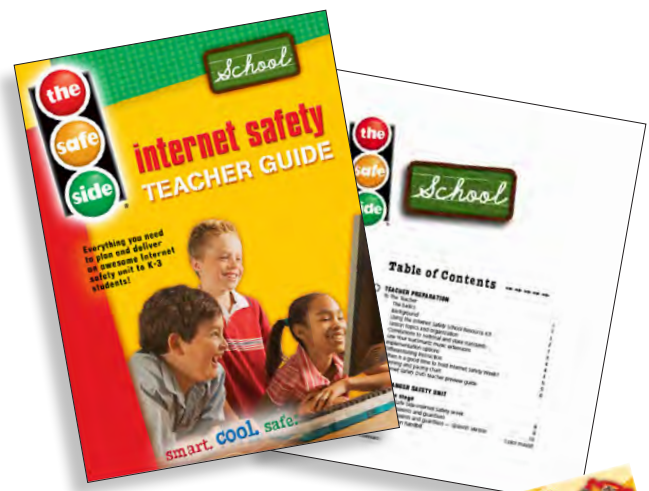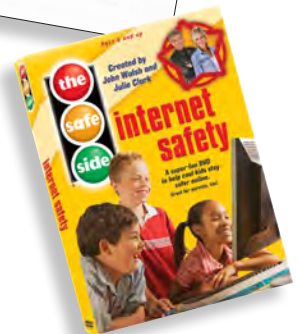
Instructional goal

The goal of Internet Safety Week is to help protect children as they use the Internet. The *Internet Safety DVD* and the lessons and activities included in this guide focus on four rules, known as "Hot Tips," that can help kids stay safer when online. As you implement Internet Safety Week, remember to emphasize these four Hot Tips and why they are important. Remind children that their Safe Side Adults can help them use the Internet safely and protect them from dangerous people and situations. The four Hot Tips are:

Internet Safety DVD

- Never go into chat rooms without asking your Safe Side Adult first.
- Don't open E-mails, downloads, or pop-ups without asking your Safe Side adult.
- Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.
- Do not post personal information about yourself online, and never meet someone in person you have met online**.**

Lesson Plan and
Activity Sheet

Lesson topics and organization

Five lesson plans are provided for primary-level teachers, organized as a Monday-through-Friday Internet Safety Week. While the lessons are each designed to be completed in 20 minutes, the length of a given lesson may vary based on the classroom time devoted to review and student activities.

The Internet Safety Week lesson titles and topics are:

- The Internet is a place   *The Internet has safety rules, too!*
- Safety Mails and Danger Mails   *Use caution when opening E-mails.*
- Cyber Snakes and other villains   *Things aren't always what they seem on the Internet.*
- Be a Cyber Sleuth!   *Learn to fight back against Cyber Snakes.*
- Staying on The Internet Safe Side   *Review of Internet safety.*

Each lesson plan opens with its learning objectives, which are correlated to the National Educational Technology Standards. The key terms and Hot Tips that will be developed in the lesson are always presented, as well as suggestions for music extensions, classroom display ideas, and a list of required materials.

The lesson itself moves from a discussion of safety principles to activities that permit children to practice reacting to specific situations. Quick Check activities assess comprehension and reinforce learning. Next, students use one or two activity sheets to have fun extending their knowledge. The teaching suggestions provide recommendations for differentiating activities for learners of different abilities.

Correlations to national and state standards

Correlations to the National Educational Technology Standards (see www.iste.org) are identified in each lesson plan.

Implementation options

We strongly recommend you fully implement the *Internet Safety School Resource Kit* by teaching the five 20-minute lessons, one per day, Monday through Friday, over a designated week. If committing this instructional time is a problem, whole-class viewing and home-study-only approaches are available, as detailed in Appendices 1 and 2.

In a model classroom implementation, begin by announcing to your class, "Next week we're going to learn about being safer on the Internet," and posting the "Coming Soon" handbill (see page 11) in the classroom. That day you would also send home the "Letter to parents and guardians" announcing Internet Safety Unit (see pages 9 and 10).

Internet Safety Week is launched the following Monday with the first lesson—The Internet is a place. On Friday, the last lesson—Staying on The Internet Safe Side—is delivered, the class watches the *Internet Safety DVD*, and each student is given a Family Activity Pack to take home.

Differentiating instruction

A wide variety of learners can be found in most classrooms. Each lesson plan includes two activity sheets, plus suggestions on how these activities can be simplified or made more challenging based on class or individual learner needs.

The *Internet Safety DVD* can be viewed with Spanish subtitles.

When is a good time to hold Internet Safety Week?

A great time to hold Internet Safety week is during the back-to-school or pre-summer break periods of the school year, when core curriculum initiatives are either gearing-up or winding-down. More importantly, kids have more free time to surf the Internet during school breaks. Predators know this. Another natural fit is during your school's or district's safety week.

Planning and pacing chart

While pacing of the lessons will vary based on how many lessons and activities you choose to use, planning and delivering the Internet Safety Week unit involves four easy steps, as outlined in the chart on the following page.

Step	Activity	Time
Step 1	**Teacher preparation**	
	– Read "To the teacher"	5 minutes
	– Review "Teacher preview guide" on page 6 and watch the DVD	45 minutes
	– Select Internet Safety Week activities and print required materials	30 minutes
Step 2	**Setting the stage**	
	– Post the "Coming Soon" handbill in your classroom	10 minutes
	– Send home the parent/guardian letter	5 minutes
Step 3	**Present Internet Safety Week!**	30 minutes/day
	Lesson 1/Monday: **The Internet is a place**	
	– Assemble Lesson 1 materials; post "Know Your Hot Tips" handbill	5 minutes
	– Deliver Lesson 1 and complete Activity 1-1 or 1-2	20 minutes
	– Review the lesson	5 minutes
	Lesson 2/Tuesday: **Safety Mails and Danger Mails**	
	– Assemble Lesson 2 materials; post "Safety Mail" handbill	5 minutes
	– Deliver Lesson 2 and complete Activity 2-1 or 2-2	20 minutes
	– Review the lesson	5 minutes
	Lesson 3/Wednesday: **Cyber Snakes and other villains**	
	– Assemble Lesson 3 materials; post "Cyber Snakes" handbill	5 minutes
	– Deliver Lesson 3 and complete Activity 3-1 or 3-2	20 minutes
	– Review the lesson	5 minutes
	Lesson 4/Thursday: **Be a Cyber Sleuth!**	
	– Assemble Lesson 4 materials; post "Cyber Sleuth" handbill	5 minutes
	– Deliver Lesson 4 and complete Activity 4-1 or 4-2	20 minutes
	– Review the lesson	5 minutes
	Lesson 5/Friday: **Staying on The Internet Safe Side**	
	– Assemble Lesson 5 materials and print Family Activity Packs	5 minutes
	– Play the entire Internet Safety DVD (optional)	25 minutes
	– Deliver Lesson 5 and complete Activity 5-1 or 5-2	20 minutes
	– Distribute Family Activity Packs	5 minutes
Step 4	**Wrapping Up**	
	– Graduation Ceremony: License to Surf!	10 minutes
	– Issue License to Surf! Certificates of Achievement	10 minutes
		5 minutes

Internet Safety DVD **preview guide**

In preparation for Internet Safety Week, be sure to watch the _Internet Safety DVD_ yourself. Prepare yourself for something a little different! The video is an interesting and engaging blend of zany characters, humorous situations, and serious safety messages. _Internet Safety_ is a viewing experience designed to prevent safety from being "boring" or "scary." Kids love it! And so do the critics. _Internet Safety_ has received several awards, including the 2007 iParenting Media Award.

Here are some screenwriter notes that you'll find useful as you watch _Internet Safety_.

✪ The Safe Side motto is **smart. cool. safe.** We tell kids there are times when it's important to be **smart** (recognize danger) and other times when it's important to be **cool** (be cautious and think). Staying **safe** is the reward for knowing what to do and doing it.

✪ The movie is structured around defining where and when to go online safely and avoiding dangerous people and places on the Internet. The Internet is a remarkable place, but it also provides an easy way for child predators and junk mailers to target kids and teens. Gathering personal information is not difficult for Internet-savvy predators. Our goal is to arm kids with the tools to evaluate what they encounter on the Internet and make smart decisions.

✪ Our rules are called "Hot Tips." We use "tips" rather than "rules" because we want kids to take ownership of the concepts and actively apply the knowledge to everyday situations, like reading E-mails, visiting Web sites, and chatting online with their friends.

✪ The Safe Side has worked closely with the National Center for Missing & Exploited Children (NCMEC) to create this program. We recommend visiting the Web site developed and maintained by NCMEC—**www.NetSmartz.org**—to enrich your understanding of Internet safety issues and to spark creative ideas for deepening your students' knowledge. From time to time, Clicky, the mascot of NetSmartz.org, makes guest appearances in the _Internet Safety DVD_. We also emphasize using the CyberTipline maintained by NCMEC to report any scary or dangerous situations kids may encounter online (www.cybertipline.com).

✪ From the DVD main menu, adults can access a parents-only, password-protected section of the _Internet Safety DVD_. In this section, John Walsh presents alarming statistics about Internet predators, as well as two real-life cases of Internet abuse. This section is not intended to frighten parents, but rather to educate them about how children are using the Internet and emphasize the importance of talking to their kids about online safety.

After selecting "For parents" on the _Internet Safety DVD's_ main menu, you will be asked for a password. **The password for this section is 342**.

✪ The Safe Side characters are just plain fun with a purpose. Safe Side Superchick is modeled on everybody's favorite aunt—part kid, part grown-up. Buddy, her gorilla pal, appears periodically to provide comic relief and draw kids into the action ("What's he doing now?") Fang is a "Don't Know," canine style, and gives Safe Side Superchick something to be afraid of that isn't scary to kids. And from time to time, Clicky—the mascot of the Internet safety Web site NetSmartz.org—makes guest appearances!

✪ In addition to the movie, the DVD has a few special features, all accessible from the main menu. You can select to watch the Hot Tips Review, Music Videos, or the movie with Spanish subtitles. Like most DVDs, the movie is divided into chapters. You can skip forward or backward through the chapters using the DVD player's remote control.

Setting the stage:
Announcing Internet Safety Week

The Safe Side encourages you to announce Internet Safety Week before beginning.

✪ **For students**

To help promote Internet Safety Week, you should post the "Coming Soon!" handbill on a bulletin board or classroom door several days in advance.

The "Coming Soon" handbill can serve as the centerpiece of the Safe Side Display, a collection of five handbills that help capture and maintain your students' interest. The handbills introduce the characters featured in the *Internet Safety DVD* and provide review information. By the end of Internet Safety Week, you will have assembled a nice cluster of safety-themed messages.

All of the handbills are stored as high-resolution files at www.thesafeside.com/downloads. They can be printed as posters at a print center, such as FedEx Kinkos.

✪ **For parents or guardians**

Consider sending home the letter that appears on the next page. Written by John Walsh, host of *America's Most Wanted.* It underscores that knowledge is power and provides a perspective on the importance of children learning smart ways to be safer.

Dear parents and guardians,

I'm the host of *America's Most Wanted,* a television show that I wish wasn't needed.

In 1981, the lives of my wife, Revé, and I were changed forever. Our beautiful son Adam, the joy of our lives, was abducted from a mall in a nice neighborhood of South Florida.

In my quest to find justice in the name of my son, and to fight back for victims everywhere, my life's work has been to protect children and others by changing laws and catching criminals. I'm also pleased that my education project, The Safe Side, is involved in helping educate young children about how to be safer.

In the days that follow, your child's teacher will introduce basic topics of personal safety. The iinstruction makes use of a video I produced titled "Internet Safety," and lesson plans developed at The Safe Side. I encourage you to review any materials sent home, and discuss family safety rules with your child. Knowledge is power.

Sincerely,

John Walsh

the
safe
side

Internet Safety Week

Starring
Safe Side Superchick (AKA Safety)

She's smart.
She's cool.
And she'll teach you how to be safer on the Internet.

Coming Soon!

Lesson 1:
The Internet is a place

Learning objectives
- ✪ Children will learn that the Internet holds dangers, just like other places do.
- ✪ Children will learn that Safe Side Adults can help keep them safer on the Internet.

Correlation to the National Educational Technology Standards

1. Creativity and Innovation: Students: a) apply existing knowledge to generate new ideas, products, or processes.

5. Digital Citizenship: Students: a) advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts: Students: a) understand and use technology systems; and b) select and use applications effectively and productively.

Safe Side terms

Safe Side Adult A person who is always safe to go with or talk to, as approved by the child's primary caregiver.

Chat Room An online meeting place where people can write notes to each other.

Safe Side Display

Set aside an area or bulletin board in your classroom for a Safe Side Display. Begin by using the "Coming Soon!" handbill as a centerpiece for the display, and add the "Hot Tips" handbill. You may also display student activity sheets, photos of your Internet Safety Week activities, and other items.

Materials and preparation

Construction paper or card stock; craft sticks and glue, if desired. Before beginning the lesson, use the template provided on page 15 to create (or have groups of children create) an "Internet Safety Quiz Show" paddle. Glue one end of a craft stick to each circle to create a handle. These will be reused with other lessons.

Discussions and activities

How is the Internet like a place?

✪ Tell children that the Internet, like other places, is filled with people. Just like in "real life," some people on the Internet are dangerous. They can use kind words and exciting promises to trick children into seeing, saying, or doing things that are not safe.

✪ On the Internet, you can't see the person you are talking to, and it's easier for people to trick you. Emphasize the point by giving a concrete example. "If a man walks up to you on the street and says 'I am a ten-year-old girl,' you can see that the man is lying. But if someone in a chat room tells you they are a ten-year-old girl, how can you know for sure?"

✪ Discuss the importance of knowing safe places and safe times to use the Internet.

✪ Emphasize that Safe Side Adults can help keep children safer on the Internet. For example, using the Internet at school when there is a teacher in the room is safe. Using the Internet at home when a Safe Side Adult is around is also safe. Using the Internet when there is no Safe Side Adult around to help you if you get into trouble is not safe.

Internet Safety Chant

To help children recall the importance of safe times and places to use the Internet, share the following chant with children. You may want to have children echo after you. They can also clap, stomp, or pat their laps to the beat.

> The Internet is a place
> where you need to keep safe.
>
> You shouldn't go online
> just any place or any time.
>
> If you're online
> and you get into trouble,
>
> A Safe Side Adult
> can help you on the double!
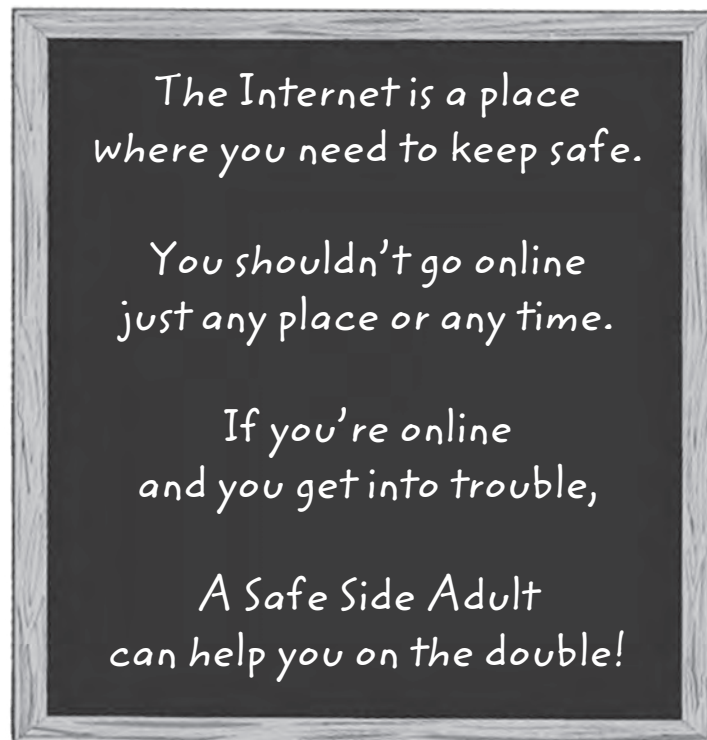
Quick check

✪ Tell children they will be participating in an Internet Safety Quiz Show. Break the class into groups of 3-5 children. Make sure each team has an answer paddle. Explain that you will be asking a series of questions about Internet safety. If team members think they know the answer, they should raise their paddle. The first team to raise a paddle will have a chance to answer the question. If the team answers correctly, the team gets a point. If team members think they know the answer, they should raise their paddle. (Alternatively, children, or a team leader, may raise their hand.) If the team answers incorrectly the remaining two teams have a chance to answer. Tally the points on the chalkboard. At the end of the quiz show, proclaim the winning team members "Internet Safety Quiz Show Champions!" (To extend the activity, give each team ten minutes to come up with additional questions to try to stump their competitors.)

Internet Safety Quiz Show questions

? Can the Internet be a dangerous place?

? Can you always tell if someone is who they say they are on the Internet?

? Should you go online any time and any place you want?

? Should you go online if a Safe Side Adult says it is OK?

? Will a Safe Side Adult help you if you get into trouble on the Internet?

✪ Ask each child to name one Safe Side Adult, if they can. Remind children to ask their parents (or guardians) to help them think of three Safe Side Adults they can ask for permission to use the Internet.

Using the activity masters

You are permitted to photocopy the activity masters in this Guide.

Activity 1-1

✪ Pass out the activity sheet and read the directions aloud. Allow time for children to complete the activity.

✪ If children are fluent readers and writers, have them complete the phrases independently. For emergent readers and writers, provide support or write children's dictation, depending on their level of fluency.

✪ Invite children to take their completed activity home to share with their family and to talk about other times and places they can safely use the Internet.

Activity 1-2

✪ Pass out the activity sheet and read the directions aloud. Allow time for children to complete the matching activity.

✪ Give children time to play the guessing game. Discuss how easy or hard it was to guess the correct answer to the questions and figure out who the person really was.

✪ Invite children to take their completed activity home to share with their family and to talk about how easy it is for people to trick you on the Internet.

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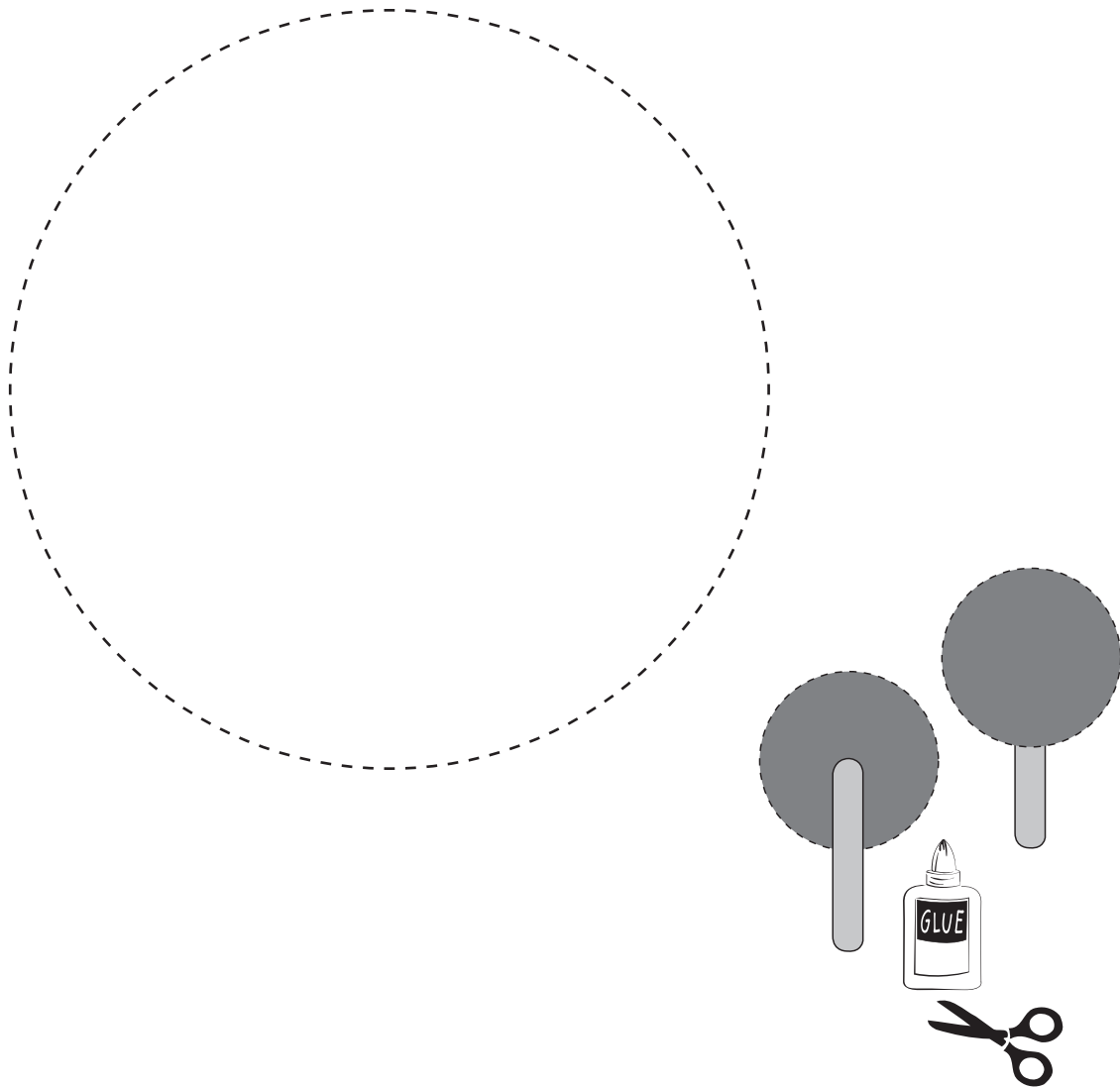
**the
safe
side**

Activity 1-1

My Safe Side Adult
Draw a picture of one of your Safe Side Adults. Then fill in
the lines below to show where and when it is safe to go online.
One example has been done for you.

Safe places to go online   **When ...**

1. School _____   A teacher is in the room _____

2. _____   _____

3. _____   _____

4. _____   _____

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Activity 1-2

Who am I?

Play a guessing game with your classmates. Draw a picture of someone—a man, a woman, a boy, or a girl. Add information about the person by answering the questions below.

With your paper hidden, have your classmates ask you questions about your person. You can answer truthfully or try to trick your classmates. After each question, ask your classmates to say "true" if they think you are answering truthfully or "false" if they think you are trying to trick them. Were you able to fool your classmates?

1. How old is your person? _____

2. Is your person male or female? _____

3. Does your person have long or short hair? _____

4. What is your person's favorite color? _____

5. What does your person like to do for fun? _____

_____

the safe side

Buddy says, "Know your Hot Tips!"

- Never go into chat rooms without asking your Safe Side Adult first.

- Don't open E-mails, downloads, or pop-ups without asking your Safe Side Adult.

- Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.

- Do not post personal information about yourself online, and never meet someone in person you have met online.

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www.thesafeside.com

Buddy

Lesson 2:
Safety Mail and Danger Mail

Learning objectives

✪ Children will learn to distinguish between Safety Mail and Danger Mail.

✪ Children will learn what to do if they receive Danger Mail.

Correlation to the National Educational Technology Standards

1. Creativity and Innovation: Students: a) apply existing knowledge to generate new ideas, products, or processes.

5. Digital Citizenship: Students: a) advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts: Students: a) understand and use technology systems; b) select and use applications effectively and productively.

Safe Side terms

Safety Mail E-mail that comes from a person you know.

Danger Mail E-mail that may look like Safety Mail, but comes from a person you don't know.

Instant Message A way people can communicate with each other in "real time" using computers or cell phones without having to write and send E-mail. Often called "IM."

Internet Safety Hot Tips

✪ Don't open E-mails, downloads, or pop-ups without asking your Safe Side Adult.

✪ Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.

Safe Side Display

Update your classroom display by adding the "Safety Mail" handbill.

Materials and preparation

Small pieces of construction paper or cardstock (one for each child). Before class, label all but one of the cards "Safety Mail: Safe!". Label one card "Danger Mail: Virus!".

Discussions and activities

How is E-mail different from regular mail?

✪ Ask children what kind of mail they get in their mail boxes at home. Some of it is from friends and family, and some of it is from people they don't know. Ask children if they know what "junk mail" is. Junk mail is mail that you didn't ask for—sometimes it sells things, sometimes it encourages you to make a choice (like voting in an election).

✪ Ask children how the mail comes to their house. Start the discussion by explaining that a "sender" puts something in the mail. What happens next? Talk about how, with regular mail, there are people at the post office who can look for anything dangerous or scary and keep it from reaching homes. Postal workers make sure the mail we receive is safe.

✪ Ask children how E-mail is different from regular mail. Talk about how with E-mail, there is no person handling individual pieces of mail. Some of your more advanced students may suggest that SPAM filters are like a postal worker, but remind them that even SPAM filters don't check every piece of mail individually, and can sometimes make mistakes.

✪ Discuss what an instant message (IM) is. Explain that when people send instant messages over the Internet, the messages go immediately to the person receiving them. Explain that just like E-mails, instant messages can contain harmful or hurtful information, and that children should be just as careful with instant messages as they are with E-mails.

How can E-mail be dangerous?

✪ Children may wonder how an E-mail can be dangerous. Talk specifically about E-mails that ask you to do something you shouldn't: Walk up to a student and say "You may have already won ten thousand dollars. I just need a dollar from you right now to process your payment." Hold out your hand and stand there for a minute. Ask the other children whether the child should give you a dollar. Why or why not? Explain that many people lose money by responding to a Danger Mail like this. Brainstorm other things a Danger Mail might ask you to do that you should never do. (Give out personal information, give the E-mail addresses of your friends, forward the E-mail to other people.)

✪ Ask children if they have ever been sick with a virus. Tell children that just like people can get sick, computers can get sick. Often, Danger Mails ask you to click or open something that actually contains a hidden virus that can make their computers stop working. Some Danger Mails can even pass along a computer virus if you just open the E-mail.

✪ Have children stand up. Tell children they will be playing a game called "Virus." Each child will receive a folded card. All but one card will be labeled "Safety Mail: Safe!" One card will be labeled "Danger Mail: Virus!" When you say "Open your E-mail," children should unfold their cards and read them, being careful not to let others know what their cards say. When you say "Forward your E-mail to a friend," children should fold their cards back up and exchange them with a friend. Children

who received the Virus Card will sit back down after they pass the virus card along to a friend. (Just like in real life, you don't know you have a virus until it is too late!) See how long it takes for all of the children to be seated. Talk about how quickly computer viruses can spread through forwarded E-mails.

E-mail in disguise

✪ Emphasize that Safety Mail is E-mail from someone you know. Danger Mail is E-mail from someone you don't know. Ask children if they remember why the Internet can be a dangerous place. (People can pretend to be someone they are not). Tell children that sometimes, people who send Danger Mail make the E-mails look like they are from someone you know. Write the following four E-mail addresses on the chalkboard:

<div align="right">

auntcindysafemail@dangermail.com

</div>

auntcindy@safemail.com   **auntcindy@dangermail.com**

<div align="right">

auntcindy@safemail.com

</div>

✪ Tell children that the E-mail address on the left is your Aunt Cindy's. One by one, read the three E-mail addresses on the right. Ask children if each E-mail address is your Aunt Cindy's. Explain that only the bottom E-mail address is your Aunt Cindy's, and the other E-mail addresses were made up by someone trying to send you Danger Mail. Remind children that they should always check carefully when they receive E-mail to make sure the sender's address is on their list of safe E-mail addresses.

✪ Ask children what they should do if they get an E-mail from someone they don't know. Explain that they should not open the E-mail. They should tell a Safe Side Adult who will help them delete any Danger Mails.

Quick check

✪ Choose some of the following questions to check children's understanding of this lesson:

[?] **How is E-mail different from regular mail?**
(Sample responses: There are no postal workers to check E-mail for safety; it's easier for people to send Danger Mail without getting caught)

[?] **What bad things can Danger Mail do?**
(Sample responses: Ask you to send money; ask you for personal information; give your computer a virus.)

[?] **How do people disguise their Danger Mail as Safety Mail?**
(Sample response: By making the E-mail address look similar to one you know.)

[?] **What should you do if you receive Danger Mail?**
(Sample response: Tell a Safe Side Adult.)

Using the activity masters

You are permitted to photocopy the activity masters in this Guide.

Activity 2-1

✪ Pass out the activity sheet and read the directions aloud. Help children understand that in this diagram, similarities between Safety Mail and Danger Mail are listed in the overlapping part of the circles. Differences are listed on the outside parts of the circles. If children are struggling to complete the diagram, provide an example to get them started. Allow time for children to complete the activity.

✪ Children may have trouble articulating the similarities and differences between Safety Mail and Danger Mail. Here are some examples to help children complete the activity:

Safety Mail Comes from someone you know; is safe to read

Both Come over the Internet; come to the same place (your in-box); look the same

Danger Mail Comes from someone you don't know; can show you things that are scary or dangerous; must ask Safe Side Adult before opening

✪ If children are fluent readers and writers, have them complete the diagram independently. For emergent readers and writers, provide support or write children's dictation, depending on their level of fluency.

✪ Have children share their responses. If a classmate tells a similarity or difference a child does not already have listed on his or her sheet, tell children to add the response.

✪ Invite children to take their completed activity home and to talk about Safety Mail and Danger Mail with their parents or guardians.

Activity 2-2

✪ Pass out the activity sheet and read the directions aloud. Allow time for children to complete the activity.

✪ Allow children to read aloud their E-mails, if they wish.

✪ Invite children to take their completed activity home and to talk about what they should do if they receive Danger Mail.

Activity 2-1

Safety Mail and Danger Mail

Think about how Safety Mail and Danger Mail are similar and different. Write differences in the outside parts of the circles below. Write similarities in the overlapping part of the circles.

Safety Mail

Danger Mail
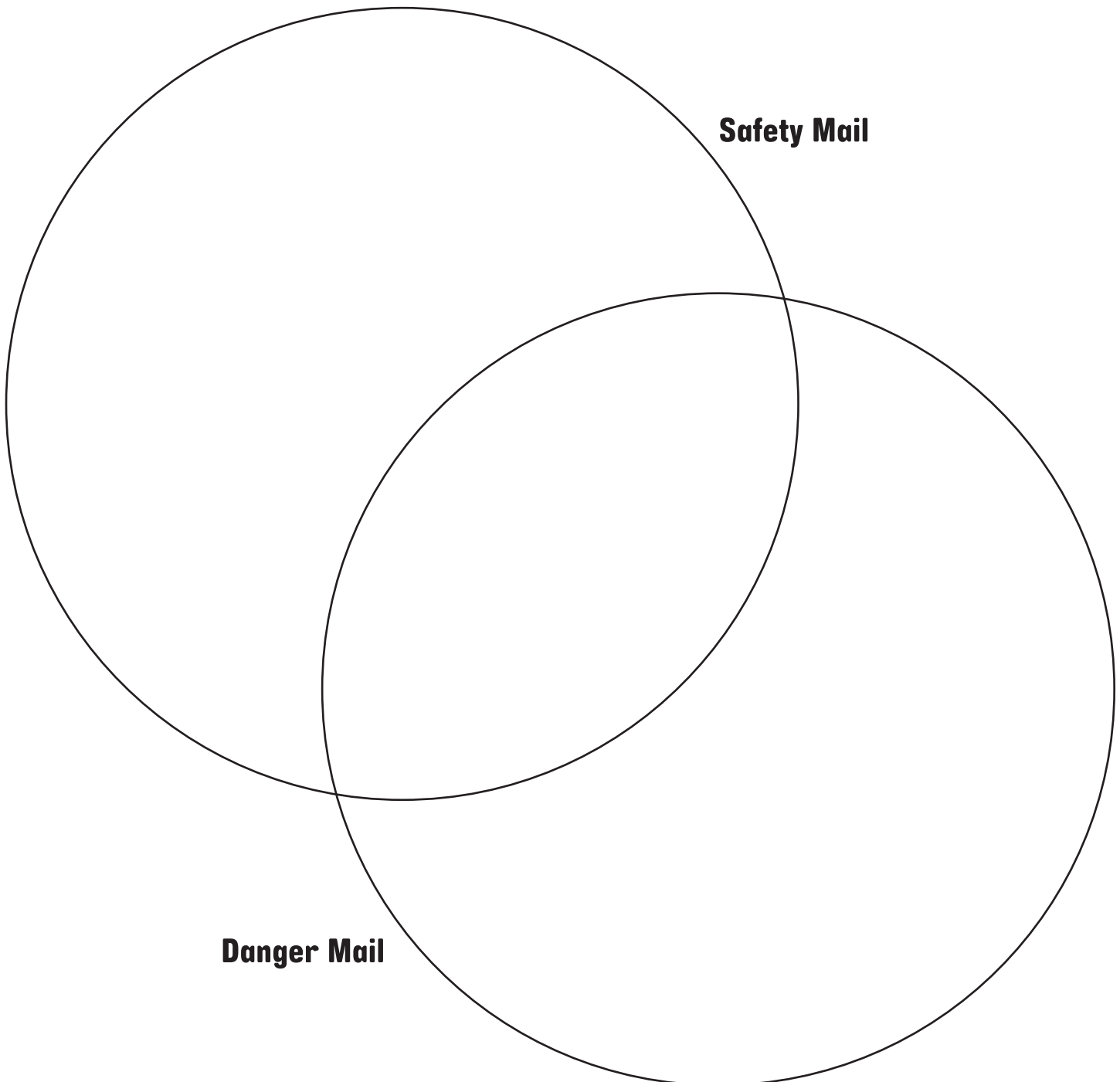
the safe side

Activity 2-2

Tell a friend

Think about how important it is never to open E-mails from people you don't know. Write an E-mail to a friend explaining what Danger Mail is and why it is so dangerous. Then, tell your friend what they should do if they receive a Danger Mail.

Subject: _____

From: _____

Dear _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 3:
Cyber Snakes and other villains

Learning objectives

✪ Children will learn that not all people who are online are safe.

✪ Children will learn to never reveal personal information online and to never meet someone in person they have met online.

Correlation to the National Educational Technology Standards

1. Creativity and Innovation: Students: a) apply existing knowledge to generate new ideas, products, or processes.

5. Digital Citizenship: Students: a) advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts: Students: a) understand and use technology systems; b) and select and use applications effectively and productively.

Safe Side terms

Don't Know Any person you do not know.

Cyber Snake A Don't Know who tries to trick you into giving out personal information while you're online.

Internet Safety Hot Tips

✪ Do not post personal information about yourself online, and never meet someone in person you have met online.

Safe Side Display

Update your classroom display by adding the "Cyber Snakes" handbill.

Materials

Paper and writing utensils (pencils, pens, markers, crayons, etc.) for students to create "Wanted" posters.

Discussions and Activities

What is a Cyber Snake?

✪ Ask children to recall what they learned in the first lesson about how easy it is to pretend to be someone you're not online. Tell children that people who try to get you to reveal personal information by pretending to be someone they're not are called "Cyber Snakes."

✪ Brainstorm some reasons that a Cyber Snake might try to trick children into giving personal information. (*Sample responses: to find you in person and try to do something bad to you; to steal information about you or your family, to contact your friends and try to do something bad to them, etc.*)

Cyber Bully: Another kind of Cyber Snake

✪ Ask children if they have ever been bullied—by a sibling, by a classmate, or by another person. Invite children to share what happened to them and how it made them feel. Emphasize that bullies try to make people feel scared or bad about themselves and that bullying is hurtful and wrong.

✪ Explain that there is a special kind of Cyber Snake called a Cyber Bully. A Cyber Bully sometimes pretends to be someone he or she is not online. If a Cyber Bully meets you in a chat room, finds information about you on a bulletin board, or finds your E-mail address, he or she might try to post or send you mean messages. Emphasize that cyber bullying is just as wrong and hurtful as bullying someone in person.

✪ Brainstorm with children what they should do if they are cyber bullied or if they see someone else being cyber bullied. Explain that children should tell a Safe Side Adult. A Safe Side Adult can help stop the Cyber Bully. Emphasize that children will never get in trouble for telling on a Cyber Bully.

Wanted: Cyber Snakes and other villains

✪ Provide children with paper and writing utensils. Ask if anyone knows what a "Wanted" poster is (a poster that shows a picture of a bad person and tells what they did). Explain that children will be making "Wanted" posters of Cyber Snakes. Ask them to draw a picture of a Cyber Snake and write what that person is wanted for. (ie. "Cyber Bully Bart is wanted for posting mean messages about a classmate.")

WANTED

Cyber Snake Jack is wanted for sending Danger Mail.

Description

Date of Birth: 1957
Place of Birth: New York, USA
Height: 5'6"
Weight: 160   Sex: Male
Hair: Brown   Scars and Marks: none
Eyes: Brown

Cyber Snake cause-and-effect chart

✪ Use the cause/effect diagram below to talk with children about what can happen if they reveal personal information to a Cyber Snake online. Start by filling in the "cause"—telling people personal information online. Have children brainstorm concrete examples of personal information they should never tell online, such as name, age, location, school name, parents' names, friends' E-mail addresses, etc. Then fill in possible "effects"—what can happen by revealing personal information. Start with some of the effects listed as examples below, but allow children to brainstorm other possible effects. For example, a Cyber Snake could steal your identity, could find out where you live and steal from your house, could send you mean messages online, etc. Add as many "effect" boxes as needed.

✪ Emphasize that you never know who you are really talking to online, and so you should never give out any kind of personal information.
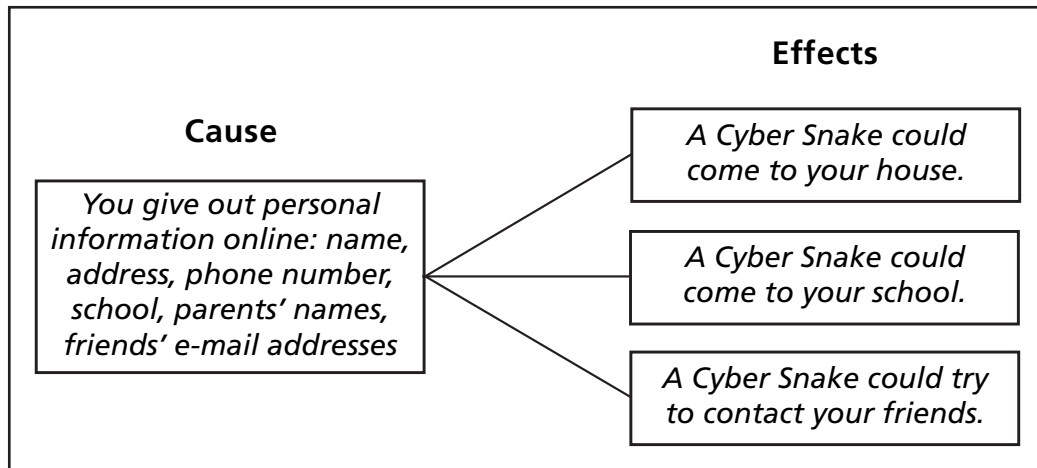
Effects

Cause

You give out personal information online: name, address, phone number, school, parents' names, friends' e-mail addresses

A Cyber Snake could come to your house.

A Cyber Snake could come to your school.

A Cyber Snake could try to contact your friends.

Quick check

✪ Choose some of the following questions to check children's understanding of this lesson:

? **What is a Cyber Snake?**
(Sample response: Someone who tries to get you to reveal personal information by pretending to be someone they're not.)

? **Why would a Cyber Snake try to get you to reveal personal information online?**
(Sample responses: To try to find you in person; to try to get to your friends; to try to steal information from your family; to try to bully you online.)

? **What is a Cyber Bully?**
(Sample response: Someone who posts or sends you mean messages.)

? **Why is cyber bullying just as bad as real bullying?**
(Sample responses: Because it makes you feel just as bad; because it might start rumors at school that aren't true)

? **What should you do if you are cyber bullied, or if you see someone being cyber bullied?** *(Sample response: Tell a Safe Side Adult.)*

Using the activity masters

You are permitted to photocopy the activity masters in this Guide.

Activity 3-1

✪ Pass out the activity sheet and read the directions aloud. Remind children that they should never give out specific information about themselves, their family or their friends. Children may need help distinguishing between specific information that can be harmful and general information (such as preferences) that are not harmful.

✪ If children are fluent readers and writers, have them complete the diagram independently. For emergent readers and writers, provide support or write children's dictation, depending on their level of fluency.

✪ Invite children to take their completed activity home to share with their family and to talk about what information is and is not safe to give out online.

Activity 3-2

✪ Pass out the activity sheet and read the directions aloud. Allow time for children to complete the activity.

✪ Allow children to read aloud their story endings, if they wish.

✪ Invite children to take their completed activity home to share with their family and to talk about they should do if they or someone they know is cyber bullied.

Name: _____

Activity 3-1

Just say "No!"

You should never give out personal information online. Look at the boxes below. Cross out the computers that show information you should never say online.

I am nine years old.	That movie was awesome!	I walk home from school by myself every day.
I go to Davis Elementary School.	I play soccer at Meadow Brook Park	It's raining outside.
I like to eat pizza.	I would like to be a doctor some day.	My name is Jacob.

the safe side

Activity 3-2

Finish the story

Read the story beginning below. Finish the story to show what should happen next.

Jennifer went online to her favorite movie chat room. She noticed that someone else who was online was saying bad things about her classmate, Andy. Jennifer knew that these bad things were not true …

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 4:
Be a Cyber Sleuth!

Learning objectives
✪ Children will learn what to do when they encounter a variety of potentially dangerous situations online.

Correlation to National Educational Technology Standards
1. Creativity and Innovation: Students: a) apply existing knowledge to generate new ideas, products, or processes.

5. Digital Citizenship: Students: a) advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts: Students: a) understand and use technology systems; and b) select and use applications effectively and productively.

Safe Side terms
CyberTipline A Web site where children can report dangerous people they meet or scary things they see on the Internet.

Review: **Safe Side Adult**, **Don't Know**, **Cyber Snake**

Internet Safety Hot Tips
✪ Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell a Safe Side Adult.

Safe Side Display
Update your classroom display by adding the "Cyber Sleuth" handbill.

Materials
Costumes and props; role-playing cards.

Discussions and activities

What is a Cyber Sleuth?

✪ Ask children to if they know what the word "sleuth" means (detective). Brainstorm with children to name some detectives they have read about in books or seen in movies or on television. (Encyclopedia Brown, Sherlock Holmes, Sam the Cat Detective; Nancy Drew, the Hardy Boys, Third-Grade Detectives, Mathnet, Inspector Gadget, etc.) Invite children to share what they know about their favorite detectives from television, books, and movies.

✪ Create a list on the chalkboard of important qualities a good detective must have. Use the following questions to guide children's responses.

? Do good detectives take their time in looking for clues and solving mysteries? (*Yes. A good detective is <u>observant</u>.*)

? How do good detectives handle dangerous situations? (*A good detective is <u>brave</u> in the face of danger.*)

? Do good detectives work alone? (*No. A good detective often <u>has help</u> from trusted friends and the police.*)

✪ Explain to children that being a Cyber Sleuth means being observant and watching for dangerous situations and people; being brave in dangerous situations; and always asking for help in dealing with danger. Encourage children to come up with concrete examples of how and when they can be observant, brave, and ask for help. For example:

Be observant
- Read the E-mail addresses of incoming messages very carefully to make sure the messages are from people they really know.
- Watch out for downloads and pop-ups that might jump onto their screens unexpectedly.
- Pay attention to the kinds of questions people ask in chat rooms—watch out for people who ask them to reveal personal information online.
- Be on the look out for Cyber Bullies that say mean things to them or other children.

Be brave
- Remember that you will never get in trouble for telling a Safe Side Adult about bad things you see on the Internet.
- Have the courage to say "no" to someone who asks for personal information.

Ask for help
- Always know who your Safe Side Adults are at home and at school.
- Always tell a Safe Side Adult if anything you see online makes you feel weird or uncomfortable.
- Remember the CyberTipline Web site—www.cybertipline.com. (Tell students that this Web address is listed on their My Safe Side E-plan data sheets they will take home in the Family Activity Pack.)

Role-play

✪ Prior to the activity, create three role-playing cards that describe the following situations:

---

1. Cast: Cyber Snake, Cyber Sleuth, Safe Side Adult

A Cyber Snake asks for personal information while chatting online. A Cyber Sleuth says "no" and tells a Safe Side Adult. The Safe Side Adult helps the Cyber Sleuth report the Cyber Snake to the CyberTipline.

---

2. Cast: Cyber Sleuth, Safe Side Adult

A Cyber Sleuth notices that someone has posted a mean message about a classmate on a school message board. The Cyber Sleuth tells a Safe Side Adult. The Safe Side Adult tells the teacher.

---

3. Cast: Cyber Sleuth, Safe Side Adult

A Cyber Sleuth receives an E-mail from a Don't Know. The Cyber Sleuth asks a Safe Side Adult for help. The Safe Side Adult helps the Cyber Sleuth delete the E-mail.

✪ You may also want to assemble costumes and props, such as old keyboards, a private-eye hat or trench-coat for the Cyber Sleuth to wear, a rubber snake for the Cyber Snake to wear, and a funny wig for the Safe Side Adult to wear. Or create paper name badges for each character to pin to his or her clothes.

✪ Explain to children that they will be performing skits that show how to be a good Cyber Sleuth. For each of the three role-playing scenarios, ask for volunteers to play the Cyber Snake, Cyber Sleuth, and Safe Side Adult. Describe the scenario to the players briefly and encourage them to use their own words to play out the scenario. After each skit, invite the class to discuss what happened and what the Cyber Sleuth did well.

Quick check

✪ Choose some of the following questions to check children's understanding of this lesson:

? **What is a Cyber Sleuth?**
(Sample responses: An online detective; someone who pays attention online.)

? **What are some important qualities a Cyber Sleuth must have?**
(Sample responses: Be observant; be brave; ask for help.)

? **What are some dangerous things you might encounter online?**
(Sample responses: Someone asking for personal information; someone posting mean messages; pop-ups or downloads.)

? **Who are your important helpers in fighting Internet danger?**
(Sample responses: Safe Side Adults; the CyberTipline.)

Using the activity masters

You are permitted to photocopy the activity masters in this Guide.

Activity 4-1

✪ Read the directions and the E-mail from "Scared in Seattle" aloud. Remind children that a good Cyber Sleuth is observant, brave, and asks for help.

✪ If children are fluent readers and writers, have them complete the activity independently. For emergent readers and writers, provide support or write children's dictation, depending on their level of fluency.

✪ Invite children to take their completed activity home to share with their family and to talk about what to do if they see something scary online.

Activity 4-2

✪ Pass out the activity sheet and read the directions aloud. Allow time for children to complete the activity.

✪ Some children may need extra help finding words that appear backward or diagonally. Encourage early finishers to help students who are struggling.

✪ Invite children to take their completed activity home and talk about how to be smart, cool, and safe online with their parents or guardians.

the safe side

Activity 4-1

Dear Cyber Sleuth

Read the E-mail below from Scared in Seattle. Write an E-mail that tells Scared in Seattle what to do next.

Dear Cyber Sleuth:

I'm scared. I accidentally gave my E-mail address to someone I met in a chat room. Now this person is sending me lots of E-mails asking for personal information about me and my friends. What should I do?

Scared in Seattle

Dear Scared in Seattle:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity 4-2

Cyber Sleuth word search

Find the words below hidden in this word search puzzle. When you find a word, circle it. Remember, words can go across, up and down, or diagonally.

B	M	F	M	T	S	I	T	S	P
B	I	Z	R	L	M	N	E	P	P
X	R	A	E	I	P	T	L	J	B
B	M	U	S	G	M	E	L	Z	Y
S	T	R	W	A	Y	R	R	T	K
H	J	Z	E	H	F	N	E	X	L
C	O	O	L	G	G	E	B	G	C
G	E	X	E	D	N	T	Y	J	X
E	N	I	L	N	O	A	C	P	V
N	V	X	T	H	E	Z	D	M	S

Word list

COOL	INTERNET	SLEUTH
CYBER	ONLINE	SMART
DANGER	SAFE	TELL

Be a Cyber Sleuth!

If anything you see or hear on the Internet makes you feel weird or uncomfortable, tell your Safe Side Adult!

smart. cool. safe.

Lesson 5:
Staying on
The Internet Safe Side

Learning objectives

✪ Children will review Hot Tips for staying safer online.

National Educational Technology Standards

1. Creativity and Innovation: Students: a) apply existing knowledge to generate new ideas, products, or processes.

5. Digital Citizenship: Students: a) advocate and practice safe, legal, and responsible use of information and technology.

6. Technology Operations and Concepts: Students: a) understand and use technology systems; and b) select and use applications effectively and productively.

Safe Side terms review

Safe Side Adult, **Don't Know**, **Cyber Snake**, **Chat Room**, **Instant Message**

Internet Safety Hot Tips review

✪ Never go into chat rooms without asking your Safe Side Adult first.

✪ Don't open E-mails, downloads, or pop-ups without asking your Safe Side Adult.

✪ Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.

✪ Do not post personal information about yourself online, and never meet someone in person you have met online.

Video

Play the entire Internet Safety DVD or the Hot Tips Review.

Safe Side Display

You might rearrange your display and post the Family Activity Pack. You can also post a License to Surf! Certificate of Achievement as you talk about your plans for celebrating the completion of the unit.

Materials

Posterboard or large butcher paper; writing utensils (pens, pencils, crayons, markers, etc.); quiz show paddles from Lesson 1; small game pieces; dice or game spinners.

Discussions and activities

Hot Tip match

✪ Review the Hot Tips with children. (Consider using the Hot Tips Review on the *Internet Safety DVD*.) Then ask the children to listen to what the people below are saying, and decide which Hot Tip the person is remembering:

- Javier received an E-mail from someone he does not know. The E-mail address has his school name in it, so he thinks it might be from a classmate or a teacher. He asks his mom to help him open it, just to be safe.

- Alison meets someone in a chat room. They talk about their favorite movies. Then the person asks Alison what school she goes to. Alison says "No. I'm not going to tell you that."

- Christopher is bored. He decides he wants to surf the Web, but his parents are not at home. Christopher waits until his father comes home, then he asks to go online.

- Jennifer receives an E-mail from someone she doesn't know. It says that the sender is a friend of one of her school friends, and asks her lots of questions. Jennifer feels weird, so she tells one of her Safe Side Adults.

- At school, one of Chase's friends sends him an instant message saying mean things about a classmate. Chase tells his teacher.

- Amy is surfing the Web when a pop-up appears on her screen. It has some bad words in it, and that makes Amy feel uncomfortable. She tells a Safe Side Adult.

- Blake is chatting about football in a sports chat room. One of the people in the chat room suggests they meet at the local park to play a game of football. Blake tells his mother, and she helps him report the person to the CyberTipline.

Hot Tips posters

✪ Tell children they will be creating four posters to place throughout the school. Each poster will illustrate one of the four Hot Tips. Divide the class into four groups and assign each a Hot Tip. Have each group write the Hot Tip at the top of the poster, then illustrate it. Help children identify good places to hang the posters (in the library, computer lab, etc.).

Quick check

✪ Conclude the lesson with another round of the Internet Safety Quiz Show. Divide the class into groups of 3-5 children. Make sure each team has an answer paddle. Remind children that you will be asking a series of questions about Internet safety. If team members think they know the answer, they should raise their paddle. The first team to raise a paddle will have a chance to answer the question. If the team answers correctly, the team gets a point. If the team answers incorrectly the remaining two teams have a chance to answer. Tally the points on the chalkboard. At the end of the Quiz Show, proclaim the winning team members "Internet Safety Quiz Show Champions!"

Internet Safety Quiz Show Questions

? How is the Internet like a real place?

? Why is it easy for people to trick you online into believing that they are someone they are not?

? Why is it important to have a Safe Side Adult around when you go online?

? What should you do if a pop-up jumps onto your screen?

? What should you do if someone asks you for personal information online?

? What is a computer virus?

? What are some ways a computer virus can get to your computer?

? What should you do if a classmate is saying mean things about people online?

? What should you do if someone you meet in a chat room asks to meet you in person?

✪ To extend the activity, give each team ten minutes to come up with additional questions to try to stump their competitors.

Using the activity masters

You are permitted to photocopy the activity masters in this Guide.

Activity 5-1

✪ Pass out the activity sheet and read the directions aloud. Allow time for children to complete the activity.

✪ Some children may need extra help solving crossword clues. Encourage early finishers to help students who are struggling.

✪ Invite children to take their completed activity home and to talk about what they learned during Internet Safety Week with their parents or guardians.

Activity 5-2

✪ Pass out the activity sheet and read the directions aloud. Have groups of 2-3 children play the game.

✪ Invite children to take their game boards home to play with their family.

Safe Side family take-home materials and letter

In preparation for sending home the Internet Safety Family Activity Pack (see page 46), tell the children that they will also take home a video to share with their families.
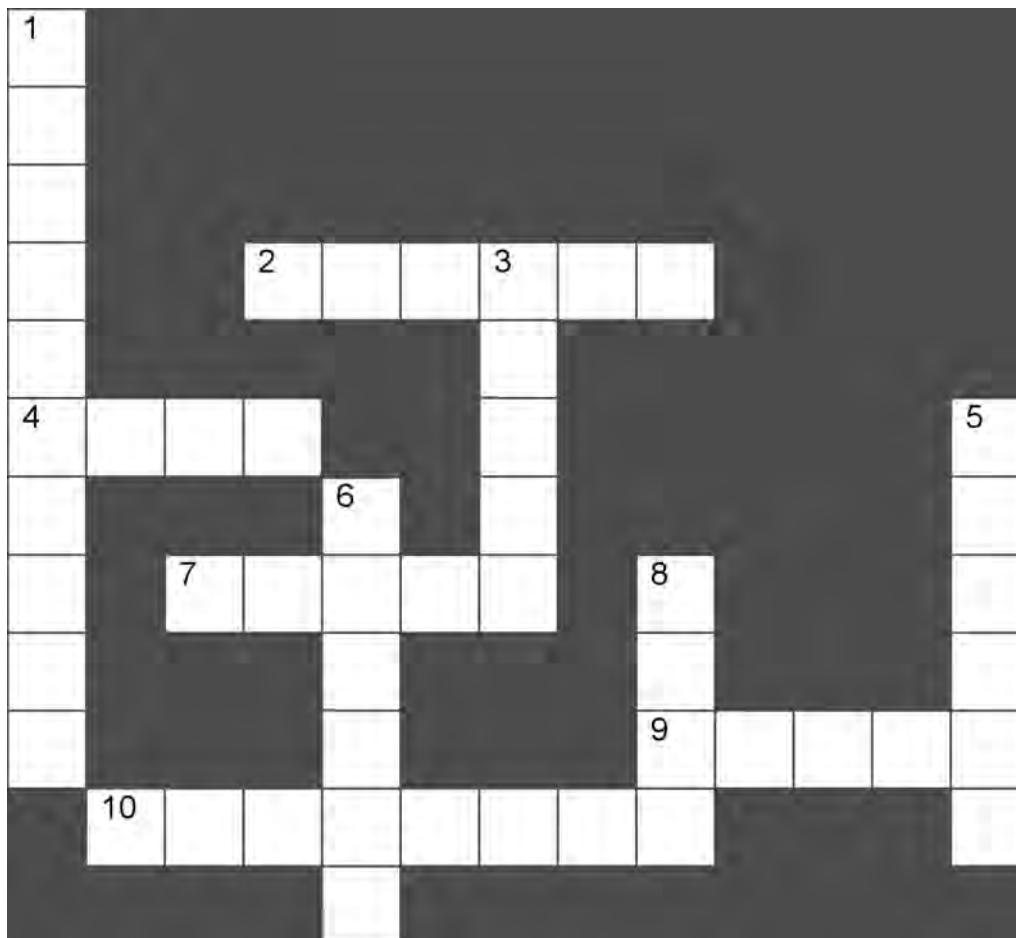
Activity 5-1

Internet Safety crossword puzzle

You have learned a lot during Internet Safety Week. Put your knowledge to the test to complete the crossword puzzle below.

Down

1. The hero of Internet Safety is Safe Side _____.
3. A person who tries to get you to post personal information is a Cyber _____.
5. _____ Mail is E-mail you get from someone you know.
6. _____ Mail looks like Safety Mail, but is not safe.
8. Never go into this kind of room without first asking your Safe Side Adult.

Across

2. Never meet anyone you've met online in _____.
4. The Safe Side Motto is smart. _____. safe.
7. The Internet isn't just a thing, it's a _____.
9. If something online makes you feel weird or uncomfortable, tell your Safe Side _____.
10 Never post personal information on the _____.

the safe side

Name: _____

Activity 5-2

Cyber Snakes and Surf Boards

Use small game pieces and dice or a game spinner to play this fun game with your friends. If you land on the bottom of a Surf Board, you can take a secret short cut up. But if you land on the tail of a Cyber Snake, you must go back.

START

Reported a Cyber Snake, move forward 3 spaces!

Surfed the Web without asking, lose a turn!

Posted personal information online, move back 2 spaces!

Opened a download & got a virus, move back 1 space!

Stopped a Cyber Bully, take an extra turn!
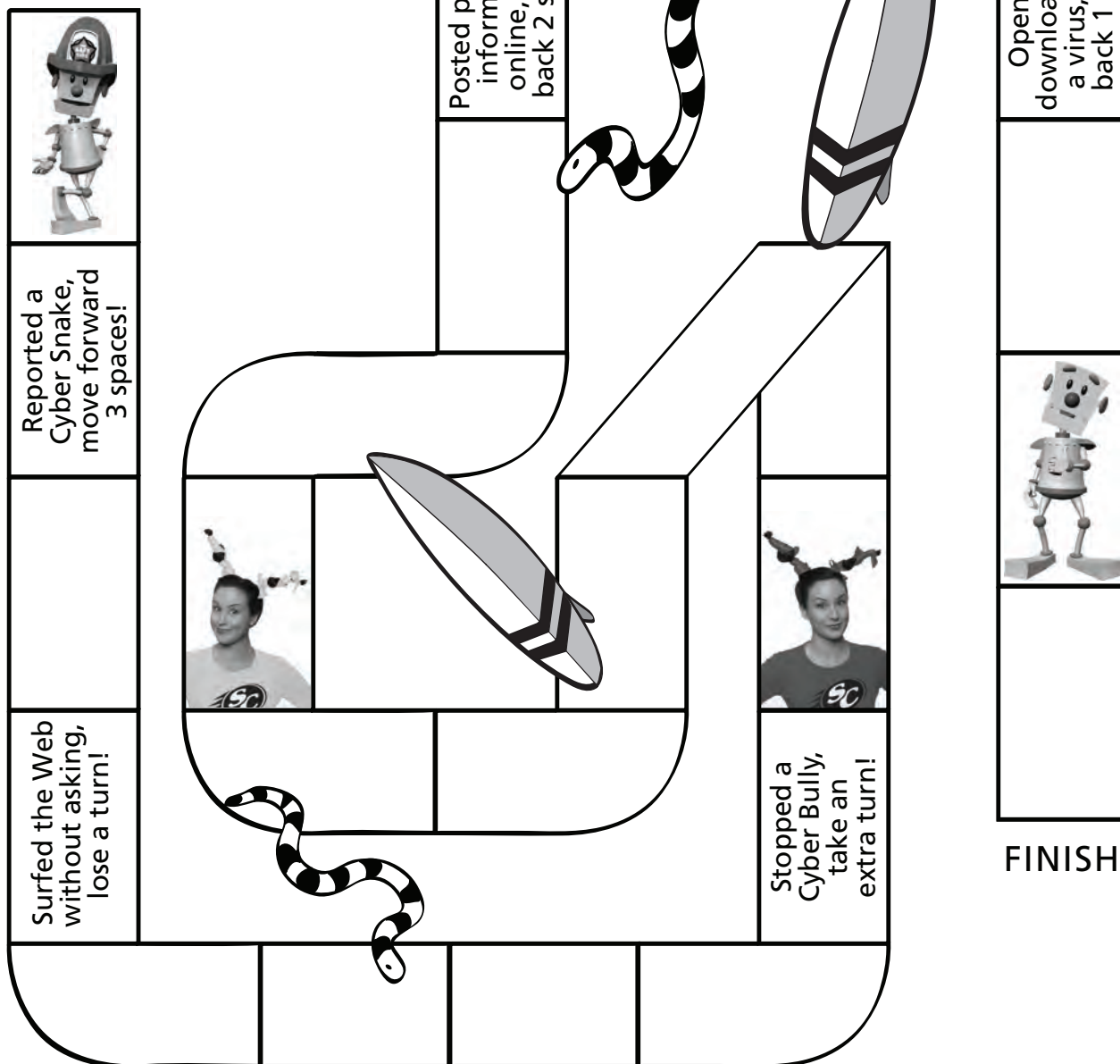
FINISH

Family Activity Pack

The Family Activity Pack on the following pages contains reproducible materials for students to take home to their parents or guardians. The copy masters include:

Letter to parents or guardians

Family Viewing Guide and Discussion Questions

My Safe Side E-plan and Hot Tips Mini-Posters

Use these masters to extend learning from the classroom to the living room.

✪ Reproduce the Family Activity Pack masters in either black and white or color.

✪ Distribute the Family Activity Pack to your students. Tell them they can keep the papers, and encourage them to discuss safety with their parents.

✪ Consider doing one or more of the activities found in the Graduation Ceremony lesson plan. We recommend, at minimum, you distribute the Certificate of Achievement, proclaiming that each student has earned a License to Surf!

Family Activity Pack

Dear Parents and Guardians,

Your child has been introduced to important personal safety topics in school. While basic concepts have been introduced, the most important learning should take place at home where family members can talk about safety and agree on safety rules. The package of materials your child brought home today is designed to help you with this important task.

At The Safe Side, we're constantly asked what families can do to help their children stay safe. Here's a simple three-point plan.

1 Educate your kids. Knowledge is power.

We created The Safe Side to present important safety information to kids in an engaging, easy-to-remember way. We're delighted your child's school makes our materials available to you. We recommend the following:

✪ If possible, purchase or rent The Safe Side: Internet Safety video at Amazon.com or the iTunes Store. Some public libraries also have the video.

✪ Read the Family Viewing Guide on the following **movie chapters** page before watching the Internet Safety video.

✪ Watch the Internet Safety video with your child at least once. Let your kids watch it again and again if they want to.

✪ Hold a family discussion. Use suggestions in the Family Viewing Guide to talk about topics presented in the video.

✪ Work with your child to complete the **My Safe Side E-plan** fill-in form, then put it in a convenient place.

2 Know how to keep your child safer on the Internet.

Potential threats to your child's safety exist on the Internet, just as they do in your neighborhood. NetSmartz.org is a Web site created by the National Center for Missing & Exploited Children. It provides lots of information about finding safe Web sites and what to do if your child encounters something unsafe. Visit www.NetSmartz.org for more information.

3 Support changes in the child protection laws

Many states have implemented other protective legislation to keep children safe in their neighborhoods and on the Internet. We encourage you to support such efforts by writing to your representatives and voting for laws that protect our kids from predators.

As the parents of young children, we hope our work at The Safe Side contributes to your family being safer. Nothing is more important.

John Walsh

Julie Clark

NetSmartz.org

the safe side ®

internet safety

the movie chapters

1. Introduction to the Internet
2. Always ask your Safe Side Adult
3. Hot Tip: Never go into chat rooms …
4. At the cyber post office
5. Hot Tip: Don't open E-mails …
6. Around the camp fire
7. Hot Tip: Never respond to …
8. What's for lunch?
9. Hot Tip: Don't post personal info …
10. John Walsh talks with Dizzie
11. Cyber headquarters Hot Tip review
12. Closing credits

Want to own or rent the video?

For info, visit: www.thesafeside.com

smart. cool. safe.®

Family viewing guide

Internet Safety is unlike any other child safety video. Our concept is simple: Make it fun to watch and kids will want to view it over and over. Repetition is a good way to learn something and remember it.

When you watch the *Internet Safety* video, you'll quickly discover it was created for kids. You'll see zany characters and real-world scenes that help teach kids how to stay "on the safe side" when they use the Internet. You should watch the movie at least once as a family, and then let your child watch it as many times as he or she wants.

While watching, pay particular attention to The Safe Side's unique vocabulary, such as Safe Side Adults, Safety Mail and Danger Mail. You'll also see the movie introduce and develop four important safety rules, called Hot Tips. The core purpose of the movie is to demonstrate to kids how Hot Tips should be used in a number of familiar settings and common situations.

Discussion questions and activities

We believe the most important way to teach your child safety lessons is through communication, discussion and practice that happens openly and often. After viewing the movie, there are a number of questions you can ask and things you can do to make sure the lessons stick. Try these, and create some of your own.

✪ Why should you always ask a Safe Side Adult permission before going online?

✪ What should you do if you see something on the Internet that makes you feel weird or uncomfortable?

✪ Read each Hot Tip together on the mini-poster. Have your child explain what it means in his or her own words, and give an example of when the Hot Tip should be used. Cut out the **Hot Tips Mini-Poster** and put it near the computer your child uses most often. Quiz your child from time to time.

✪ Complete the **My Safe Side E-plan** with your child, selecting and recording four Safe Side Web sites and five Safe Side E-mail addresses. Put the plan in an easy-to-remember location.

✪ Role-playing is a good way to learn. For example, ask your child, "What would you do if you received an E-mail from someone at school that said mean or cruel things?" or "What should you do if your friends are looking at Web sites that are off limits or inappropriate?" Allow your child to act out a reaction.

For more family activities, visit www.thesafeside.com/downloads

the safe side

Hot Tips for cool kids
from the Internet Safety movie

Never go into chat rooms without asking your Safe Side Adult first.

Don't open E-mails, downloads or pop-ups without asking your Safe Side Adult.

Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.

Do not post personal information about yourself online, and never meet someone in person you have met online.

smart. cool. safe.®
www.thesafeside.com®

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the safe side

my Safe Side E-plan

my Safe Side E-pledge

I promise to check with my Safe Side Adult before using the Internet. When I am online I will always follow the Hot Tips. If anything online makes me feel uncomfortable, I will tell my parents immediately so that we can decide together if it should be reported to the CyberTipline at www.cybertipline.com.

Signed _____

my Safe Side Web sites

www. _____

www. _____

www. _____

www. _____

my Safe Side E-mail addresses

Who _____ Address _____

Who _____ Address _____

Who _____ Address _____

Who _____ Address _____

www.thesafeside.com

Graduation Ceremony:
You've got a License to Surf!

Objectives

✪ Celebrate the completion of Internet Safety Week.

Materials

Your classroom Safe Side Display; refreshments (*optional*); teacher dress-up *(optional)*, License to Surf! Certificate of Achievement (print one for each child)

Preparation

Plan a culminating activity to celebrate the completion of Internet Safety Week. It may be as simple as distributing the Certificates of Achievement, and/or having refreshments. However, if you wish to have a more elaborate ceremony and/or include parents and guardians, this would also be an appropriate closing for this important safety unit.

Discussion

Family experiences

Hold a brief discussion with children about their experiences at home while viewing the video and discussing it with their families. You may ask questions such as:

? **What was your favorite part of the video? Why?**

? **Did other people in your family also watch it? What did they think?**

? **Did you learn anything new from the video? Tell us about it.**

? **When you talked about Internet safety, what kinds of things did you do at home with your family?**

? **How many of you filled in the My Safe Side E-plan form?**
(Show the form and explain *data.*)

Graduation ceremony and activities

Presentation of certificates

Present each child with a License to Surf! Certificate of Achievement and congratulate the class on their accomplishment in completing the unit. Tell them that now they know how to stay safer on the Internet.

Entertainment

Sing- or dance-along (*optional*):

- Play the Safe Side Superchick music video or the Clicky Rap while children sing and dance. The music video is accessible from the *Internet Safety DVD* main menu.

Skits (*optional*): Provide a box of props that children used when they enacted scenarios to show what they would do in a variety of situations during the lessons. Have volunteers choose props, and help them set up a situation. Describe the scene so the children may act it out. Then have them describe The Safe Side Hot Tip and the behavior they followed to stay as safe as possible.

Post-ceremony

Serve refreshments, if desired. Set up an area to play the *Internet Safety DVD* for interested children and guests. Invite children to show guests the Safe Side Display.

Safe Side Superchick says

name: _____

has earned a

License to Surf!

Presentation to a whole class or large group

The Safe Side understands that a variety of stakeholders in children's safety may wish to present the *Internet Safety DVD* to entire classrooms or large groups of children. The viewing options outlined below enable teachers or presenters to address the key points of the *Internet Safety DVD* when the delivery of Internet Safety Week is not possible.

1. Preview the *Internet Safety DVD*

Preview the *Internet Safety DVD* yourself and learn the Internet Safety Hot Tips before presenting to the class or group. Here are some notes about the DVD and our Hot Tips that will help you prepare for the presentation:

✪ The movie is an interesting and engaging blend of zany characters, humorous situations, and serious safety messages. The *Internet Safety* movie is a viewing experience designed to prevent safety from being "boring" or "scary."

✪ The Safe Side motto is **smart. cool. safe.** We tell kids there are times when it's important to be **smart** (recognize danger), and other times when it's important to be **cool** (be cautious and think). Staying **safe** is the reward for knowing what to do and doing it.

smart. cool. safe.®

✪ The movie is structured around defining where and when to go online safely and avoiding dangerous people and things on the Internet. We arm kids with the tools to evaluate what they encounter on the Internet and make smart decisions.

✪ Our rules are called **Hot Tips**. We use "tips" rather than "rules" because we want kids to take ownership of the concepts and apply the knowledge to everyday situations, like reading E-mails, visiting Web sites, and chatting online. Our four Hot Tips are:

• Never go into chat rooms without asking your Safe Side Adult first.

• Don't open E-mails, downloads, or pop-ups without asking your Safe Side adult.

• Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult.

• Do not post personal information about yourself online, and never meet someone in person you have met online**.**

✪ In addition to the movie, the DVD has a few special features, all accessible from the main menu. You can select to watch the Hot Tips Review, Music Videos, or the movie with Spanish subtitles. Like most DVDs, the movie is divided into chapters. You can skip forward or backward through the chapters using the DVD player's remote control.

✪ From the DVD main menu, adults can access a parents-only, password-protected section of the Internet Safety DVD. In this section, John Walsh presents alarming statistics about Internet predators, as well as two real-life cases of Internet abuse. This section is not

intended to frighten parents, but rather to educate them about how children are using the Internet and emphasize the importance of talking to their kids about online safety.

After selecting "For parents" on the Internet Safety DVD's main menu, you will be asked for a password. **The password for this section is 342.**

2. Show the Internet Safety DVD to the group

As you view the *Internet Safety DVD*, encourage children to raise their hands when they have questions. You can always pause the action, and it's best to address questions and concerns as they arise. In addition, there are four "natural breaks" to the action—after each of the four Hot Tips is described. Use the DVD player's pause button to stop the movie at each of the places indicated below and use the questions we have provided to guide discussion.

✪ Pause after Chapter 3, "Hot Tip: Never go into chat rooms without asking your Safe Side Adult first."

- How is the Internet like a place? (*Sample responses: There are lots of different places to go and people to meet; some people and places on the Internet are dangerous.*)

- Why should you always ask a Safe Side Adult for permission before going online? (*Sample response: Because a Safe Side Adult can help you if you get into trouble.*)

- Why are chat rooms dangerous? (*Sample responses: Because dangerous people can pretend to be someone they are not; because dangerous people might try to get personal information from you.*)

✪ Pause after Chapter 5, "Hot Tip: Don't open E-mails, downloads, or pop-ups without asking your Safe Side Adult."

- What should you do if you get an E-mail from an address you don't recognize? (*Sample response: Tell a Safe Side Adult.*)

- Why shouldn't you open downloads or pop-ups without asking a Safe Side Adult first? (*Sample responses: Because you could get a computer virus; because you might see something scary.*)

✪ Pause after Chapter 7, "Hot Tip: Never respond to E-mails or anything that makes you feel weird or uncomfortable, and always tell your Safe Side Adult."

- What should you do if you see something online that makes you feel weird or uncomfortable? (*Sample response: Tell a Safe Side Adult.*)

- Where can you report dangerous people or things you encounter on the Internet? (*Sample response: CyberTipline.*)

✪ Pause after Chapter 9, "Hot Tip: Do not post personal information about yourself online, and never meet someone in person you have met online."

- What should you do if someone asks you to give them personal information online? (*Sample response: Say "no" and tell a Safe Side Adult.*)

- What should you do if someone you met online asks to meet you in person? (*Sample response: Say "no" and tell a Safe Side Adult.*)

3. Extend learning

Use any of the following optional activities to reinforce what children have learned.

✪ Hold a brief discussion to relive some of the DVD highlights, asking questions such as:
  - What was your favorite part of the video? Why?
  - Who is your favorite character?
  - What's the funniest thing Safe Side Superchick did in the movie?
  - What's the most important thing Safe Side Superchick taught you in the movie?

✪ Role-playing is an excellent strategy for helping children develop the words and strategies to stay safer on the Internet. Have small groups of children act out the following role-playing scenarios. Discuss each scenario with the children, emphasizing how they can be safer online.
  - Your teacher assigns you homework that requires using the Internet, but your Safe Side Adult is not home to help you. What should you do?
  - You are in an online chat room. Someone asks where you go to school. What should you do?
  - You are at a friend's house and his or her big brother tries to get you to look at online sites that are off-limits or inappropriate. What should you do?

✪ Celebrate what children have learned with live entertainment. Try one or more of these ideas:
  - Play the Safe Side Superchick music video while kids sing and dance.
  - Have the kids perform an Internet Safety skit that they create themselves.

✪ Duplicate the Family Activity Pack (see pages 46-48), and give copies to each child to take home.

Using the Internet Safety materials as a take-home program

We strongly encourages schools to fully implement the Internet Safety program by delivering Internet Safety Week. However, we recognize that other instructional priorities can make it difficult to commit classroom time for safety instruction.

This take-home approach is an easy-to-implement alternative. You will need multiple copies of the Internet Safety DVD to effectively use this option, or encourage parents to buy their own copy. Vist www.thesafeside.com/buy to explore purchase and rental options.

✪ The Family Activity Pack included in this Teacher Guide features reproducible materials for students to take home. The Family Activity Pack masters include:

Letter to parents and guardians
Family Viewing Guide and Discussion Questions
My Safe Side E-plan and Hot Tips Mini-Posters

✪ Reproduce the Family Activity Pack masters in black-and-white or color.

✪ Distribute the Family Activity Pack to each student. Tell students that they should watch the video with their parents and identify safe Web sites and E-mail addresses.

There also is a Family Guide available for free download at www.thesafeside.com/downloads
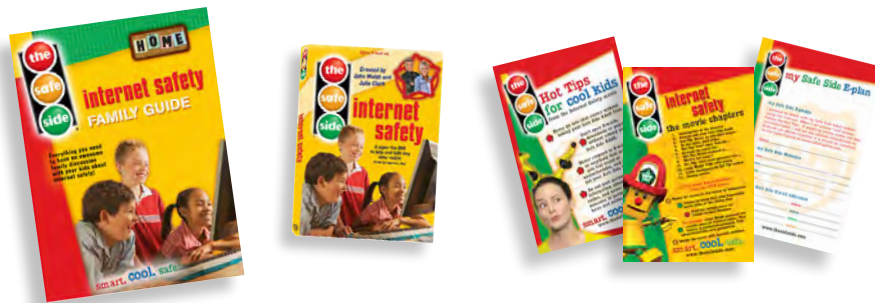
Using The Safe Side in fund-raising events

Many schools, PTAs and PTOs have discovered that products from The Safe Side can be used for effective fund-raisers. We are pleased to support such efforts by making our top-selling products available to school-based groups and organizations at substantial discounts.

There are several ways you may use the products from The Safe Side to make money for your organization, including:

✪ Order products from The Safe Side prior to an event and sell them during the event;

✪ Take orders at the event; and

✪ Have the children take orders from their friends and family. The Safe Side does not support children selling products door-to-door unless accompanied by a Safe Side Adult!

To request special fund-raising discounts, please contact The Safe Side by e-mail at **info@thesafeside.com**.

Thank you in advance for your help in keeping children "on The Safe Side!"

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