

Caught in the Web



RESOURCE GUIDE



Connect with Kids

- Internet Safety Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions

Character Traits

All Connect with Kids programs address these 26 character traits:

Caring/Compassion

Civility

Cooperation

Courtesy

Freedom

Helpfulness

Honor

Justice/Fairness

Loyalty

Peace

Respect

Self-Control

Tolerance

Citizenship

Conviction

Courage

Diligence

Generosity

Honesty

Integrity

Kindness

Patience

Perseverance

Responsibility

Togetherness

Trustworthiness



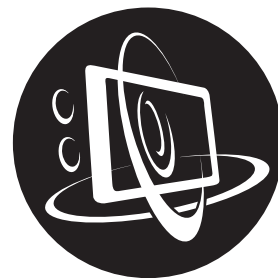
Connect with Kids

Caught in the Web

Cell phones, chatrooms, text messages and blog websites are the new communication tools for teens. But unlike face-to-face conversations, teenagers' electronic conversations are less regulated, which can have dire consequences. *Caught in the Web* examines how the Internet has become a present-day Wild West, along with ways to bring law back to the land.

This resource guide is designed to accompany the video entitled “Caught in the Web.” This resource guide includes:

- Internet Safety Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- *What Would You Do?* Handout
- *Mystery Person* Handout
- Grades 9-12 Lesson Plan
- *Internet Questions* Overhead
- Discussion Questions



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Discussion Questions

Students, educators and families can discuss Internet safety after viewing the show. Use these questions as a guide.

OPENING

1. How does Kathleen Fitzgerald, Cyber Camp director, compare online safety to water safety? Is this a good analogy? Why or why not?
2. List the technologies to which kids have ready access.

PART ONE

1. How does Heather Lackey find cyber predators? Does it work? What does she do?
2. How do the situations Heather creates compare to Kylie Taylor's true story?
3. How did Kurtis Sawyer wind up in jail?
4. Why do you think kids don't tell their parents about graphic language, sexual suggestions and solicitous strangers they encounter on the Internet?

PART TWO

1. Who is Xavier Von Erck and what role did he play in Kylie's case?
2. What is the profile of a typical child victim of cyber predators?
3. What do police suggest that parents do to educate themselves on the dangers of chat rooms? Why?

PART THREE

1. Why do kids participate in Internet bullying and gossip?
2. What does the phrase "the Internet is mostly anonymous" mean?
3. What steps should parents take if their child is a victim of cyber bullying?
4. How can parents and teens work together to put an end to cyber bullying and cyber gossip?

CLOSING

1. What information should kids never share online?
2. Why does Dr. Nancy McGarrah tell parents to expect a fight when implementing safety procedures for computers?
3. What suggestions does she offer for Internet safety?



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Internet Safety Fact Sheet

Today's children and youth are more likely to be active Internet users than ever before. They are online at home, at school, in libraries, on wireless handheld machines and in other people's homes. While the opportunities for learning and communication open doors to the world, we must also be aware of the serious risks that the Internet poses to young people.

The June 2000 *Online Victimization Report* conducted by the National Center for Missing and Exploited Children provides the following information regarding the potential dangers that exist with Internet communication:

- **Sexual solicitations and approaches** – Unsolicited requests from adults to engage in sexual activities or sexual talk, or to give personal sexual information.
- **Aggressive sexual solicitation** – Sexual solicitations involving offline contact with the perpetrator through regular mail, by telephone, or in person and attempts or requests for offline contact.
- **Unwanted exposure to sexual material** – Without seeking or expecting sexual material, being exposed to sexual content when doing online searches, surfing the web, opening email or email links.
- **Harassment** – Threats or other offensive behavior (not sexual solicitation) sent online to youth or posted online about youth for others to see.

Solicitations and harassment occur mostly via Instant Messaging (IM), chat rooms and emails. According to the report, the following statistics were true:

- One in five youth had been sexually solicited online in the past year.

- Only one in four youth who had been solicited told their parents or authorities.
- Only one in three parents studied had parental controls or filtering software installed on the family computer.
- One in two youth who had been solicited were done so by another youth.

Parental control software, available in retail stores or through Internet service providers, is one way to monitor and protect children from inappropriate online content and conduct. However, a 2004 survey of 329 Internet users conducted by America Online (AOL) and the National Cyber Security Alliance showed that only 17 percent of the responding households with children under the age of 18 had parental control software enabled on their computers.

RESOURCES

GetNetWise

Online Victimization Report

National Center for Missing and Exploited Children

AOL/NCSA Online Safety Study



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Internet Questions

Percent of Class

1. How many of you have used or currently use the Internet to IM (Instant Message) each other?
2. How many of you have ever entered a chat room?
3. How many of you have ever built your own website?
4. How many of you have ever been approached by someone online for your personal information or something inappropriate?
5. How many of you have ever heard of, witnessed or participated in cyber bullying or cyber gossip?
6. How many of you are aware of the fact that 20 percent of children who use computer chat rooms have been approached over the Internet by pedophiles?
7. How many of you know that 89 percent of sexual solicitations were made in either chat rooms or Instant Messages?
8. How many of you know that one out of every 33 children who received sexual solicitation from a pedophile were aggressively approached (asked to meet, called them via the phone, sent mail, money or gifts)?



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Grades 9-12 Lesson Plan

Electronic Shoes *(cont.)*

For the Classroom

- “She thinks all the boys love her but they think she is nasty.” (Holding both of the paper doll’s shoes in one hand, tear off one leg)
- “Nobody talk to her tomorrow, even if she talks to you!” (Tear off the other leg)
- *Cyber gossip can really tear you apart.*
- *Put yourself in Saba’s shoes before you cyber gossip.*
- *This has been a message from the “Anti-cyber Gossip League.”*

Take a bow for the more than likely automatic applause for your performance.

5. Discuss the message and the method of delivery of your public service announcement. Ask students to compare and contrast it to other public service announcements they have seen on the television, at the movie theatre, on the radio or other locations. (Some possible examples are the “Truth” campaign ads about the dangers of smoking or the “Designated Driver” ads that are funded by many alcohol and beer companies.)

6. Give students the following assignment:
Create a public service announcement that targets middle school students about the dangers and/or benefits of the Internet. How can you teach them to use it wisely and carefully? Each PSA must have something visual, a slogan or repeatable phrase, a clear message, and a “sponsor,” either real or created.

Students may work individually or in groups; however, every member of a group must participate in the creation and presentation of the PSA. Provide class time and out-of-school time to complete the assignment.

7. On the due date, remind the class of proper audience behavior (which includes full attention to the presenters during and applause for their

efforts after the presentation) and have each group present its PSA. If possible, videotape the presentation, or arrange for the class to visit a middle school to make presentations.

EVALUATION

- Did students participate in the brainstorming?
- Could each student explain the message of the teacher PSA?
- Did each student participate and contribute to the creation and presentation of a PSA?



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Parent Tip Sheet

While the Internet offers unlimited opportunities for learning, exploration and entertainment, it also opens dangerous gateways to our children. We must teach our children proper “cyber etiquette,” provide them with safe ways to navigate the web and constantly remind them of critical safety practices.

GetNetWise, an online Internet safety organization, experts at www.filterguide.com and educators at www.cybersmart.org offer the following online security tips for families:

- **Use the Internet with your kids.** Learn about their favorite websites, educate yourself while spending time with your kids and don't let your child's superior knowledge of technology intimidate you.
- **Establish clear ground rules about your child's Internet usage.**
- **Teach kids to never give personal information to people they meet online,** especially in chat rooms and on bulletin boards. This information includes: name, pictures, school name, address, phone number, friends' names, passwords or any other piece of information that could identify their location to a stranger. Teach your kids to be leery of anyone who wants to know too much!
- **Instruct kids to never plan a face-to-face meeting with any online acquaintance,** even in a public place such as a mall.
- **Instruct kids to never respond to messages or bulletin board postings that are sexually suggestive, obscene, belligerent or harassing.**
- **Encourage your kids to tell you if a stranger approaches them online or says something that makes them feel uncomfortable.**
- **Use hard-to-guess passwords and keep them private.** Tell your family that combinations of letters, numbers and symbols are harder to “crack” than just words.
- **Tell your kids to not respond at all to offensive or dangerous email, chat requests or other communications, and to leave if they see a website that makes them uncomfortable.** Make sure your kids know they can show you anything that makes them uncomfortable. Assure them you will not be angry with or blame them; keep lines of communication open.
- **If you become worried that your kids or their friends are in danger, don't hesitate to call the authorities.**
- **Disconnect from the Internet when not in use.** Don't leave your access open to those who may want to do you and your computer harm!
- **Get to know and use “Parental Controls”** available through your Internet Service Provider or available for purchase.

The Internet is, and will continue to be, a valuable tool for you and your family. Begin today the critical task of teaching your kids important lessons about Internet safety – both for their protection and your peace of mind.

RESOURCES

GetNetWise

Filter Guide

CyberSmart!



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Grades 9-12 Lesson Plan

Electronic Shoes

For the
Classroom

PROJECT AND PURPOSE

Students will write and present a public service message to educate younger kids about the dangers and benefits of the Internet and to encourage them to use this resource wisely.

OBJECTIVES

Students will ...

- Discuss the uses, benefits and dangers of the Internet.
- Reflect on why people choose to get involved in online gossip and bullying.
- Create a public service message for middle school students regarding the dangers and benefits of using the Internet.

MATERIALS

- **Internet Questions** overhead
- One large construction paper doll – make sure the doll's shoes are colored in bold colors
- Black/whiteboard
- Paper, pens and/or pencils

PROCEDURE

1. PREPARATION: Make a paper doll as described in the list of materials.
2. Write, "We use the Internet to ..." on the board or overhead and ask students to brainstorm their answers while you record them.
3. Use the **Internet Questions** overhead to "poll" your class about Internet usage and communication. Reveal the first question on the overhead and ask for a show of hands in response. Determine the percentage of the class that answers "yes" and use the overhead to record the percentage. Students who are comfortable can also share verbal comments/feedback. Repeat for each question on the overhead.
 - a. *How many of you have used or currently use the Internet to IM (Instant Message)*
each other? (Figure the percentage based upon raised hands.)
 - b. *How many of you have ever entered a chat room?*
 - c. *How many of you have ever built your own website?*
 - d. *How many of you have ever been approached by someone online for personal information or something inappropriate?*
 - e. *How many of you have ever heard of, witnessed or participated in cyber bullying or cyber gossip?*
 - f. *How many of you are aware of the fact that 20 percent of children who use computer chat rooms have been approached over the Internet by pedophiles?*
 - g. *How many of you know that 89 percent of online sexual solicitations were made in either chat rooms or Instant Messages?*
 - h. *How many of you know that one out of every 33 children who received sexual solicitation from a pedophile were aggressively approached (asked to meet, called them via the phone, sent mail, money or gifts)? [A pedophile has a distinct sexual preference for pre-pubescent children.]*
4. Take out your paper doll and explain that you are going to present a public service announcement. Use the following script and actions for your presentation:
 - (Hold up paper doll in front of you)
 - *Saba went online today and saw that she was the subject of a website. She read, "Saba wears the strangest outfits!"* (Tear off an arm)
 - *A second voice wrote, "She has the ugliest shoes in the world – like her mom only shops at K-Mart!"* (Tear off other arm)
 - *"Saba thinks she is all that,"* wrote another. (Tear off her head)
 - *"Saba struts her stuff in the hall like she is looking for trouble."* (Tear off torso)



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Caught in the Web

Grades 3-5 Lesson Plan

Privacy Rules!

PROJECT AND PURPOSE

Students will create a poster about safety rules for sharing private information on the Internet.

OBJECTIVES

Students will ...

- Define private information.
- Discuss safety rules for sharing private information.
- Create a poster of safety rules for sharing private information via the Internet.

MATERIALS

- Personal Information Question cards (see Procedure #1)
- Black/whiteboard
- Paper, markers, various art supplies

PROCEDURE

1. PREPARATION: Before class begins, prepare Personal Information Question cards by writing each of the following questions on a pocket chart strip or 8" X 11" piece of paper. Each question must be big enough for the entire class to read.
 - What is your name?
 - What are your initials?
 - What is your favorite color?
 - Do you have any pets?
 - Where do you live?
 - Can I have your phone number so I can call you?
 - When were you born?
 - What part of the country do you live in?
 - What is the name of your school?
 - What is your shoe size?
 - Would you give me a picture of yourself?
 - What is your favorite food?
2. Begin class with a discussion of safety rules. Ask the following questions:
 - *What is the purpose of safety rules?*
 - *When you were little, what rules did your*

parents set for you about crossing the street or playing outside?

- *Can you name some of our school safety rules? (i.e., rules about hallway behavior, fighting, pushing, etc.)*
 - *What have your parents' told you about talking to strangers?*
3. Introduce the concept of "Private Information" and the rules for sharing private, or personal, information with strangers. (Private Information is anything that specifically identifies you and where you live.)
 4. Explain, *We are going to play a little game today about sharing private information with strangers. Take out a piece of paper and number down the side one through 12. I'm going to hold up a question, and I want you to write down on a piece of paper "Yes" or "No." "Yes" means it is okay to share this information with a stranger. "No" means it is not okay.*
 5. Hold up each question, read it out loud and ask students to write their "Yes" or "No" responses. When you have shown each card, go back to the first one and ask students to explain and/or discuss their answers.
 6. Ask, *How many of you use the Internet to "chat" with others through email, instant messaging or chat rooms? Do you email with strangers? What about people you chat with – do you always know them?*
 7. Explain, *The questions we talked about earlier are sometimes asked by strangers you "meet" on the Internet. Going online puts you into "cyberspace," and being in cyberspace is just like being in the real world. You don't give your private information to strangers you meet on the street and you shouldn't share it with strangers you meet on the Internet. Let's brainstorm some safety rules for sharing private information on the Internet. Record student ideas on the board.*

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Caught in the Web

Grades 3-5 Lesson Plan

Privacy Rules! *(cont.)*

**For the
Classroom**

8. Break students into pairs and ask each pair to create a poster that clearly defines safety rules regarding private information that NOBODY should share online.
9. Display the posters in the classroom or the school.

EVALUATION

- Did students participate in discussion?
- Did students understand the concept of private information and what not to share with strangers they meet in person and on the Internet?
- Did students work with a partner to create a poster?

Mystery Person



MYSTERY PERSON #1

Draw a picture of the person here:

AGE _____

MALE OR FEMALE? _____

PHYSICAL APPEARANCE:

MYSTERY PERSON #2

Draw a picture of the person here:

AGE _____

MALE OR FEMALE? _____

PHYSICAL APPEARANCE:

MYSTERY PERSON #3

Draw a picture of the person here:

AGE _____

MALE OR FEMALE? _____

PHYSICAL APPEARANCE:



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Grades 6-8 Lesson Plan

Privacy Performance

PROJECT AND PURPOSE

Students will analyze the dangers of sharing private information over the Internet.

OBJECTIVES

Students will ...

- Determine what constitutes private information.
- Identify dangers on the Internet.
- Analyze options for children who are asked to share private information over the Internet.

MATERIALS

- Black/whiteboard
- *Mystery Person* handout
- *What Would You Do?* handout
- Paper, pencils, various art supplies

PROCEDURE

1. Before class, cut out three pictures of adults from magazines or newspapers and paste each on its own sheet of paper. Randomly associate each picture with one of the three descriptions below – avoid stereotypical matches.
 - a. I have a dog named Sparky. Sometimes I take him to the park and we play with my friends and their dogs. He loves when I throw the Frisbee for him to catch.
 - b. I like writing stories; I've already written eight stories about a girl named Susan. Sometimes my friend and I draw pictures to go with the stories.
 - c. Sometimes I go camping with friends. We like to go hiking, and at night we roast hotdogs and make s'mores. We have our own tents, but sometimes just sleep out under the stars.
2. Begin class by giving each student a **Mystery Person** handout and crayons or markers. Explain, *Each of the papers in my hand is a picture of a person. I am going to read to you a description of each person. As I read, think about what that person looks like. Write down*

words to describe how the person looks and draw a picture of each one. We'll do this three times – so use one column for each person we discuss. Any questions?

3. Read one of the descriptions and allow students time to write and draw "Mystery Person #1." Be sure each student identifies, at minimum, physical characteristics. Allow only 5-7 minutes per Mystery Person for students to write and draw.
4. When students have completed all three descriptions of the mystery persons, reveal each picture one at a time. How do the students' descriptions and drawings compare with the picture? Discuss.
5. Ask, *How do you and your friends use the internet to communicate?* (email, chat rooms, instant messenger). *Have you or someone you know ever communicated with someone other than a friend? Describe the person you, or they, were communicating with.*
6. Remind students, *Regardless of what a person writes online, you can never be absolutely sure of the person's true identity. We experienced that today with the Mystery People. What someone tells you about themselves may be true or false – you have no way of knowing! You are meeting a stranger online, just like you see lots of strangers when you go to the mall. Do you freely give away your name or address to strangers you meet at the mall?* Discuss.
7. Continue by explaining, *Some strangers that you meet online pretend to be someone they are not so you will give them personal information. These people may be dangerous. How can you avoid this?* (Don't share personal, identifying information.)
8. Ask students to brainstorm a list of private or personal information they should never share

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Grades 6-8 Lesson Plan

Privacy Performance *(cont.)*

with anyone online. Record their ideas on the board.

9. Ask, *What could be some of the possible consequences if you ignore these warnings and share your private information? What options do you have when asked to share your private information?*
10. Make a second list of options students can choose when asked to share private information online.

EXTENSION

Distribute the *What Would You Do?* handout for students to complete in class or as homework. Discuss their responses the following day.

EVALUATION

- Did students participate in the *Mystery Person* activity?
- Did students actively participate in the brainstorming activity?
- Did each student complete the worksheet?

**For the
Classroom**

Name: _____ Date: _____ Class: _____



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What Would You Do?

Read the following situations and write your advice to the person in the space provided. Then write the consequences of the action you advise.

STEPHANIE'S PHOTOS

Stephanie has longed to be a model, and her mother finally took her to a studio to have professional photographs taken. They look fantastic! Stephanie has heard that if she sets up a web site that features her modeling shots and gives her measurements (height, weight, hair and eye color, clothing size, etc.), agents might see it and she could be discovered. What should she do? What could be the consequences of her actions?

ARI'S HOBBY

Ari watches a particular science fiction program every week, is a member of the fan club and reads all the books based on the show. He has gone to the show's website and found chat rooms to talk about the characters and the plot lines and the actors. Another chat room member invites him to meet for coffee or a soda at a local bookstore to talk more about it and to swap trading cards. What should he do? What could be the consequences of his actions?

For more information



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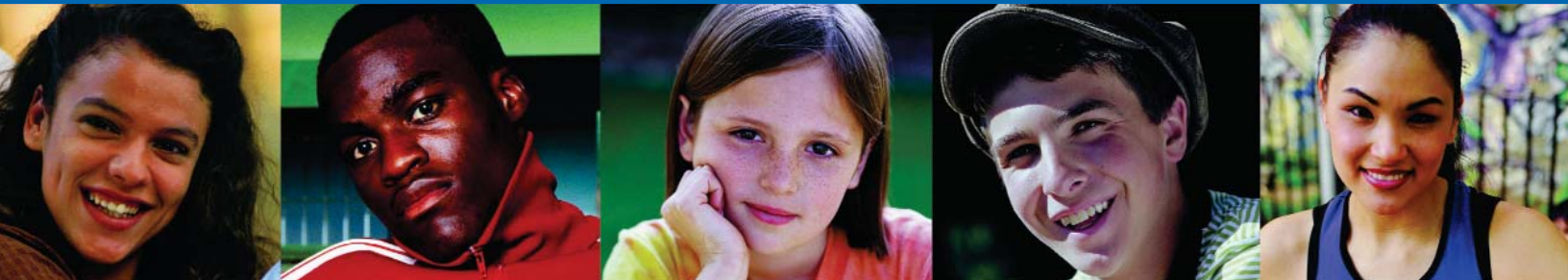
on *Connect with Kids* or *Caught in the Web*,

please call (888) 891-6020 or

email to sales@cwknetwork.com

In·ter·net (in' tər nĕt)

An electronic communications network; a communication tool which can have dire consequences if used unwisely.



Caught in the Web

Cell phones, chatrooms, text messages and blog websites are the new communication tools for teens. But unlike face-to-face conversations, teenagers' electronic conversations are less regulated, which can have dire consequences. *Caught in the Web* examines how the Internet has become a present-day Wild West, along with ways to bring law back to the land.

This special program was produced by the highly skilled television and education team at CWK Network, Inc.

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