Conducting Real World and Online Safety Lessons in GPISD K-5 Classrooms

In order to comply with NCLB requirements and to help keep our students safe in real world and online environments, we will conduct short (45-90 min) lessons each year during the first six weeks.

The following packet, divided by grade level, contains all of the information you need to plan and conduct these lessons. In a nutshell, this is what students will be presented as they progress from grade Kinder through 5th at your campus:

Real World and Online Safety for Elementary

K	Way to Go	25 min
	The Boy Who Loved IM	25 min
	Total time invested in Real World and Online Safety	**50 minutes**

1st	Beat the Tricks 1 or 2	50 min
	The Boy Who Loved IM 2	20 min
	Total time invested in Real World and Online Safety	**1 hr, 10 min**

2nd	Beat the Tricks 3	50 min
	Repeat The Boy Who Loved IM (first covered in K)	25 min
	Discuss *Staying Safe Online*	15 min
	Total time invested in Real World and Online Safety	**1½ hours**

3rd	Way to Go	45 min
	The Boy Who Loved IM	25 min
	Discuss *Staying Safe Online*	15 min
	Total time invested in Real World and Online Safety	**1 hr, 25 min**

4th	Way to Go 2	40 min
	Discuss Internet Safety Packet	20 min
	Discuss *Staying Safe Online*	15 min
	Total time invested in Real World and Online Safety	**1 hr, 15 min**

5th	Beat the Tricks 1 or 2	50 min
	Repeat The Boy Who Loved IM (first covered in 3rd)	25 min
	Discuss *Staying Safe Online*	15 min
	Total time invested in Real World and Online Safety	**1½ hours**

Additionally, classes will review *Staying Safe Online* prior to each email use

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All of the songs, games, and videos mentioned in this packet may be located at NetSmartzKids (http://www.netsmartzkids.org). Additionally, related information specifically for teachers may be found at NetSmartz Workshop (http://www.netsmartz.org/educators.htm).

So, how do you get started?

1. Review this packet.
2. Navigate to NetSmartzKids to view videos, songs, & games mentioned in your lessons.
3. Copy materials that you want to distribute to students. Safety Agreements are optional.
4. Set aside the time you need to conduct the lesson (typically less than 90 min.)
5. Find out from your principal how to document that you've taught the lesson.

Way 2 Go

Overview

Students watch the "Way 2 Go" video and discuss rules to help them stay safer when going to and from school. Students make signs on the computer to remember the rules. They finish by singing a song about safety to and from school.

Safety Goal

Students will learn ways to be more cautious when going to and from school.

Time

20-25 minutes

Materials

- "Way 2 Go" music video
- Computer lab or computer connected to an LCD projector or television monitor
- Overhead projector
- "Way 2 Go" song copied onto overhead transparency (attachment 1)
- Paper
- Markers

Introduction

Ask students: *How do you get to and from school each day?* List answers on the board, such as walk, bike, car, bus. For older children you can make a graph to chart the different modes of transportation based on a class poll for getting to and from school.

Clicky wants us to be safer when we go to and from school. Show students the "Way 2 Go" video.

Activity

What are some rules Clicky wants us to follow when going to and from school? Answers may include: go with a friend; don't take shortcuts; follow traffic rules; stay with a group at bus stops; only accept a ride after checking with a parent or guardian; map out a safer way to get to and from school; tell a trusted adult if anything makes you feel scared, uncomfortable, or confused. Ask students to give examples if they follow any of these rules already (Some students may have a friend or sibling they walk with each day).

Have students make simple signs to illustrate some of the important rules that were discussed. Give each student paper and markers. Ask them to draw a picture of someone following Clicky's rules when going to and from school, and write the words describing it. Examples may include "walk on the sidewalk," "stay where it's light," "follow traffic rules," or "walk with a friend or trusted adult," and "stay with a group at the bus stop." Students can make the pictures on the computer using Microsoft Paint or another graphics program if desired. Hang the signs up around the room.

Way 2 Go

Primary

Follow-Up

Quiz the students to see what they remember about the rules they learned in the above lesson. Then show "Way 2 Go" on an overhead projector (attachment 1). Sing the song together as a review and have them compare their list with the rules that they can name from the song.

Chorus

School time in the neighborhood; here's a few tips that'll do you good.
Gotta keep it safer that's understood; Use your NetSmartz like I knew you would.
Sit back, relax, and we'll get there soon. Then I'll take you home in the afternoon.
Have fun at school, learn and play, and I'll see ya back here at the end of the day.

Verse 1

Here's the way to go; listen up kids while I kick the flow.
I've got a few tips that you need to know, about going to school and
on the way home. You gotta be smart; gotta use your head. Don't walk alone;
take a friend instead. Go straight to school. If someone bothers you,
tell a trusted adult, so they can help you.

Refrain

School time in the neighborhood; here's a few tips that'll do you good.
Gotta keep it safer that's understood.
UYN, I just knew you would.

Verse 2

C'mon kids, let me see you bop. Stay in a group when you're at the bus stop.
When you're hangin' with your friends, sing along to my song, and
remember these tips, all day long. When you take the bus or
when you ride your bike or when you can walk to school, stay in sight.
Don't take shortcuts or accept a ride.
Check first, you know, it's the way to go!

Refrain

Verse 3

School's out kids; time to go home. Use the same route and
don't walk alone. If you wanna change plans and hang with your friends,
check first with your parents or your guardians. You deserve to be safe,
no matter what you do and there will always be someone who can help you.
So remember these tips, c'mon, sing along.
UYN, be safer; be strong.

Chorus

NetSmartz.org

NetSmartz®

UYN: The Boy Who Loved IM

Program Goal

Enhance the ability of children to understand that people they first "meet" on the Internet should never be considered their friend.

Time

20 to 25 minutes

Internet Safety Message

I will tell my parents or guardian if anyone online asks me my name, my address, my telephone number, or the name and location of my school. I will tell my parents or guardian if anyone online asks to meet me in person.

Overview

Students play a game similar to the "telephone game." They watch "UYN: The Boy Who Loved IM" and discuss the dangers of sharing personal information online. They make stop signs to remind them to stop and "Use Your NetSmartz."

Materials

- computer lab or computer connected to an LCD projector or television monitor
- "UYN: The Boy Who Loved IM" show
- tape
- sticks or tongue depressors
- copies of stop signs (attachment 1) for each student, if desired
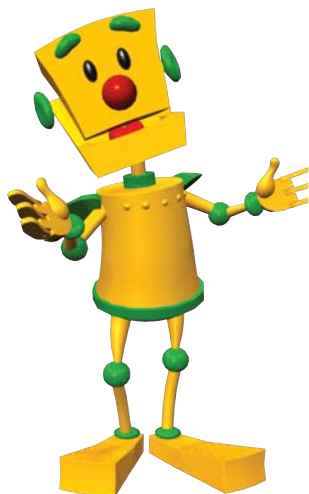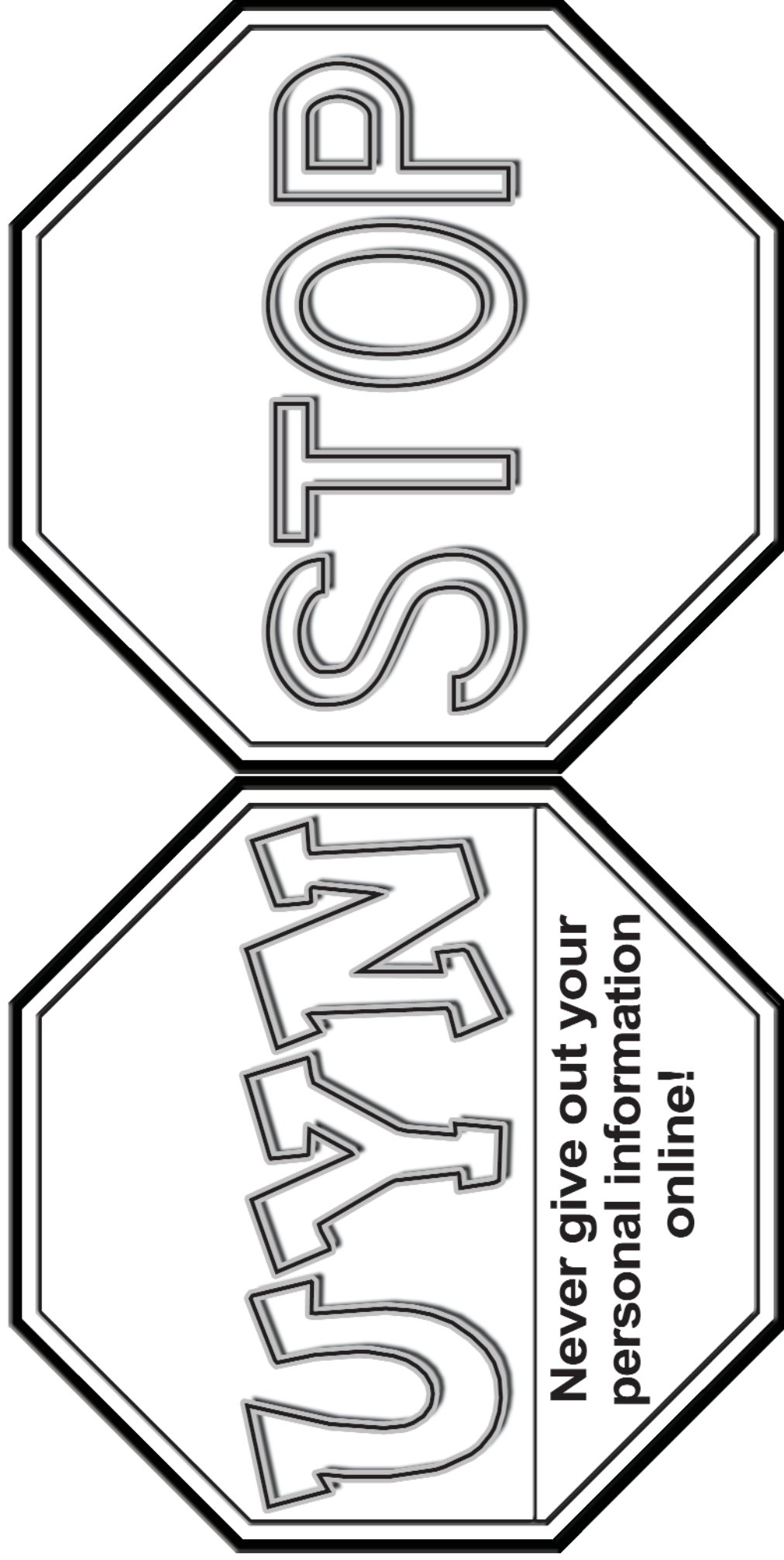- copies of rap lyrics (attachment 2)

Activity

Have all students except one stand in groups of three. Ask the student to think of a piece of information, such as a favorite color or movie. That student whispers the piece of information to a group of three students. That group of three students then splits up and each member tells a separate group of three. Those groups then break up and tell the remaining groups of three students the original student's information. The teacher then asks, *"So, everybody, what is (student's) favorite color (or movie)?"* **The class responds and the game is over.** *Do you see what can happen if we share information with just a few people? It can quickly spread. The information may be shared with people we don't know and can't trust. If we share personal information like our phone number, age, or address online, all sorts of people can find out and may try to do something mean or wrong with the information.*

Show "UYN: The Boy Who Loved IM." Hand out the rap lyrics (attachment 2) so kids can read or sing along.

Should we trust Follow-You Fiona? Why not? She only pretends to be our friend, but really wants to hurt or scare us. **We don't know her.** *What information should we NEVER give out to people like her that we don't know?* **Name, address, phone number, age, school name.** *If anyone asks for your personal information online, what will you do?* **Use your NetSmartz and tell your parents or guardian right away.**

Have students make a stop sign to remind them to STOP and use your NetSmartz anytime someone tries to ask them personal questions online. Students may make their own stop signs or they can use a copy of attachment 1. Have students cut out and color the signs, then glue them back to back with a stick attached with tape for a handle.

www.NetSmartz.org

UYN: The Boy Who Loved IM

NetSmartz®

PRIMARY

STOP

UYN

Never give out your personal information online!

wwwNetSmartz.org

There once was a boy who loved IM.
He loved logging on and IMing all his friends.
He had 85 kids on his buddy list.
85 kids! Just listen to this.

He really didn't think about who was online.
As long as he was talking with his buddies he was fine.
But today was different, a new IM.
He didn't know this person, but this person knew him.
He said he was a friend of a friend of a friend of a friend.

He asked a lot of questions: what, where, and when.
The boy thought then, I don't mean to offend.
I don't know you and I won't press send.

Then the person typed, "Where do you live?"
I won't tell you; I'm a NetSmartz kid.

UYN, I know what to do.
Use Your NetSmartz, I remember the rule.
Never give out information,
like your name, your age, or your location.

Then the person typed, "Let's meet offline.
Don't worry about; I do it all time."

UYN, tell an adult you trust.
Use your NetSmartz, now that's a must.

NetSmartz®

Internet Safety Pledge for Grades K-2

1. I will turn off my computer monitor right away and tell a trusted adult if anything makes me feel scared, uncomfortable, or confused.

2. I will tell my parents or guardian if anyone online asks me my name, my address, my telephone number, or the name and location of my school.

3. I will tell my parents or guardian if anyone online asks to meet me in person.

4. I will not use rude or mean language on the Internet.

Signed _____

Signed _____

www.NetSmartzKids.org

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Beat the Tricks

NetSmartz.org

Primary

Overview

Students watch the "Beat the Tricks" music video. They discuss ways people try to trick kids into dangerous situations. They play a memory game to review the eight tricks they have learned.

Safety Message

I will check first with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.

Time

30-40 minutes

Materials

- Computer lab or computer connected to an LCD projector or television monitor
- "Beat the Tricks" music video
- 2 copies of the "8 Tricks" cards (attachment 1)
- Overhead projector
- "Beat the Tricks" notes (attachment 2)
- Tape
- "Check First" song on overhead transparency if possible (attachment 3)

Introduction

Today we're going to talk about having real-world smarts. What do you think that means? Using real-world smarts means recognizing situations that could be dangerous and understanding what to do if someone approaches you. If we use our real-world smarts, we can make better choices and be safer. Clicky will show us some ways to use our real-world smarts. Show the "Beat the Tricks" music video.

Activity

What are some ways that Clicky says people may try to trick you to come with them? Let students answer and discuss. Have student volunteers hold one copy of each of the "8 Tricks" cards (attachment 1), one by one. Discuss each of them. You may wish to refer to the "Beat the Tricks" notes (attachment 2) to guide your discussion.

Let's see how well we can remember the 8 tricks. Play memory with the "8 Tricks" cards.

Have two copies of each card taped face down in random order on the chalkboard or front wall of the room. Ask students to take turns choosing two cards for you to turn over. If the two pictures match, they keep those cards and go again. If the two pictures do not match, flip the cards back over and let another student have a turn. When a match is found, ask students to name and describe the trick that was revealed. Continue playing until all eight matches are found.

Follow-up

End the lesson by singing the "Check First" song a few times (attachment 3).

8 Tricks

1. The Offer Trick

2. The Animal Trick

3. The Emergency Trick

Ambulance

4. The Help Trick

5. The Friend Trick

6. The "Bad" Child Trick

7. The Flattery/Model Trick

8. The Open-the-Door Trick

"Beat the Tricks" Notes

1. **The Offer Trick**
   The child is offered something he or she might want, such as candy, food, toys, money, or a trip to someplace fun.

2. **The Animal Trick**
   The child is attracted by a cute or unusual animal.

3. **The Emergency Trick**
   A person pretends that a fire, accident, illness, death, or another emergency has happened to the child's family or home, and the person offers to take the child home to his or her parents or guardians.

4. **The Help Trick**
   Someone older asks the child for help. The person might ask for directions, to use the phone, or for help looking for a lost pet, child, or money. The person might also ask for help opening a door or carrying something.

5. **The Friend Trick**
   A person pretends to know or may actually know the child's parents or guardians; this person says that the parents or guardians have asked him or her to come and get the child.

6. **The "Bad" Child Trick**
   A person accuses the child of doing something wrong and says that the child must come with him or her. The person may show a fake badge or be dressed in uniform. This person may say that because the child is bad, his or her parents or guardians don't want him or her anymore.

7. **The Flattery/Model Trick**
   A person asks the child to go with him or her to take pictures of the child because the child is so pretty, beautiful, handsome, or cute. They might use fame and money to entice the child.

8. **The Open-the-Door Trick**
   The person tricks the child into opening the door to the house when the parents or guardians are not at home. The person may look like a delivery person or be wearing a uniform.

While talking about common tricks, be sensitive to your students' needs. We want to encourage and foster discussion without frightening the students. The common solution for all common tricks is to always check with a trusted adult in charge before going or doing anything with anyone, even someone the child may know well.

NetSmartz.org

CHECK FIRST
(Sung to the tune of "My Bonnie Lies Over the Ocean")

Chorus
Check first, check first…
It's safer and smarter by far by far.
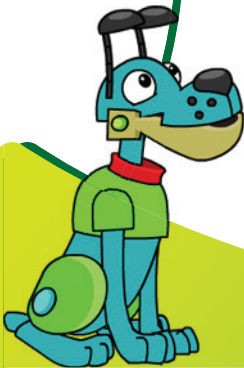Check first, check first…
We need to know where you are.

Verse one
Before we answer the door…
Before we run out to play…
Before we help someone older…
We check to make sure it's OK.

Chorus
Verse two
Before we go for a ride…
Before we go a new way…
Before we make some new plans…
We check to make sure it's OK.

Beat the Tricks 2

NetSmartz.org

Primary

Overview

Students watch the "Beat the Tricks" video and discuss the ways people may try to trick kids into dangerous situations. They play a game to review the tricks and discover solutions to avoid these tricks.

Safety Message

I will check first with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.

Time

40-50 minutes

Materials

- Computer lab or computer connected to an LCD projector or television monitor
- "Beat the Tricks" music video
- 8 tricks word strips (attachment 1)
- "Trick Comic Strip" worksheet (attachment 2)
- Overhead projector
- "Check First" song on overhead transparency if possible (attachment 3)
- "Beat the Tricks" notes (attachment 4)

Introduction

Today we're going to talk about having real-world smarts. What do you think that means? Using real-world smarts means recognizing potentially dangerous situations and understanding what to do if someone approaches you. If we use our real-world smarts, we can make good choices and be safer. Clicky will show us some ways to use our real-world smarts. Show the "Beat the Tricks" music video.

Activity

What are some ways that Clicky says people may try to trick you to come with them? Allow students to answer. As they come up with some of the tricks, post the word strip (attachment 1) on the board that corresponds with the trick they are describing. Make sure all 8 tricks word strips are posted and discussed. Have the students split up into partners and choose one trick they want to write about. Have students write one paragraph with their partner about how they would use their real-world smarts when faced with that trick. Solutions could be to walk or run away, check first with an adult you trust, and/or say "NO." Direct the students to the rules that Clicky talks about in the video if they are having trouble.

Beat the Tricks 2

Afterwards, have students individually illustrate a situation in comic book form (attachment 2).

Examples of sentence starters could be:

- **If someone was trying to trick you by…**

- **What if someone tries to…**

- **What would you do if…**

- **If someone comes up to you and…**

Have students share their paragraphs and illustrations if time permits. Post them in the classroom or in a hallway display case.

Follow-Up

End the lesson by singing the "Check First" song a few times (attachment 3). You can display the lyrics on an overhead projector so students can follow along. Then ask the students what rules they just learned and why they are important to follow.

THE OFFER TRICK

THE ANIMAL TRICK

THE EMERGENCY TRICK

THE HELP TRICK

THE FRIEND TRICK
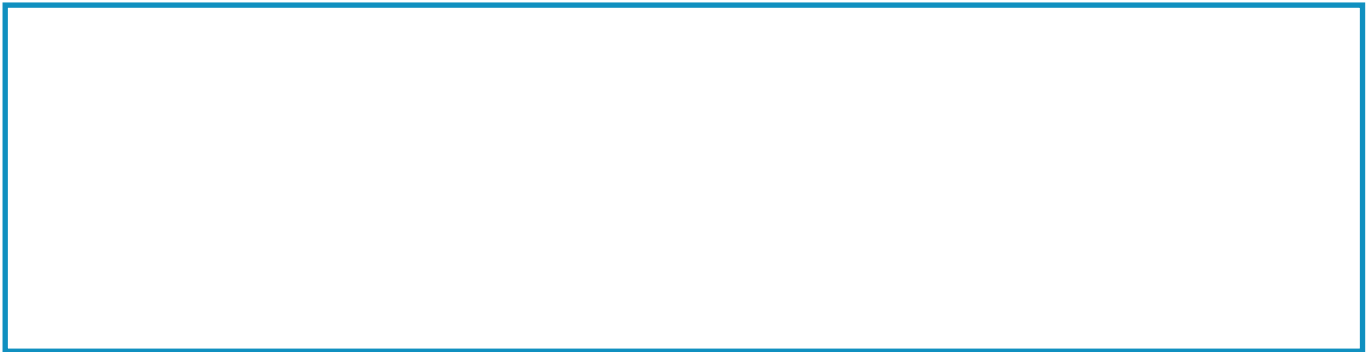
THE "BAD" CHILD TRICK

THE FLATTERY - MODEL TRICK

THE OPEN - THE - DOOR TRICK

Tricks Comic Strip

CHECK FIRST
(Sung to the tune of "My Bonnie Lies Over the Ocean")

Chorus
Check first, check first…
It's safer and smarter by far by far.
Check first, check first…
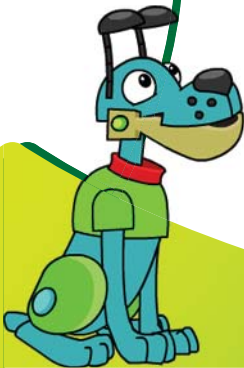We need to know where you are.

Verse one
Before we answer the door…
Before we run out to play…
Before we help someone older…
We check to make sure it's OK.

Chorus
Verse two
Before we go for a ride…
Before we go a new way…
Before we make some new plans…
We check to make sure it's OK.

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   The child is offered something he or she might want, such as candy, food, toys, money, or a trip to someplace fun.

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OVERVIEW

Students map out a diagram showing how easy it is to come in contact with unknown people by trading buddy lists with friends. They watch "UYN: The Boy Who Loved IM." They discuss the dangers of sharing personal information and finish by writing a paragraph describing what they will do if a Follow-You Fiona tries to contact them online.

PROGRAM GOAL

Enhance the ability of children to understand that people they first "meet" on the Internet should never be considered their friend.

INTERNET SAFETY MESSAGE

I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/telephone number, or the name and location of my school without my parents' or guardian's permission.

MATERIALS

- computer lab or computer connected to an LCD projector or television monitor
- "UYN: The Boy Who Loved IM" show
- blank paper and pencil for each student
- picture of Follow-You Fiona (attachment 1)

TIME

20 minutes

ACTIVITY

Give each student paper and a pencil. Ask each student to put the paper on their desk horizontally and write their name on the left-hand side of the page about halfway down. To the right of their name, have them draw three short lines to make a diagram followed by the names of three friends in their class they like to spend time with. Have the students go to each of the three friends in the class (one at a time), where the friends take turns drawing three short lines after their name on the paper and write the names of three people OUTSIDE of class that they like to spend time with. Have each student sit down with their original paper. *Do you know all of the people whose names are written on your page? If each of the last nine names on your diagram gave your name to three of their friends, how many people would now have your name?* **Twenty-seven people.** *Would it be a good idea to talk to all of these people on the Internet? Why?* **No, because you do not know most of them and cannot trust them.** *How would you feel if one of the people you don't know contacted you online?* **Confused, uncomfortable.**

Watch "UYN: The Boy Who Loved IM."

Just like our diagrams show us, our IM screennames can easily be passed on to people we do not know or trust. Which WizzyWig tried to contact Webster online and get him to meet her? **Follow-You Fiona.**

Display the picture of Follow-You Fiona (attachment 1). *What did Webster do?* **He didn't type back and he told a trusted adult.** *If a Follow-You Fiona ever tries to talk to you online, what will you do?* **UYN, do not respond; tell your parents or guardian.** *What types of information should we NEVER share with anyone online?* **Name, age, address, phone number, school name, parents' information, any personal information.**

Have students write a paragraph explaining who Follow-You Fiona is and what they will do if they ever meet someone like her online. They may draw a picture of her on their papers if they wish.

www.NetSmartz.org

FOLLOW-YOU FIONA

**Fiona pretends to be your friend and tries to gain your trust.
But she is really trying to get your personal information
so she can meet you somewhere to do mean and illegal things.**

WizzyWig

INTERNET SAFETY PLEDGE FOR GRADES K-2

1. I will turn off my computer monitor right away and tell a trusted adult if anything makes me feel scared, uncomfortable, or confused.

2. I will tell my parents or guardian if anyone online asks me my name, my address, my telephone number, or the name and location of my school.

3. I will tell my parents or guardian if anyone online asks to meet me in person.

4. I will not use rude or mean language on the Internet.

Signed _____

Signed _____

www.NetSmartzKids.org

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Also, before allowing students to use Gaggle Student Email, always briefly the safety rules listed on the **Staying Safe Online** sheet. These will be printed as posters and placed in computer labs on your campus.

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5. Find out from your principal how to document that you've taught the lesson.

Staying Safe Online

1. Tell your parent or teacher what you're doing on the Internet and in email. Tell them if anything happens online that makes you feel upset, sad or not safe.

2. Use a pretend name online. Don't tell people your real name, your phone number, or where you live.

3. Send photos or videos only with parent or teacher permission.

4. **Never meet an online friend in person without a parent!**

5. Stranger email can be danger email. Do not open the email unless your parent or teacher says it is ok.

6. If an email doesn't have a subject line, don't open it – even if it looks like it's from a friend. It may contain a virus.

7. Do not use technology to bully people by sending pictures, videos, gossip, or cruel messages.

8. No online buying. No contests. No surveys. No joining sites. No downloads. -Unless your parent or teacher says it is ok.

9. Use webcams to keep in touch with family and friends, not to communicate with people you don't know.

10. Shhh! Keep your password a secret.

Manteniéndote Seguro en Línea

1 Diles a tus padres o maestros qué estás haciendo en Internet y en el email. Diles si sucede algo en línea que te hizo sentir incómodo, triste o inseguro.

2 Usa un nombre inventado. No uses tu verdadero nombre, tu número, o dirección donde vives.

3 Envía fotos o videos solo con el permiso de tus padres o maestros.

4 ¡Nunca hagas citas para encontrarte con un amigo del Internet en persona sin que tus padres estén presentes!

5 El email de un extraño puede ser peligroso. No abras el email a menos que tus padres o maestros digan que está bien.

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8 No abuses en línea. No compitas. No llenes encuestas. No te inscribas. No bajes nada. – Sin el permiso de tus padres o maestros

9 Usa la cámara de la web solo para comunicarte con tu familia y amigos, no te comuniques con personas que no conozcas.

10 ¡Shhh! Mantén tu clave personal un secreto.

Beat the Tricks 3

NetSmartz.org

Primary

Overview

Students watch and discuss the "Beat the Tricks" music video to review ways people may try to trick kids into dangerous situations. They play a short game to check their understanding. Students then use their technology skills to make pictures representing each of the 8 tricks.

Safety Message

I will check first with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.

Time

40-50 minutes

Materials

- Computer lab or computer connected to an LCD projector or television monitor
- "Beat the Tricks" music video
- "Beat the Tricks" key words copied onto an overhead transparency (attachment 1)
- Overhead projector
- Printer
- "Beat the Tricks" review clues (attachment 2)

Introduction

We've learned from Clicky how to be safer when we're using the computer. Now, Clicky wants us to focus on ways we can be safer offline, meaning in the real world. He calls this real-world smarts. Listen closely while Clicky explains the tricks a person may use to trick children into dangerous situations. Show the "Beat the Tricks" music video.

Activity

What are the eight ways that people may try to trick kids into coming with them? Let's see if you can remember all of them. Let students answer with as many tricks as possible, then help them remember the ones they did not list yet. You can show the "Beat the Tricks" key words (attachment 1) on an overhead projector.

Divide the students into three or four teams.

Let each team decide on a name relating to Internet or real-world safety, such as "The NetSmartz Know-It-Alls." Write their team names on the board.

Read the "Beat the Tricks" review clues (attachment 2) to the students. The first team to guess which trick is being described gets a point. Play until all the clues have been read. The team with the most points wins.

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Beat the Tricks 3

Primary

Follow-Up

End the lesson by giving students an individual activity that will review what they've learned and incorporate technology skills. Ask students to choose three tricks and find or make a collage of three pictures that represent those tricks. They should use pictures they find through graphics programs, the Internet, or they may also draw pictures. If they choose to draw their own pictures, they must use programs on the computer to do this, such as Microsoft Paint or another similar program. All three pictures should be sized to fit together on a piece of paper. Allow the students to print their collages if possible and display them for others to see.

THE OFFER TRICK

THE ANIMAL TRICK

THE EMERGENCY TRICK

THE

HELP

TRICK

THE FRIEND TRICK

THE "BAD" CHILD TRICK

THE FLATTERY - MODEL TRICK

THE OPEN - THE - DOOR TRICK

"Beat the Tricks" Review Clues

1. Someone tells you, **"Your mom wanted me to pick you up."** (The Friend Trick)

2. Someone says, **"You are so gorgeous that you should come with me so I can take pictures of you and make you a star!"** (The Flattery/Model Trick)

3. A person says, **"If you come with me, I'll take you out for some ice cream."** (The Offer Trick)

4. A person tells you, **"Your house is on fire, and I am supposed to take you to your mom or dad."** (The Emergency Trick)

5. Someone says, **"Will you help me carry my groceries to my car."** (The Help Trick)

6. A person shows you a badge that looks like a police officer badge and says, **"Come with me because you've done something bad and your parents are angry and don't want you anymore."** (The "Bad" Child Trick)

7. Someone shows up at your doorstep when your parents aren't home. This person says, **"I have an important delivery to make and I want you to open the door so I can bring it inside."** (The Open-the-Door Trick)

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"Beat the Tricks"
Review Clues

8. A person says, **"Come with me to my house so I can show you my really cool kitten."** (The Animal Trick)

9. Someone says, **"Come with me to my car and I will give you your favorite candy."** (The Offer Trick)

10. A person says, **"Your dad wanted me to pick you up today because he's really sick and had to go to the doctor. I will drive you over to see him."** (The Emergency Trick)

11. Someone says, **"Will you come with me so you can show me how to get to the closest park?"** (The Help Trick)

12. Someone says, **"Will you let me in your house so I can use your phone?"** But your parents are not home. (The Help Trick or Open-the-Door Trick)

NetSmartz®

PRIMARY

Program Goal

Enhance the ability of children to understand that people they first "meet" on the Internet should never be considered their friend.

Time

20 to 25 minutes

Internet Safety Message

I will tell my parents or guardian if anyone online asks me my name, my address, my telephone number, or the name and location of my school. I will tell my parents or guardian if anyone online asks to meet me in person.

Overview

Students play a game similar to the "telephone game." They watch "UYN: The Boy Who Loved IM" and discuss the dangers of sharing personal information online. They make stop signs to remind them to stop and "Use Your NetSmartz."

Materials

- computer lab or computer connected to an LCD projector or television monitor
- "UYN: The Boy Who Loved IM" show
- tape
- sticks or tongue depressors
- copies of stop signs (attachment 1) for each student, if desired
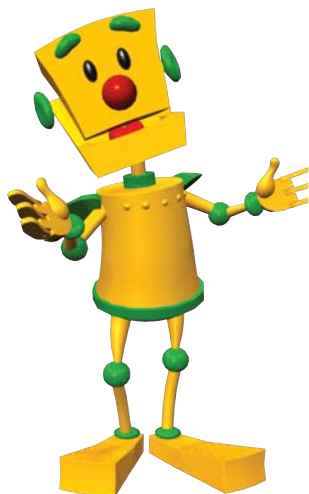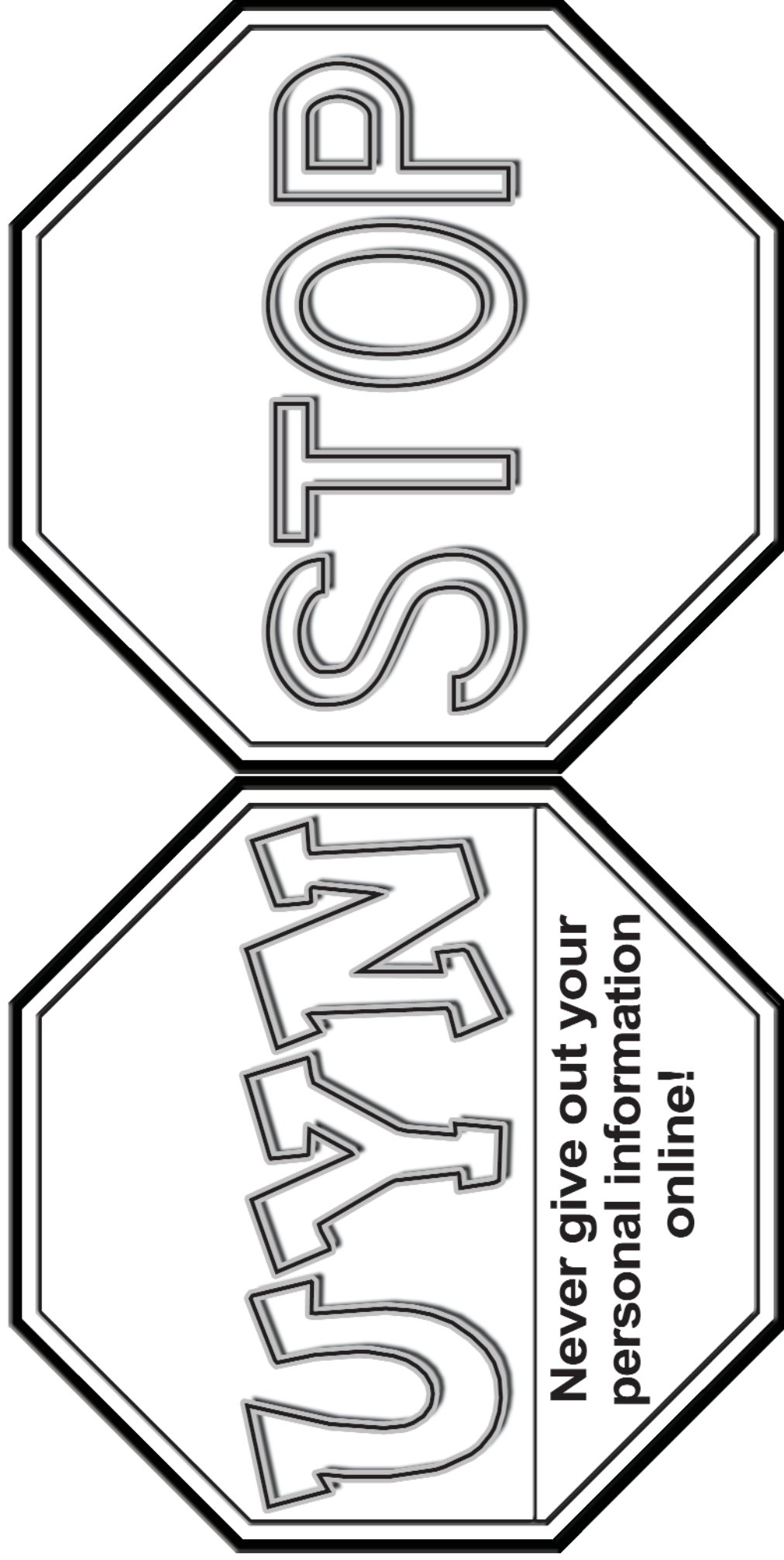- copies of rap lyrics (attachment 2)

Activity

Have all students except one stand in groups of three. Ask the student to think of a piece of information, such as a favorite color or movie. That student whispers the piece of information to a group of three students. That group of three students then splits up and each member tells a separate group of three. Those groups then break up and tell the remaining groups of three students the original student's information. The teacher then asks, *"So, everybody, what is (student's) favorite color (or movie)?"* **The class responds and the game is over.** *Do you see what can happen if we share information with just a few people? It can quickly spread. The information may be shared with people we don't know and can't trust. If we share personal information like our phone number, age, or address online, all sorts of people can find out and may try to do something mean or wrong with the information.*

Show "UYN: The Boy Who Loved IM." Hand out the rap lyrics (attachment 2) so kids can read or sing along.

Should we trust Follow-You Fiona? Why not? She only pretends to be our friend, but really wants to hurt or scare us. **We don't know her.** *What information should we NEVER give out to people like her that we don't know?* **Name, address, phone number, age, school name.** *If anyone asks for your personal information online, what will you do?* **Use your NetSmartz and tell your parents or guardian right away.**

Have students make a stop sign to remind them to STOP and use your NetSmartz anytime someone tries to ask them personal questions online. Students may make their own stop signs or they can use a copy of attachment 1. Have students cut out and color the signs, then glue them back to back with a stick attached with tape for a handle.

www.NetSmartz.org

UYN: THE BOY WHO LOVED IM

NetSmartz®

PRIMARY

STOP

UYN

Never give out your personal information online!

There once was a boy who loved IM.
He loved logging on and IMing all his friends.
He had 85 kids on his buddy list.
85 kids! Just listen to this.

He really didn't think about who was online.
As long as he was talking with his buddies he was fine.
But today was different, a new IM.
He didn't know this person, but this person knew him.
He said he was a friend of a friend of a friend of a friend.

He asked a lot of questions: what, where, and when.
The boy thought then, I don't mean to offend.
I don't know you and I won't press send.

Then the person typed, "Where do you live?"
I won't tell you; I'm a NetSmartz kid.

UYN, I know what to do.
Use Your NetSmartz, I remember the rule.
Never give out information,
like your name, your age, or your location.

Then the person typed, "Let's meet offline.
Don't worry about; I do it all time."

UYN, tell an adult you trust.
Use your NetSmartz, now that's a must.

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Internet Safety Pledge for Grades K-2

1. I will turn off my computer monitor right away and tell a trusted adult if anything makes me feel scared, uncomfortable, or confused.

2. I will tell my parents or guardian if anyone online asks me my name, my address, my telephone number, or the name and location of my school.

3. I will tell my parents or guardian if anyone online asks to meet me in person.

4. I will not use rude or mean language on the Internet.

Signed _____

Signed _____

www.NetSmartzKids.org

Conducting Real World and Online Safety Lessons in GPISD K-5 Classrooms

In order to comply with NCLB requirements and to help keep our students safe in real world and online environments, we will conduct short (45-90 min) lessons each year during the first six weeks.

One of the best resources is NetSmartzKids (http://www.netsmartzkids.org). This site is provided free of charge by the National Center for Missing & Exploited Children and Boys & Girls Clubs of America. There are dozens of ideas listed at this site. However, GPISD Instructional Technology divided the lessons into six grade levels from K-5. This simply allows our students to hear important safety information each year without repeating lesson activities. If you prefer to step outside of these recommended activities to use another idea suggested by NetSmartz, please feel free to do so. This packet is only a recommendation.

All of the songs, games, and videos mentioned in this packet may be located at NetSmartzKids (http://www.netsmartzkids.org). Additionally, related information specifically for teachers may be found at NetSmartz Workshop (http://www.netsmartz.org/educators.htm).

Also, before allowing students to use Gaggle Student Email, always briefly the safety rules listed on the **Staying Safe Online** sheet. These will be printed as posters and placed in computer labs on your campus.

So, how do you get started?

1. Review this packet.
2. Navigate to NetSmartzKids to view videos, songs, & games mentioned in your lessons.
3. Copy materials that you want to distribute to students. Safety Agreements are optional.
4. Set aside the time you need to conduct the lesson (typically less than 90 min.)
5. Find out from your principal how to document that you've taught the lesson.

Staying Safe Online

1   Tell your parent or teacher what you're doing on the Internet and in email. Tell them if anything happens online that makes you feel upset, sad or not safe.

2   Use a pretend name online. Don't tell people your real name, your phone number, or where you live.

3   Send photos or videos only with parent or teacher permission.

4   **Never meet an online friend in person without a parent!**

5   Stranger email can be danger email. Do not open the email unless your parent or teacher says it is ok.

6   If an email doesn't have a subject line, don't open it – even if it looks like it's from a friend. It may contain a virus.

7   Do not use technology to bully people by sending pictures, videos, gossip, or cruel messages.

8   No online buying. No contests. No surveys. No joining sites. No downloads. -Unless your parent or teacher says it is ok.

9   Use webcams to keep in touch with family and friends, not to communicate with people you don't know.

10   Shhh! Keep your password a secret.

Manteniéndote Seguro en Línea

e

1 Diles a tus padres o maestros qué estás haciendo en Internet y en el email. Diles si sucede algo en línea que te hizo sentir incómodo, triste o inseguro.

2 Usa un nombre inventado. No uses tu verdadero nombre, tu número, o dirección donde vives.

3 Envía fotos o videos solo con el permiso de tus padres o maestros.

4 **¡Nunca hagas citas para encontrarte con un amigo del Internet en persona sin que tus padres estén presentes!**

5 El email de un extraño puede ser peligroso. No abras el email a menos que tus padres o maestros digan que está bien.

6 Si un email no tiene título, no lo abras – aunque parezca ser de un amigo. Puede tener un virus.

7 No uses la tecnología para abusar de la gente enviando fotos, videos, chismes o mensajes crueles.

8 No abuses en línea. No compitas. No llenes encuestas. No te inscribas. No bajes nada. – Sin el permiso de tus padres o maestros

9 Usa la cámara de la web solo para comunicarte con tu familia y amigos, no te comuniques con personas que no conozcas.

10 ¡Shhh! Mantén tu clave personal un secreto.

NetSmartz.org

Inter-mediate

Way 2 Go

Overview

Students use two types of graphs to show how they travel to and from school. They watch the "Way 2 Go" video and discuss the rules they should follow to go to and from school more safely. They use Google Earth or a similar program to map the safest routes to and from school.

Safety Goal

Students will learn tips to help them be cautious when going to and from school.

Time

35-45 minutes

Materials

- "Way 2 Go" music video
- 2 large pieces of poster board or butcher paper
- Computer lab or computer connected to an LCD projector or television monitor
- Google Earth or a similar computer program
- "Way 2 Go" song copied onto overhead transparency (attachment 1)

Introduction

Ask students: *How do you get to and from school each day?* List answers on the board, such as walk, bike, car, bus. *We're going to make two different graphs to show the different ways you get to and from school.* Using butcher paper or poster board, help students make two different graphs showing the different types of transportation used to go to and from school. For example, they could first make a bar graph and then make a pie graph. Compare the two types of graphs and the results of their findings, such as the most/least popular modes of travel to and from school.

Clicky wants us to be safer when we go to and from school. Let's watch a short video to see what rules we should follow. Watch the "Way 2 Go" video.

Activity

What are some rules Clicky wants us to follow when going to and from school? List answers on the board, which may include: go with a friend; don't take shortcuts; follow traffic rules; stay with a group at bus stops; only accept a ride after checking with a parent or guardian; map out a safer way to get to and from school; tell a trusted adult if anything makes you feel scared, uncomfortable, or confused.

We are going to map out safer ways to get to and from school each day. Have students use

Way 2 Go

Google Earth or a similar program. They should find their home and school on the same screen, then print that screen if possible. They should then draw paths showing safer ways to get to and from home and school. Teach students to avoid areas that are wooded, shaded, short cuts, and alleyways, but use well-lit areas, heavily used paths, and places where other people would also be walking. If they cannot print the screen from Google Earth, they could use the screen as a reference to sketch out a map on paper, and then draw the path to and from school.

Encourage students to take their maps home to show their parents and discuss which route they will take. Remind students that shortcuts are not safe and make sure they know places they can go to for help.

Quiz the students to see what they remember about the rules they learned in the above lesson. After listing the rules, show "Way 2 Go" while displaying the lyrics on an overhead projector (attachment 1). Sing the song together as a review and have them compare their list with the rules that they can name from the song.

Follow-Up

Students could use Google Earth again to locate landmarks or safer places to go to if they ever get hurt or are in any kind of danger while going to and from school. Examples could be a trusted adult's house, a store, or the police station.

Way 2 Go

Chorus

School time in the neighborhood; here's a few tips that'll do you good.
Gotta keep it safer that's understood; Use your NetSmartz like I knew you would.
Sit back, relax, and we'll get there soon. Then I'll take you home in the afternoon.
Have fun at school, learn and play, and I'll see ya back here at the end of the day.

Verse 1

Here's the way to go; listen up kids while I kick the flow.
I've got a few tips that you need to know, about going to school and
on the way home. You gotta be smart; gotta use your head. Don't walk alone;
take a friend instead. Go straight to school. If someone bothers you,
tell a trusted adult, so they can help you.

Refrain

School time in the neighborhood; here's a few tips that'll do you good.
Gotta keep it safer that's understood.
UYN, I just knew you would.

Verse 2

C'mon kids, let me see you bop. Stay in a group when you're at the bus stop.
When you're hangin' with your friends, sing along to my song, and
remember these tips, all day long. When you take the bus or
when you ride your bike or when you can walk to school, stay in sight.
Don't take shortcuts or accept a ride.
Check first, you know, it's the way to go!

Refrain

Verse 3

School's out kids; time to go home. Use the same route and
don't walk alone. If you wanna change plans and hang with your friends,
check first with your parents or your guardians. You deserve to be safe,
no matter what you do and there will always be someone who can help you.
So remember these tips, c'mon, sing along.
UYN, be safer; be strong.

Chorus

NetSmartz.org

UYN: The Boy Who Loved IM

TIME : 20 to 25 minutes

OVERVIEW

Students learn how difficult it is to tell when someone is misrepresenting themselves online and play a game to reinforce this.

PROGRAM GOAL

Enhance the ability of children to recognize dangers on the Internet.

MATERIALS

- computer lab or computer connected to an LCD projector or television monitor
- "UYN: The Boy Who Loved IM" show
- "Who's Your Friend on the Internet?" game
- paper and pen or pencil for each student

ACTIVITY

Display the NetSmartz game "Who's Your Friend on the Internet?" in the classroom for all to see. Taking cues from Nettie, play the game as a class, having students guess who they would like for a friend.

Show "UYN: The Boy Who Loved IM."

INTERNET SAFETY MESSAGE

I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/ telephone number, or the name and location of my school without my parents' or guardian's permission.

After the cartoon is finished, ask the students if they have ever told a lie when they were online. (For example, I told my friend that I had to log off because my mom wanted me to do chores, but I really just didn't want to chat anymore. In a chatroom I said that I play basketball all the time, because they all did and I didn't want to seem uncool. But I can't remember the last time I played basketball.)

It's pretty easy to lie online because you're not in the same room as someone. They don't see your body language and can't tell if you are telling the truth or not. But this means that it's also really easy for people who might like to hurt or take advantage of you to lie about who they are.

Have each student take out a piece of paper. Tell them to write three items on the paper: two things about themselves that even their best friend probably doesn't know and one thing that is completely made up. Tell the students not to tell anyone which is which, and to mix up the order of the items on their sheet.

Write the names of each child on a small slip of paper, and put the papers in a bowl. Randomly pull out a slip of paper and invite that student to read each of the three items, making sure not to let on which ones are true and which are false. After all three are read, have the students guess which item they think is the false one. If they are right, the class wins; if they are wrong, the student wins. Repeat this until time is over or until the class loses interest. Emphasize how difficult it is to tell the truth from fiction.

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Internet Safety Pledge for Grades 3–6

1. I will talk with my parents or guardian so that we can set up rules for going online. The rules will include the time of day that I may be online, the length of time I may be online, whom I may communicate with while online, and appropriate areas for me to visit while online. I will not break these rules or access other areas without their permission.

2. I will tell a trusted adult if I come across anything that makes me feel scared, uncomfortable, or confused. I will not download anything from anyone without permission from my parents or guardian.

3. I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/telephone number, or the name and location of my school without my parents' or guardian's permission.

4. I will never respond to any messages that are mean or in any way make me feel scared, uncomfortable, or confused. If I do get a message like that, I will tell a trusted adult right away so that he or she can contact the online service. And I will not send those kinds of messages.

5. I will never meet in person with anyone I have first "met" online without checking with my parents or guardian. If my parents or guardian agrees to the meeting, it will be in a public place and my parents or guardian must come along.

Signed _____

Signed _____

www.NetSmartzKids.org

Conducting Real World and Online Safety Lessons in GPISD K-5 Classrooms

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2. Use a pretend name online. Don't tell people your real name, your phone number, or where you live.

3. Send photos or videos only with parent or teacher permission.

4. Never meet an online friend in person without a parent!

5. Stranger email can be danger email. Do not open the email unless your parent or teacher says it is ok.

6. If an email doesn't have a subject line, don't open it – even if it looks like it's from a friend. It may contain a virus.

7. Do not use technology to bully people by sending pictures, videos, gossip, or cruel messages.

8. No online buying. No contests. No surveys. No joining sites. No downloads. -Unless your parent or teacher says it is ok.

9. Use webcams to keep in touch with family and friends, not to communicate with people you don't know.

10. Shhh! Keep your password a secret.

Manteniéndote Seguro en Línea

e

1 Diles a tus padres o maestros qué estás haciendo en Internet y en el email. Diles si sucede algo en línea que te hizo sentir incómodo, triste o inseguro.

2 Usa un nombre inventado. No uses tu verdadero nombre, tu número, o dirección donde vives.

3 Envía fotos o videos solo con el permiso de tus padres o maestros.

4 ¡Nunca hagas citas para encontrarte con un amigo del Internet en persona sin que tus padres estén presentes!

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7 No uses la tecnología para abusar de la gente enviando fotos, videos, chismes o mensajes crueles.

8 No abuses en línea. No compitas. No llenes encuestas. No te inscribas. No bajes nada. – Sin el permiso de tus padres o maestros

9 Usa la cámara de la web solo para comunicarte con tu familia y amigos, no te comuniques con personas que no conozcas.

10 ¡Shhh! Mantén tu clave personal un secreto.

NetSmartz.org

Way 2 Go 2

Inter-mediate

Overview

Students watch the "Way 2 Go" video and discuss rules for staying safer when traveling to and from school. They make a PowerPoint presentation to present to other classes in their school about to and from school safety.

Safety Goal

Students will learn and promote ways to be cautious when going to and from their school.

Time

30-40 minutes

Materials

- "Way 2 Go" music video
- Computer lab or computer connected to an LCD projector or television monitor
- Google Earth or another similar computer program
- LCD projector to use in PowerPoint presentations
- "PowerPoint Guidelines" copied for every student (attachment 1)

Introduction

What are some rules that you follow to stay safer when going to and from school each day? List answers on the board. *We are going to watch a short video where Clicky will discuss these safety rules and more.* Show students the "Way 2 Go" video.

What are some rules from the video that are not on our list? Add answers to the list on the board. Answers may include: go with a friend; don't take shortcuts; follow traffic rules; stay with a group at bus stops; only accept a ride after checking with a parent or guardian; map out a safer way to get to and from school; tell a trusted adult if anything makes you feel scared, uncomfortable, or confused.

Activity

We are going to help the students in our school learn how to become safer when going to and from school. Ask students to choose a partner. Have them make a 5-minute PowerPoint presentation outlining the main safety rules Clicky taught them about to and from school safety.

When students are finished, have them practice their presentations in front of their class. Then make arrangements for the pairs of students to visit various classes in their school building to teach them about going to and from school more safely. Students could receive extra credit for their presentations.

Follow-up

Students could use Google Earth to show students in other classes the area around their school. They could help other students find safer routes to travel, landmarks, and places to go if they are in danger or need help.

PowerPoint Guidelines

Directions:
Check off as you are creating your
PowerPoint presentation; be sure to meet all criteria.

Name:_____

Your presentation must include

☐ At least 8 slides

☐ A title page with the author and date

☐ At least 2 graphics

☐ At least 3 fonts

☐ At least 5 colors

☐ At least 3 transitions

☐ Correct grammar, spelling, and punctuation

☐ At least 1 diagram or graph

☐ WordArt at least once

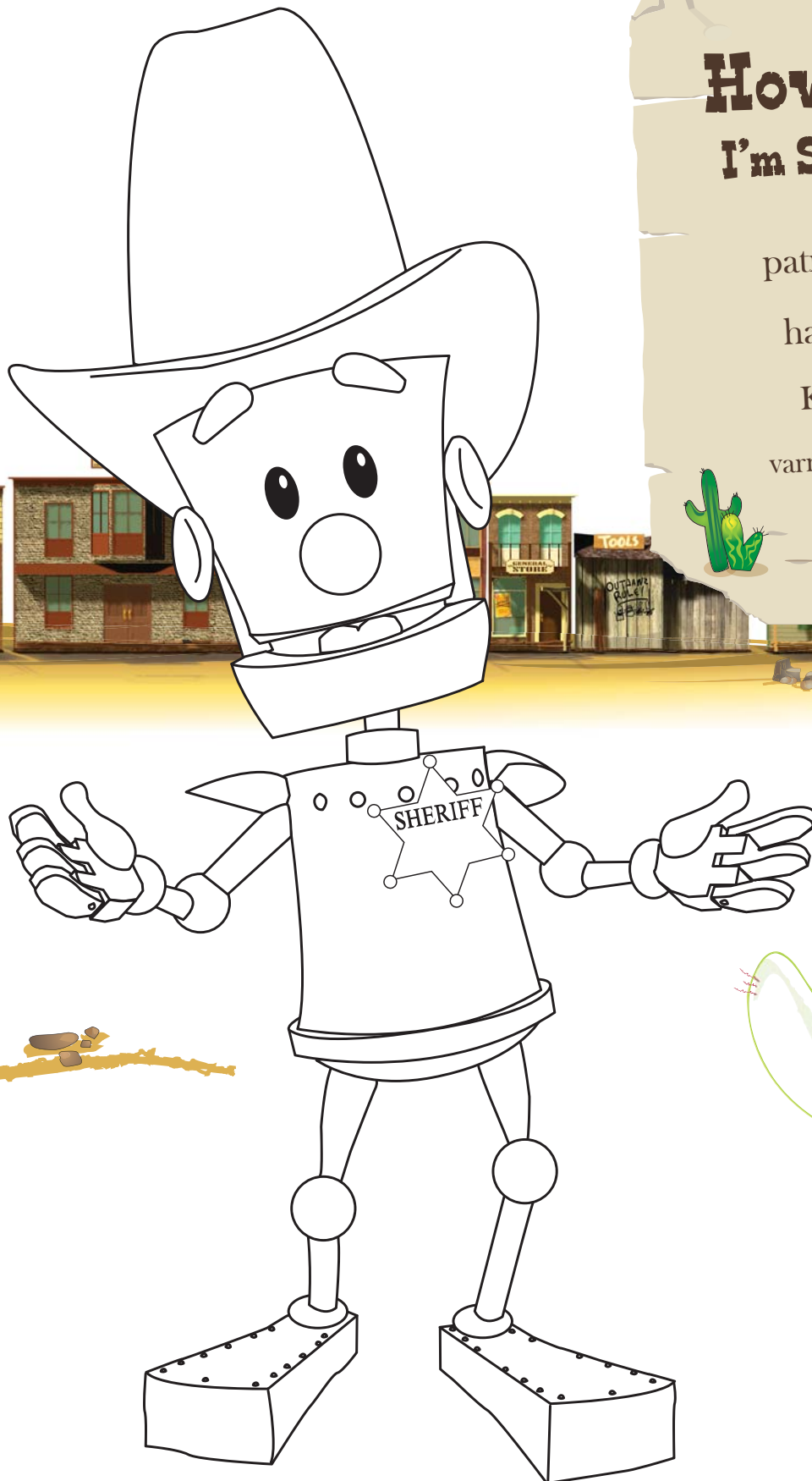☐ A design template

☐ A review by a peer

Internet Safety Rules

1 I will tell an adult I trust if anything makes me feel scared, uncomfortable, or confused.

2 I will ask my parents or guardian before sharing my personal information.

3 I won't meet in person with anyone I have first "met" online.

4 I will not use rude or mean language on the Internet.

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Howdy kids!
I'm Sheriff Clicky.

My job is to
patrol the Internet
so you can
have fun online.

Keep a look out
for those pesky
varmints – the Outlaws!

2

Can you help Sheriff Clicky find where the Outlaws are hiding?
Start from the middle and follow your way around Webville using the clues below.

Webville Secret Map

General Store

Saloon

Webville Jail

Start Here

Tools

Hotel

Webville
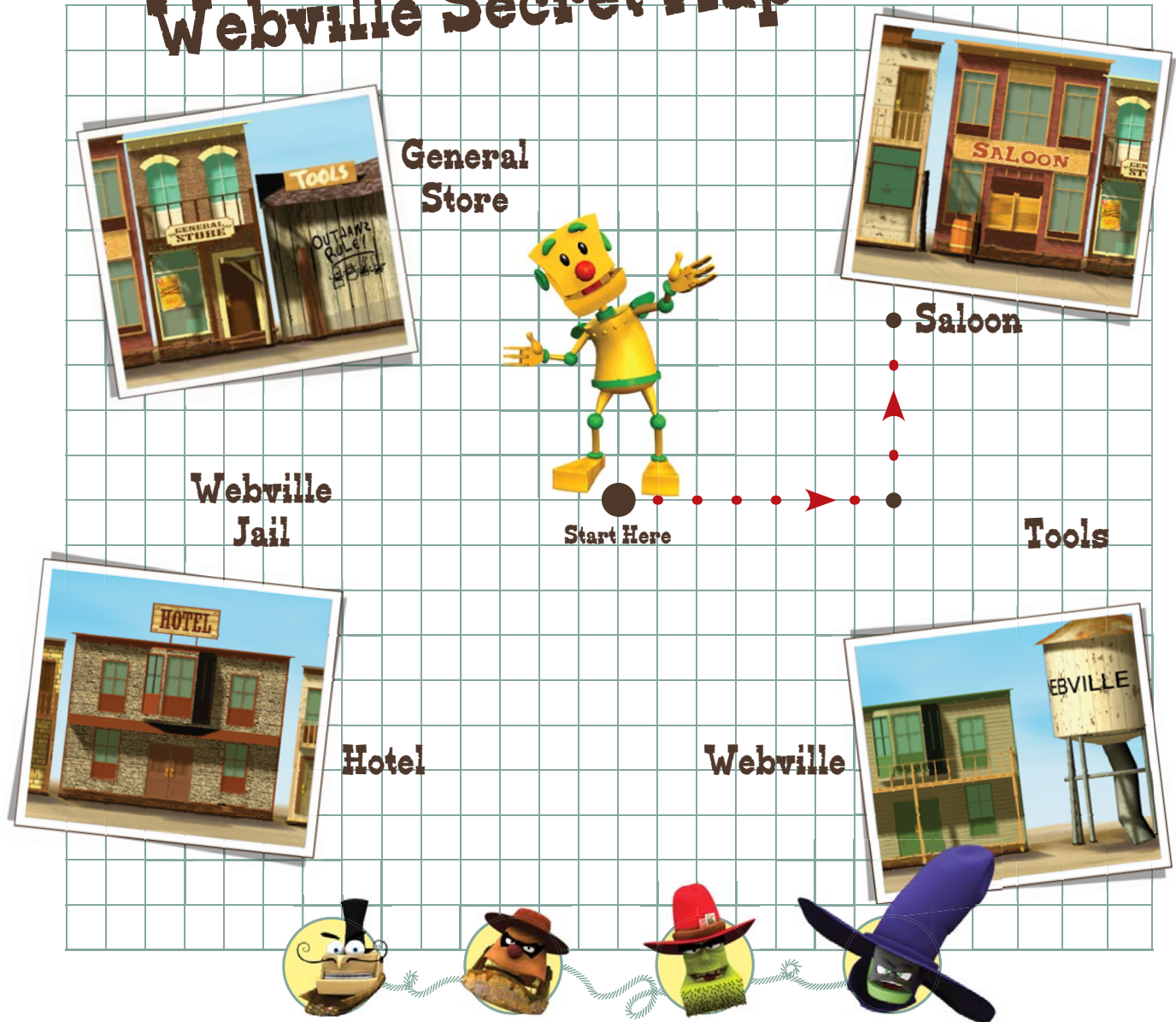
1. Go right 5 + 2 = **7**

2. Go up 5 − 1 = **4**

3. Go left 6 − 3 = ____

4. Go down 3 + 6 = ____

5. Go left 12 − 2 = ____

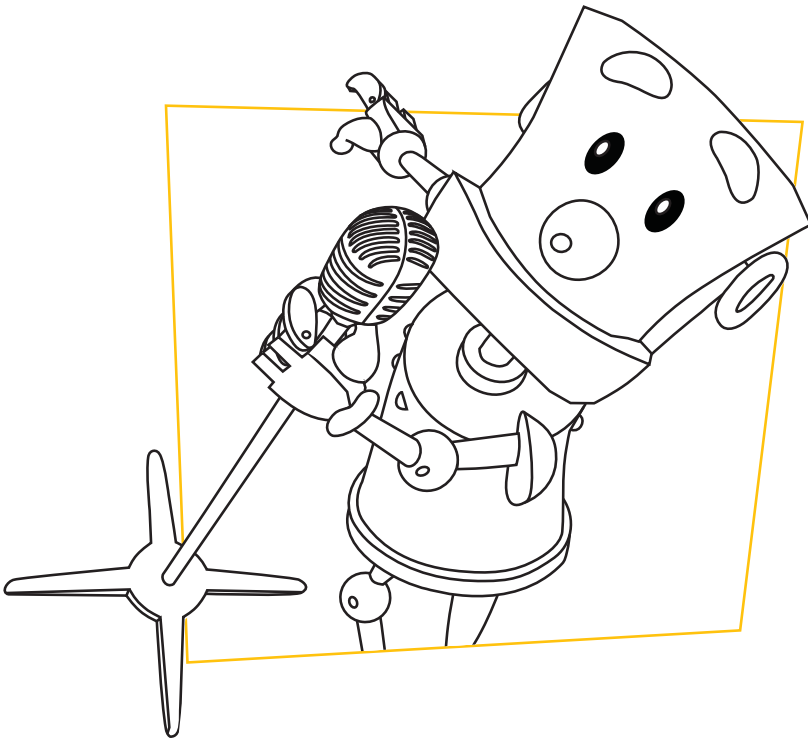6. Go up 4 + 2 = ____

7. Go right 8 − 6 = ____

8. Go up 3 + 2 = ____

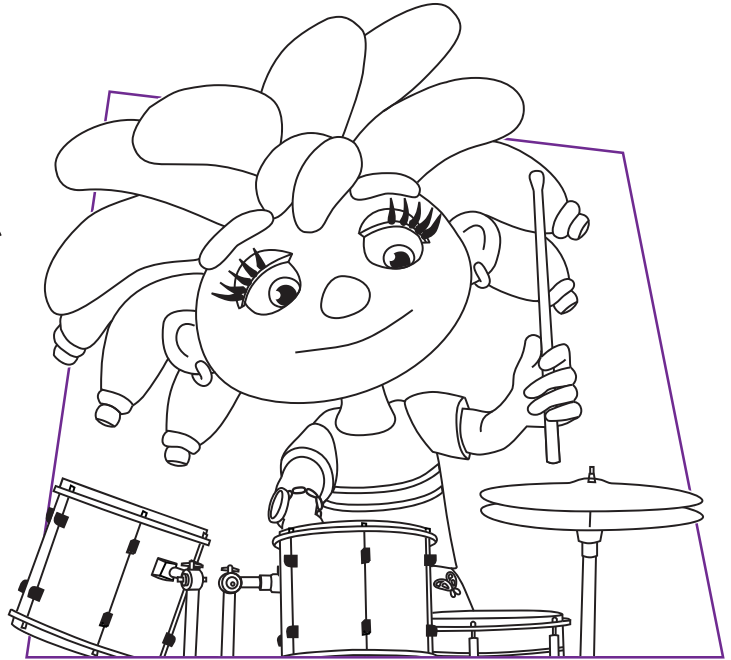## Where are they hiding? Circle the answer on the Map!

Crack the Code!

Use the decoder key to fill in the letters of the characters' names and the safety message.
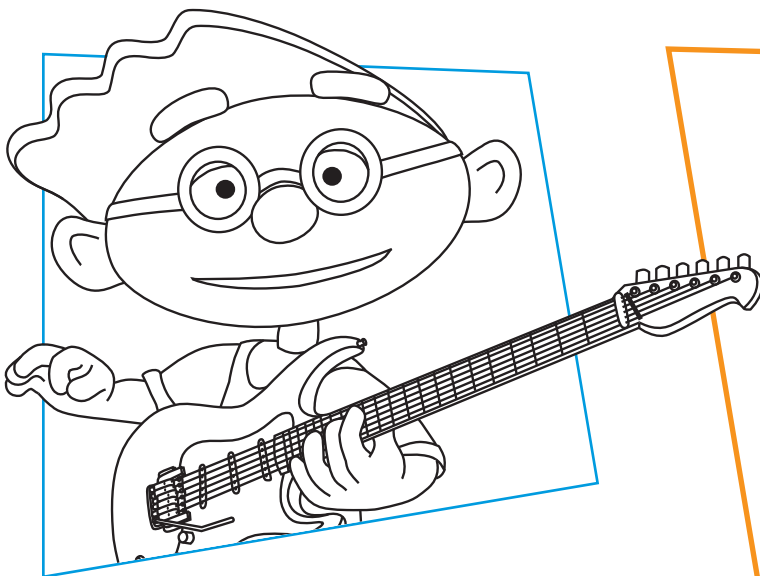Then you can COLOR the characters.

S	O	K	F	R	E	Y	W	A	B	T	I	N	L	C
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

15 14 12 15 3 7

13 6 11 11 12 6

8 6 10 1 11 6 5

Safety Message

1 11 9 7

1 9 4 6 5

2 13 14 12 13 6 !!

NetSmartz Wordsearch

As you look for hidden words, remember that they can be horizontal, vertical, or diagonal-frontward or backward! Circle the word once you find it! Good Luck!

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

NETSMARTZ kids care about **SAFETY** on the **INTERNET**! Protect your **PRIVACY** and create a strong **PASSWORD**.
Don't open an **E-MAIL** from someone you don't know – it could have a **VIRUS**.

UYN!

Real–World Safety Rules

1 Check first with your parents, guardians, or other trusted adults.
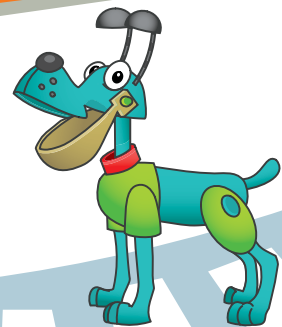
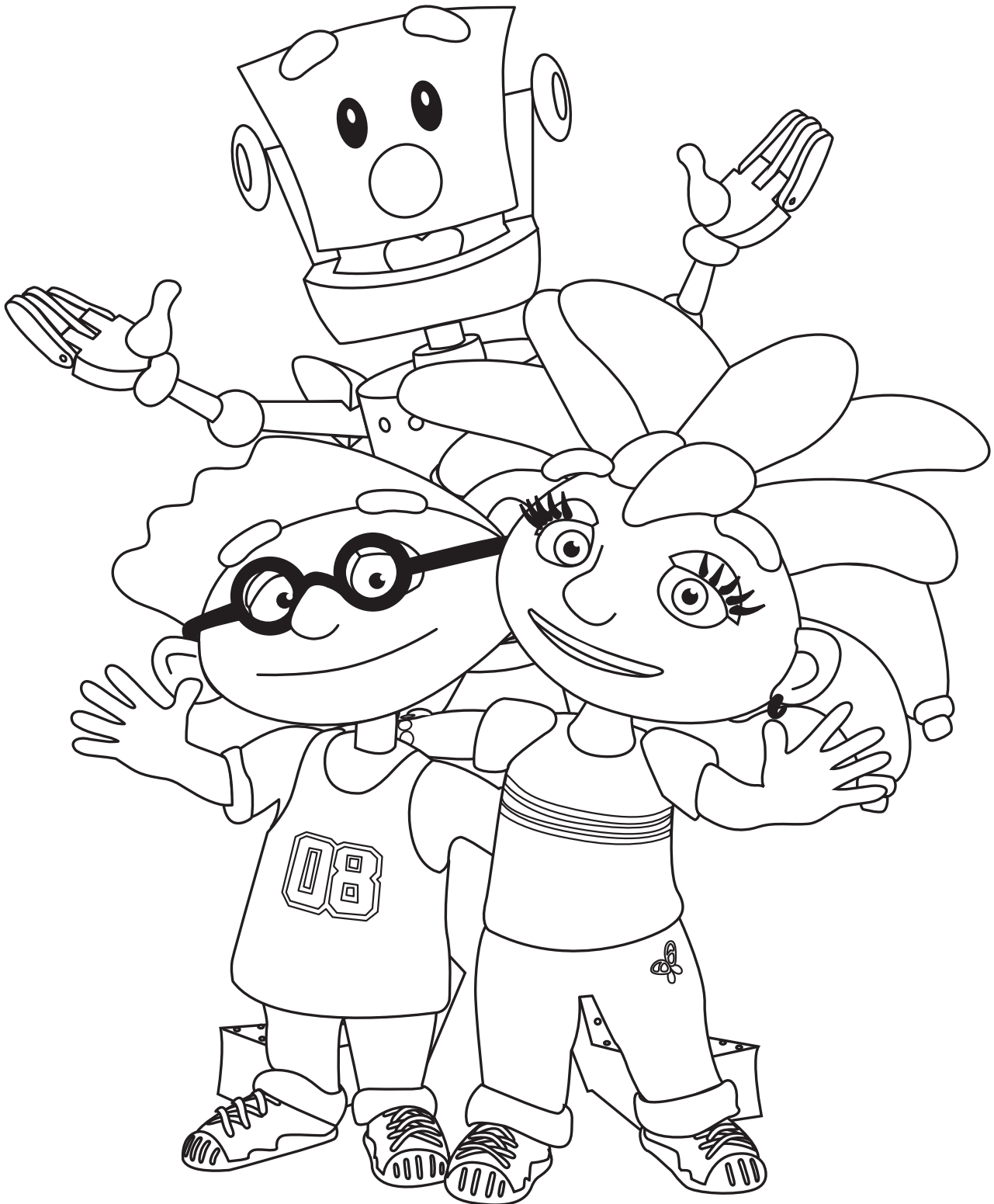**2** Take a friend with you when going places or playing outside.

3 Tell people "NO" if they try to cause you harm.

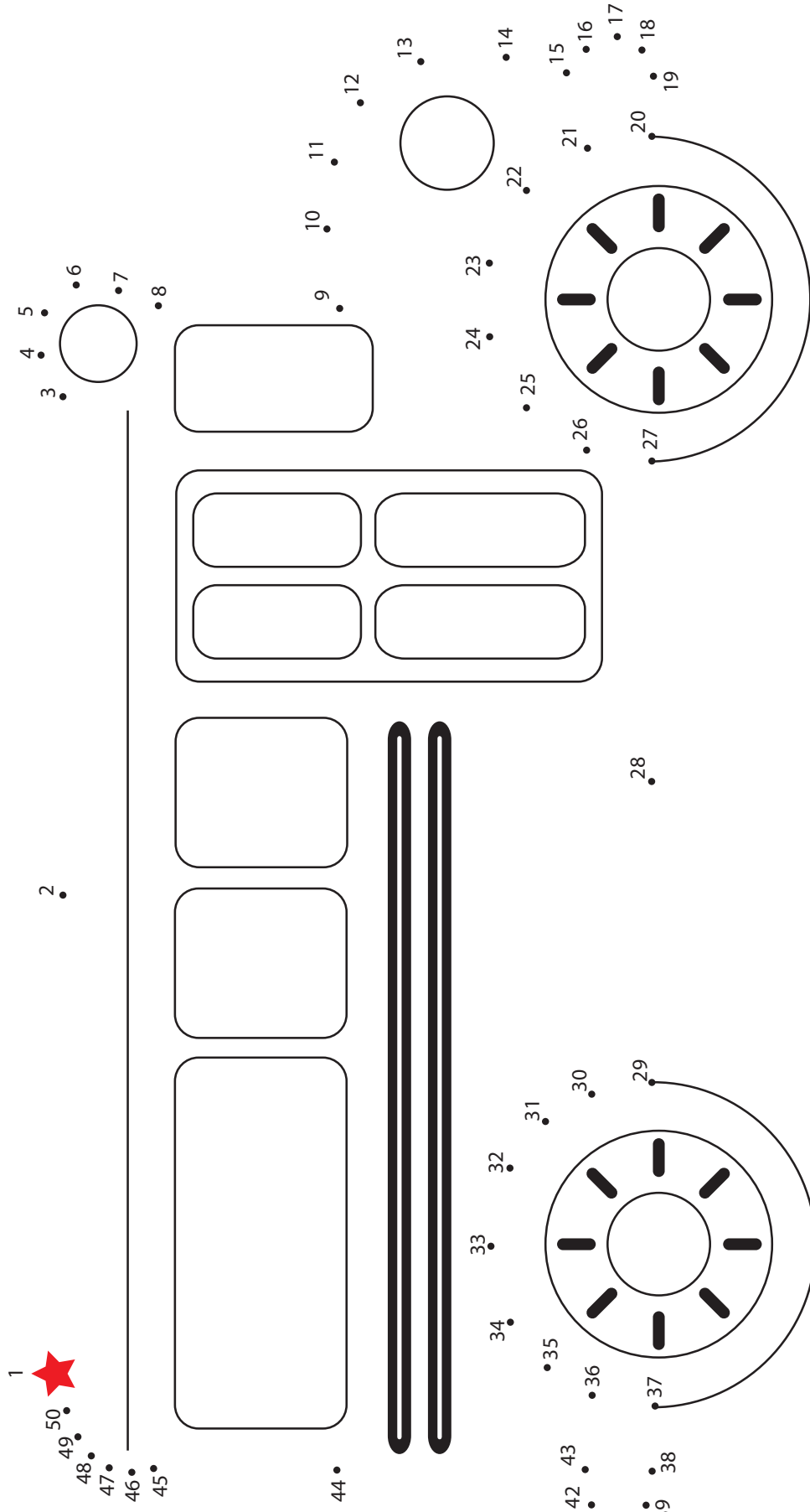**4** Tell an adult you trust if anything happens.
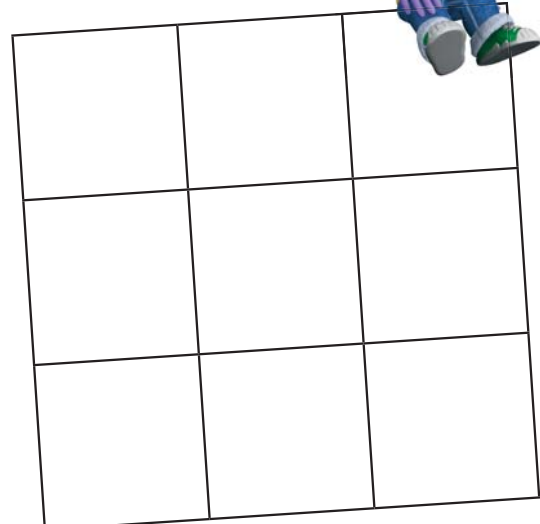
Be Safer Online and in the Real-World!

1

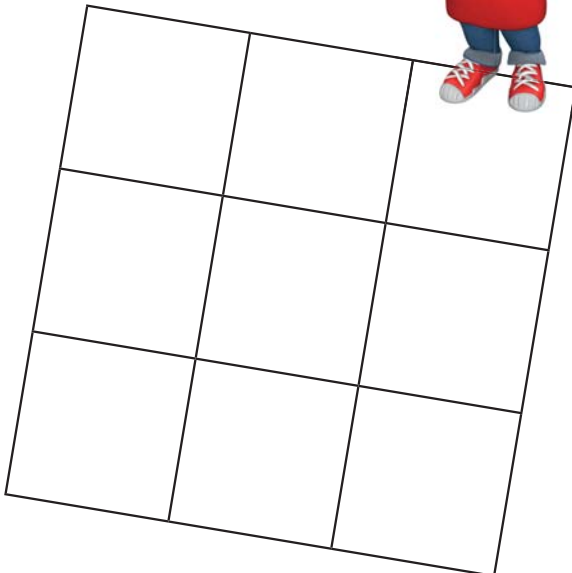# Connect the Dots!

2

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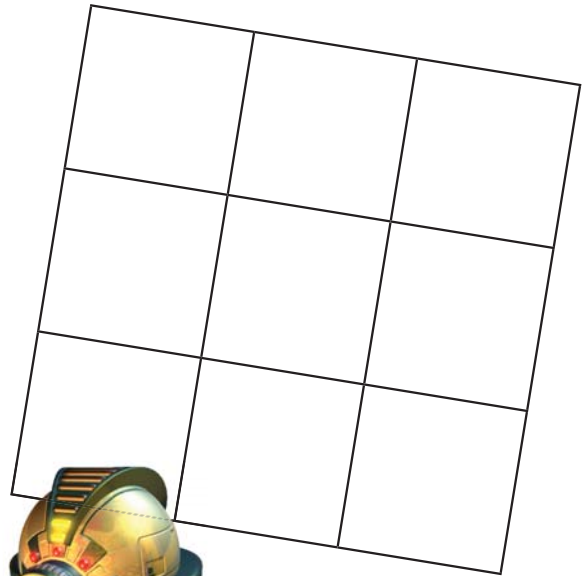36
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Remember the 4 safety rules when you're at the bus stop!

Bus Stop

Tic Tac Toe

"Check first with your parent or guardian before going anywhere!"
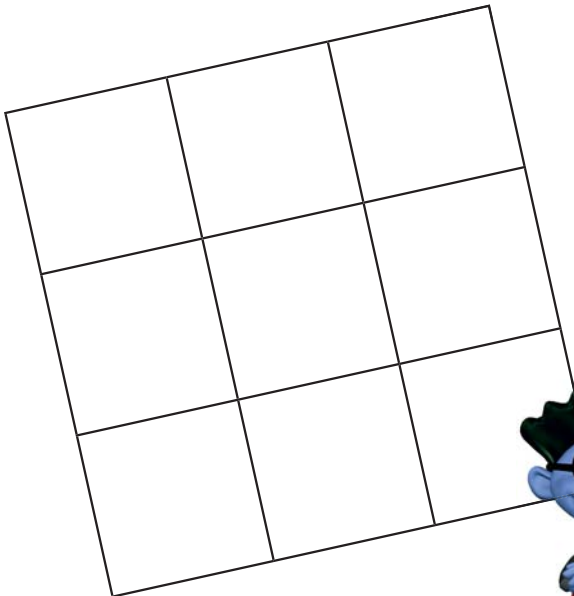
NetSmartzKids.org

COMPLETE THE LYRICS

Can you fill in the blanks to complete the song?
Use the word bank if you need clues.

_____ FIRST,

TAKE A _____

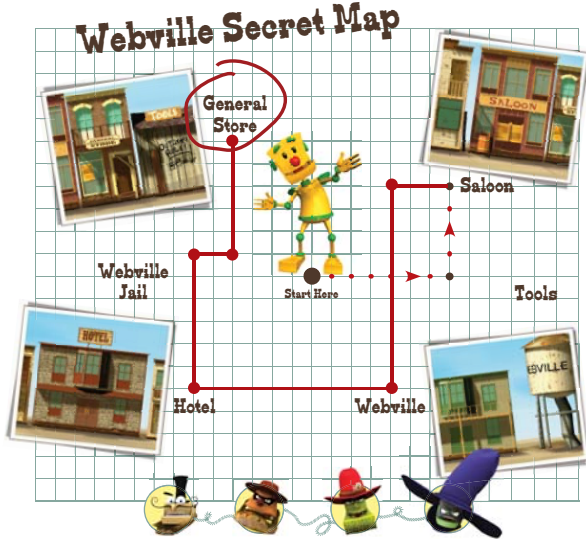TELL PEOPLE _____!

_____ A TRUSTED ADULT.

Now you're ready to go!

WORD BANK:
GO NO ADULT FRIEND CHECK TELL CHILD FISH

1

Can you help Sheriff Clicky find where the Outlaws are hiding?
Start from the middle and follow your way around Webville using the clues below.

Webville Secret Map

General Store

Saloon

Webville Jail

Start Here

Tools

Hotel

Webville

1. Go right 5 + 2 = **7**   5. Go left 12 - 2 = **10**
2. Go up 5 - 1 = **4**   6. Go up 4 + 2 = **6**
3. Go left 6 - 3 = **3**   7. Go right 8 - 6 = **2**
4. Go down 3 + 6 = **9**   8. Go up 3 + 2 = **5**

Where are they hiding? Circle the answer on the Map!

2

Crack the Code!

Use the decoder key to fill in the letters of the characters' names and the safety message.
Then you can COLOR the characters.

S	O	K	F	R	E	Y	W	A	B	T	I	N	L	C
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
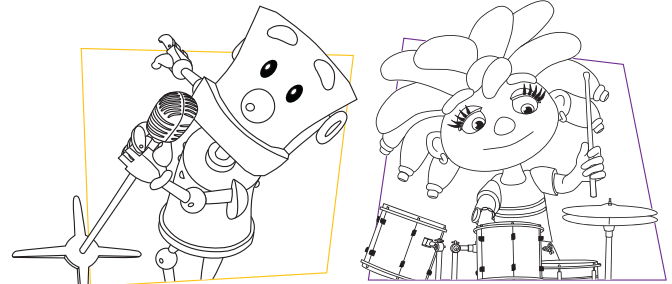
C L I C K Y
15 14 12 15 3 7

N E T T I E
13 6 11 11 12 6

W E B S T E R
8 6 10 1 11 6 5

Safety Message

S T A Y
1 11 9 7

S A F E R
1 9 4 6 5

O N L I N E!!
2 13 14 12 13 6

3

NetSmartz Wordsearch

As you look for hidden words, remember that they can be horizontal, vertical, or
diagonal-frontward or backward! Circle the word once you find it! Good Luck!
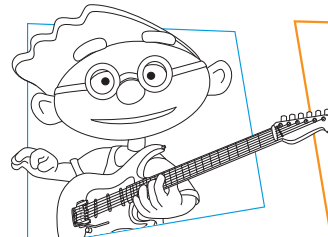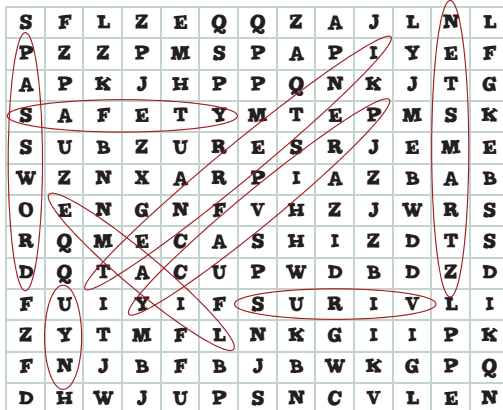
S	F	L	Z	E	Q	Q	Z	A	J	L	N	L
P	Z	Z	P	M	S	P	A	P	I	Y	E	F
A	P	K	J	H	P	P	Q	N	K	J	T	G
S	A	F	E	T	Y	M	T	E	P	M	S	K
S	U	B	Z	U	R	E	S	R	J	E	M	E
W	Z	N	X	A	R	P	I	A	Z	B	A	B
O	E	N	G	N	F	V	H	Z	J	W	R	S
R	Q	M	E	C	A	S	H	I	Z	D	T	S
D	Q	T	A	C	U	P	W	D	B	D	Z	D
F	U	I	Y	I	F	S	U	R	I	V	L	I
Z	Y	T	M	F	L	N	K	G	I	I	P	K
F	N	J	B	F	B	J	B	W	K	G	P	Q
D	H	W	J	U	P	S	N	C	V	L	E	N

NETSMARTZ kids care about SAFETY
on the INTERNET! Protect your PRIVACY and
create a strong PASSWORD.
Don't open an E-MAIL from someone you
don't know – it could have a VIRUS.

UYN!

4

COMPLETE THE LYRICS

Can you fill in the blanks to complete the song?
Use the word bank if you need clues.

CHECK FIRST,

TAKE A **FRIEND**

TELL PEOPLE **NO** !

TELL A TRUSTED ADULT.

NOW you're ready to go!

WORD BANK :
GO NO ADULT FRIEND CHECK TELL CHILD FISH

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INTERNET SAFETY PLEDGE FOR GRADES 3–6

1. I will talk with my parents or guardian so that we can set up rules for going online. The rules will include the time of day that I may be online, the length of time I may be online, whom I may communicate with while online, and appropriate areas for me to visit while online. I will not break these rules or access other areas without their permission.

2. I will tell a trusted adult if I come across anything that makes me feel scared, uncomfortable, or confused. I will not download anything from anyone without permission from my parents or guardian.

3. I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/telephone number, or the name and location of my school without my parents' or guardian's permission.

4. I will never respond to any messages that are mean or in any way make me feel scared, uncomfortable, or confused. If I do get a message like that, I will tell a trusted adult right away so that he or she can contact the online service. And I will not send those kinds of messages.

5. I will never meet in person with anyone I have first "met" online without checking with my parents or guardian. If my parents or guardian agrees to the meeting, it will be in a public place and my parents or guardian must come along.

Signed _____

Signed _____

www.NetSmartzKids.org

Conducting Real World and Online Safety Lessons in GPISD K-5 Classrooms

In order to comply with NCLB requirements and to help keep our students safe in real world and online environments, we will conduct short (45-90 min) lessons each year during the first six weeks.

One of the best resources is NetSmartzKids (http://www.netsmartzkids.org). This site is provided free of charge by the National Center for Missing & Exploited Children and Boys & Girls Clubs of America. There are dozens of ideas listed at this site. However, GPISD Instructional Technology divided the lessons into six grade levels from K-5. This simply allows our students to hear important safety information each year without repeating lesson activities. If you prefer to step outside of these recommended activities to use another idea suggested by NetSmartz, please feel free to do so. This packet is only a recommendation.

All of the songs, games, and videos mentioned in this packet may be located at NetSmartzKids (http://www.netsmartzkids.org). Additionally, related information specifically for teachers may be found at NetSmartz Workshop (http://www.netsmartz.org/educators.htm).

Also, before allowing students to use Gaggle Student Email, always briefly the safety rules listed on the **Staying Safe Online** sheet. These will be printed as posters and placed in computer labs on your campus.

So, how do you get started?

1. Review this packet.
2. Navigate to NetSmartzKids to view videos, songs, & games mentioned in your lessons.
3. Copy materials that you want to distribute to students. Safety Agreements are optional.
4. Set aside the time you need to conduct the lesson (typically less than 90 min.)
5. Find out from your principal how to document that you've taught the lesson.

Staying Safe Online

1 Tell your parent or teacher what you're doing on the Internet and in email. Tell them if anything happens online that makes you feel upset, sad or not safe.

2 Use a pretend name online. Don't tell people your real name, your phone number, or where you live.

3 Send photos or videos only with parent or teacher permission.

4 Never meet an online friend in person without a parent!

5 Stranger email can be danger email. Do not open the email unless your parent or teacher says it is ok.

6 If an email doesn't have a subject line, don't open it – even if it looks like it's from a friend. It may contain a virus.

7 Do not use technology to bully people by sending pictures, videos, gossip, or cruel messages.

8 No online buying. No contests. No surveys. No joining sites. No downloads. -Unless your parent or teacher says it is ok.

9 Use webcams to keep in touch with family and friends, not to communicate with people you don't know.

10 Shhh! Keep your password a secret.

Manteniéndote Seguro en Línea

1 Diles a tus padres o maestros qué estás haciendo en Internet y en el email. Diles si sucede algo en línea que te hizo sentir incómodo, triste o inseguro.

2 Usa un nombre inventado. No uses tu verdadero nombre, tu número, o dirección donde vives.

3 Envía fotos o videos solo con el permiso de tus padres o maestros.

4 ¡Nunca hagas citas para encontrarte con un amigo del Internet en persona sin que tus padres estén presentes!

5 El email de un extraño puede ser peligroso. No abras el email a menos que tus padres o maestros digan que está bien.

6 Si un email no tiene título, no lo abras – aunque parezca ser de un amigo. Puede tener un virus.

7 No uses la tecnología para abusar de la gente enviando fotos, videos, chismes o mensajes crueles.

8 No abuses en línea. No compitas. No llenes encuestas. No te inscribas. No bajes nada. – Sin el permiso de tus padres o maestros

9 Usa la cámara de la web solo para comunicarte con tu familia y amigos, no te comuniques con personas que no conozcas.

10 ¡Shhh! Mantén tu clave personal un secreto.

Beat the Tricks

NetSmartz.org

Inter-mediate

Overview

Students watch the "Beat the Tricks" music video. They discuss ways people may try to trick kids into dangerous situations. Students use computers to create PowerPoint presentations to teach and present to their fellow classmates.

Safety Message

I will check first with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.

Time

40-50 minutes

Materials

- Computer lab or computer connected to an LCD projector or television monitor
- "Beat the Tricks" music video
- 8 tricks word strips (attachment 1)
- "Beat the Tricks" notes (attachment 2)
- PowerPoint Assignment Checklist (attachment 3)
- Computer lab with PowerPoint accessibility or regular poster paper

Introduction

What safety tips have we learned from Clicky about using the Internet? Student responses may include not chatting with people they don't know, not responding to E-mails from people they don't know, using polite language online, being careful about viruses, or telling a trusted adult if something happens that make them feel uncomfortable. *Today Clicky is going to tell us some safety tips that can help protect us in the real world, not just on the computer. He calls them "real-world smarts."* Show the "Beat the Tricks" music video.

Activity

What are some ways that Clicky says people may try to trick you to come with them? As they come up with the common tricks, post the word strip on the board that corresponds with the trick they are describing (attachment 1). Make sure all 8 word strips are posted and discussed.

We are going to make PowerPoint presentations and you/your group will be assigned to a common trick. If PowerPoint is not accessible, then students can create posters to teach their classmates about common tricks. The PowerPoint presentation must include the title of the presentation, what the trick is, examples of the trick, and solutions to combat the trick. Hand out the "PowerPoint Assignment Checklist" (attachment 3). *Remember your audience; you will be teaching your classmates about this common trick and will have 2-3 minutes to present to the class.* Have students turn in their assignment page and present to the class.

THE OFFER TRICK

THE ANIMAL TRICK

THE EMERGENCY TRICK

THE HELP TRICK

THE FRIEND TRICK

THE "BAD" CHILD TRICK

THE FLATTERY / MODEL TRICK

THE OPEN - THE - DOOR TRICK

"Beat the Tricks" Notes

1. **The Offer Trick**
   The child is offered something he or she might want, such as candy, food, toys, money, or a trip to someplace fun.

2. **The Animal Trick**
   The child is attracted by a cute or unusual animal.

3. **The Emergency Trick**
   A person pretends that a fire, accident, illness, death, or another emergency has happened to the child's family or home, and the person offers to take the child home to his or her parents or guardians.

4. **The Help Trick**
   Someone older asks the child for help. The person might ask for directions, to use the phone, or for help looking for a lost pet, child, or money. The person might also ask for help opening a door or carrying something.

5. **The Friend Trick**
   A person pretends to know or may actually know the child's parents or guardians; this person says that the parents or guardians have asked him or her to come and get the child.

6. **The "Bad" Child Trick**
   A person accuses the child of doing something wrong and says that the child must come with him or her. The person may show a fake badge or be dressed in uniform. This person may say that because the child is bad, his or her parents or guardians don't want him or her anymore.

7. **The Flattery/Model Trick**
   A person asks the child to go with him or her to take pictures of the child because the child is so pretty, beautiful, handsome, or cute. They might use fame and money to entice the child.

8. **The Open-the-Door Trick**
   The person tricks the child into opening the door to the house when the parents or guardians are not at home. The person may look like a delivery person or be wearing a uniform.

While talking about common tricks, be sensitive to your students' needs. We want to encourage and foster discussion without frightening the students. The common solution for all common tricks is to always check with a trusted adult in charge before going or doing anything with anyone, even someone the child may know well.

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PowerPoint Assignment Checklist

Check off as you are creating your
PowerPoint presentation; be sure to meet all criteria.

Name:_____

Trick:_____

In your PowerPoint presentation you will need to include

- ☐ At least 5 slides
- ☐ Title slide with subtitle
- ☐ Author of presentation
- ☐ What trick is being addressed
- ☐ At least 2 examples of the trick
- ☐ At least 2 solutions in handling the trick
- ☐ At least 4 different fonts used
- ☐ At least 5 different colors used
- ☐ At least 1 slide with text and pictures
- ☐ At least 4 different slide transitions
- ☐ At least 3 animation schemes used
- ☐ At least 3 background colors on slides
- ☐ Use WordArt in your title page
- ☐ At least 2 font effects
- ☐ ***For bonus*** include graph or table

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Beat the Tricks 2

Overview

Students watch and discuss the "Beat the Tricks" music video to review ways people may try to trick children into dangerous situations. Students use their technology skills to E-mail a picture about a trick to their teacher. They finish by playing a short game to check their memory skills about eight tricks.

Safety Message

I will check first with my parents, guardians, or other trusted adults before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.

Time

40-50 minutes

Materials

- Computer lab or computer connected to an LCD projector or television monitor
- "Beat the Tricks" music video
- "Beat the Tricks Key Words" copied onto an overhead transparency (attachment 1)
- Overhead projector and overhead projector pens if desired
- "Beat the Tricks" Review Clues for teacher (attachment 2)
- "Beat the Tricks" notes (attachment 3)

Introduction

We've learned from Clicky how to be safer when we're using the computer. Now Clicky wants us to focus on ways we can be safer offline, too, in the real world. He calls this real-world smarts. Listen closely while Clicky explains the tricks some people use to try to trick kids into dangerous situations. Show the "Beat the Tricks" music video.

Activity

Show students the "Beat the Tricks Key Words" on an overhead projector (attachment 1). Ask student volunteers to explain the meaning of each trick. Students could use an overhead pen to write the meaning of each trick on the transparency if desired.

Ask students to choose one trick. On the computer, they must make a picture or some sort of visual representation of the trick they have chosen. They could use Microsoft Paint or another program, or they could even use pictures from the Internet. Next, have students E-mail their teacher. Ask them to write a brief letter to the teacher they are E-mailing, describing what they learned about ways people may try to trick kids. They should then send their trick picture along with the E-mail as an attachment. Show them how to attach a file to their E-mail and then send it.

Beat the Tricks 2

Follow-Up

Later, have students review the eight tricks by playing a short game. Divide the students into two or three teams. Let each team decide on a team name relating to Internet or real-world safety, such as "The NetSmartz Know-It-Alls." Write their team names on the board.

Read the "Beat the Tricks Review Clues" to the students (attachment 2). The first team to have someone raise their hand guesses which trick is being described in the clue. If the answer given is correct, the team gets a point. Play until all the clues have been read. The team with the most points wins.

THE OFFER TRICK

THE ANIMAL TRICK

THE EMERGENCY TRICK

THE HELP TRICK

THE FRIEND TRICK

THE "BAD" CHILD TRICK

THE

FLATTERY

-

MODEL

TRICK

THE OPEN - THE - DOOR TRICK

"Beat the Tricks" Review Clues

1. Someone tells you, **"Your mom wanted me to pick you up."** (The Friend Trick)

2. Someone says, **"You are so gorgeous that you should come with me so I can take pictures of you and make you a star!"** (The Flattery/Model Trick)

3. A person says, **"If you come with me, I'll take you out for some ice cream."** (The Offer Trick)

4. A person tells you, **"Your house is on fire, and I am supposed to take you to your mom or dad."** (The Emergency Trick)

5. Someone says, **"Will you help me carry my groceries to my car."** (The Help Trick)

6. A person shows you a badge that looks like a police officer badge and says, **"Come with me because you've done something bad and your parents are angry and don't want you anymore."** (The "Bad" Child Trick)

7. Someone shows up at your doorstep when your parents aren't home. This person says, **"I have an important delivery to make and I want you to open the door so I can bring it inside."** (The Open-the-Door Trick)

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8. A person says, **"Come with me to my house so I can show you my really cool kitten."** (The Animal Trick)

9. Someone says, **"Come with me to my car and I will give you your favorite candy."** (The Offer Trick)

10. A person says, **"Your dad wanted me to pick you up today because he's really sick and had to go to the doctor. I will drive you over to see him."** (The Emergency Trick)

11. Someone says, **"Will you come with me so you can show me how to get to the closest park?"** (The Help Trick)

12. Someone says, **"Will you let me in your house so I can use your phone?"** But your parents are not home. (The Help Trick or Open-the-Door Trick)

"Beat the Tricks" Notes

1. **The Offer Trick**
   The child is offered something he or she might want, such as candy, food, toys, money, or a trip to someplace fun.

2. **The Animal Trick**
   The child is attracted by a cute or unusual animal.

3. **The Emergency Trick**
   A person pretends that a fire, accident, illness, death, or another emergency has happened to the child's family or home, and the person offers to take the child home to his or her parents or guardians.

4. **The Help Trick**
   Someone older asks the child for help. The person might ask for directions, to use the phone, or for help looking for a lost pet, child, or money. The person might also ask for help opening a door or carrying something.

5. **The Friend Trick**
   A person pretends to know or may actually know the child's parents or guardians; this person says that the parents or guardians have asked him or her to come and get the child.

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   A person accuses the child of doing something wrong and says that the child must come with him or her. The person may show a fake badge or be dressed in uniform. This person may say that because the child is bad, his or her parents or guardians don't want him or her anymore.

7. **The Flattery/Model Trick**
   A person asks the child to go with him or her to take pictures of the child because the child is so pretty, beautiful, handsome, or cute. They might use fame and money to entice the child.

8. **The Open-the-Door Trick**
   The person tricks the child into opening the door to the house when the parents or guardians are not at home. The person may look like a delivery person or be wearing a uniform.

   While talking about common tricks, be sensitive to your students' needs. We want to encourage and foster discussion without frightening the students. The common solution for all common tricks is to always check with a trusted adult in charge before going or doing anything with anyone, even someone the child may know well.

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UYN: The Boy Who Loved IM

TIME : 20 to 25 minutes

INTERNET SAFETY MESSAGE

I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/ telephone number, or the name and location of my school without my parents' or guardian's permission.

OVERVIEW

Students learn how difficult it is to tell when someone is misrepresenting themselves online and play a game to reinforce this.

PROGRAM GOAL

Enhance the ability of children to recognize dangers on the Internet.

MATERIALS

- computer lab or computer connected to an LCD projector or television monitor
- "UYN: The Boy Who Loved IM" show
- "Who's Your Friend on the Internet?" game
- paper and pen or pencil for each student

ACTIVITY

Display the NetSmartz game "Who's Your Friend on the Internet?" in the classroom for all to see. Taking cues from Nettie, play the game as a class, having students guess who they would like for a friend.

Show "UYN: The Boy Who Loved IM."

After the cartoon is finished, ask the students if they have ever told a lie when they were online. (For example, I told my friend that I had to log off because my mom wanted me to do chores, but I really just didn't want to chat anymore. In a chatroom I said that I play basketball all the time, because they all did and I didn't want to seem uncool. But I can't remember the last time I played basketball.)

It's pretty easy to lie online because you're not in the same room as someone. They don't see your body language and can't tell if you are telling the truth or not. But this means that it's also really easy for people who might like to hurt or take advantage of you to lie about who they are.

Have each student take out a piece of paper. Tell them to write three items on the paper: two things about themselves that even their best friend probably doesn't know and one thing that is completely made up. Tell the students not to tell anyone which is which, and to mix up the order of the items on their sheet.

Write the names of each child on a small slip of paper, and put the papers in a bowl. Randomly pull out a slip of paper and invite that student to read each of the three items, making sure not to let on which ones are true and which are false. After all three are read, have the students guess which item they think is the false one. If they are right, the class wins; if they are wrong, the student wins. Repeat this until time is over or until the class loses interest. Emphasize how difficult it is to tell the truth from fiction.

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Internet Safety Pledge for Grades 3-6

1. I will talk with my parents or guardian so that we can set up rules for going online. The rules will include the time of day that I may be online, the length of time I may be online, whom I may communicate with while online, and appropriate areas for me to visit while online. I will not break these rules or access other areas without their permission.

2. I will tell a trusted adult if I come across anything that makes me feel scared, uncomfortable, or confused. I will not download anything from anyone without permission from my parents or guardian.

3. I will never share personal information such as my address, my telephone number, my parents' or guardian's work address/telephone number, or the name and location of my school without my parents' or guardian's permission.

4. I will never respond to any messages that are mean or in any way make me feel scared, uncomfortable, or confused. If I do get a message like that, I will tell a trusted adult right away so that he or she can contact the online service. And I will not send those kinds of messages.

5. I will never meet in person with anyone I have first "met" online without checking with my parents or guardian. If my parents or guardian agrees to the meeting, it will be in a public place and my parents or guardian must come along.

Signed _____

Signed _____

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