Intermediate Level, Grades 3, 4, 5 (ages 8 to 11 years)

Year Four: Internet Safety

Getting started with the Lesson:

Principle: Educating children about Internet Safety. Specifically:
1) Some Do's and Don'ts of interacting with people on the Internet, and
2) The importance of protecting yourself and your personal information while using the Internet.

Goal: To assist children and young people in recognizing the risks of providing personal information to anyone on the Internet and to help them realize how hard it is to know who someone really is when the only avenue of communication is the Internet.

Objectives: To teach children and young people safety rules for the Internet and to raise their awareness about the ways adults can use the Internet to confuse and "trick" them into believing things that are not true. The goal for this lesson is not to teach everything about Internet safety but to concentrate on two specific areas: 1) keeping personal information private, and 2) realizing that there is no way to really know who is talking with you on the Internet. The specific learning goals are:

- Children and young people can learn when to give personal information to an adult and when to keep it private.
- Children and young people should never give private information to someone they don't know or can't see, such as people who might contact them through the Internet.

Vocabulary words:

- Internet—Global communication network allowing computers worldwide to connect and exchange information.
- Social network—A site or place on the Internet where a number of users can communicate with each other in real time.
- Private—Personal information not publicly expressed.
- Rules—A principle or regulation that governs actions, conduct, and arrangements.

Supplemental Resource Material for Teachers

The complete grooming process employed by a child molester is usually three-pronged and involves physical as well as psychological behaviors. In person, the process may take months, even years to accomplish with regular face-to-face contact. However, through the Internet, predators can break down the child's defenses in a very short amount of time, particularly if the child is vulnerable or ignorant about the risks of the Internet.

The three aspects of the typical grooming process are *physical grooming, psychological grooming, and community grooming*—and all three can occur at the same time.

In the case of Internet seduction, the p*hysical grooming* becomes part of the process much later in the game. In fact, by the time the molester has an opportunity to touch the child it may be too late to protect the child from harm. There is no "build up" in the levels of intimacy of touch when the Internet is the initial contact point. Children solicited through the Internet are often abducted by the molester when a face-to-face meeting is arranged or there is any kind of physical contact. **On the Internet, the physical grooming and community grooming are left out of the initial process, and the psychological grooming has some new twists.**

The most important aspect of grooming through Internet contact is the *psychological grooming*. The molester establishes a relationship online by pretending to be someone in the child's age group. Through conversations about things the child is interested in, the molester will lure the child into social networks and, eventually is often able to convince the child to defy parents, grandparents, and/or guardians and meet the molester outside the home. The child is convinced that the molester is trustworthy and believes this person is a friend, someone that really likes and understands the child. The child may be convinced the online friend is the same age and has the same issues. Molesters know it is important to talk to children and young people on their level. They communicate in a way that children and young people understand and convince the young people that they are someone who can be trusted —someone just like them. On the Internet, this psychological grooming is particularly effective because none of the natural barriers of distrust or apprehension that might arise for a child are present. The physical appearance and real age of the molester are hidden from the child's view. The Internet provides a wall for the molester to hide behind and the child can't see the molester or the wall. Children and young people are particularly vulnerable to this approach because of their natural tendency to trust others.

Threats about not telling or threats about harming someone or something the child loves are not needed in this situation. The child's resistance is broken down through the communication process. Remember, the child often thinks that he or she is talking with another child. There is really nothing to tell mom and dad. After all, they are older. They would not really understand. Sometimes the child is conflicted but most of the time, unfortunately, what really happens is that the child bonds more to the molester.

On the Internet, there is no grooming of the community. In fact, the intention of the molester is to bypass the community altogether. In online seduction, the molester wants to remain hidden from view. He or she will create a relationship with the child that goes around parents, grandparents, and/or guardians and encourages the child to keep the conversations secret. This works because the child thinks the person on the other end of the communication is telling the truth.

The behavioral warning signs of a potential predator are evident in online communications but they are much more difficult for adults to identify. There is a barrier between the parents or caring adults and the predator that distorts everything about the relationship. That is why it is so important for parents and caring adults to be aware of the communications their children and young people are engaged in on the Internet and look for the signs that something is off.

Among the ways that behavioral warning signs show up in new and different ways because of Internet seduction are:

1. *Always wants to be alone with children.* On the Internet, the predator has one-on-one access to children and young people through email and social networks. Email communications, though, are more risky. Parents can read email on the computer. Social networks are places for private, real time conversations that are more difficult and sometimes impossible to recover and read. Predators will invite children and young people to join them in social networks for "private" conversations.

2. *Give gifts to children, often without permission.* In person or on the Internet, predators find ways to give gifts to children and young people and tell them to keep it secret. The gift may be as simple as candy that parents won't allow. However, gifts are often more than that, particularly when they come from someone who made contact with the child over the Internet. In that case, the gift is likely to be entirely inappropriate—gifts such as perfume, flowers, lingerie, or expensive items.

3. *Allows a child to engage in activities that parents would not allow.* When meeting with children and young people online, predators lure them into online social networks and encourage secrecy. This activity is extremely effective at driving a wedge between the child and his/her parent(s). Child molesters look for children that are alone after school. They prefer to contact the young people between the time school is out and the time parents come home from work. This is another factor that convinces children and young people that the person "talking" to them is someone their own age. Why else would he or she be home and able to chat or email after school?

4. *Uses sexually explicit language and tells dirty jokes.* If parents and caring adults are monitoring young people's communications online, they can often see that this is happening and intervene. If, as is often the case, children and young people are allowed on the Internet unsupervised, it is possible for knowledgeable parents to recover this information but it may not be discovered early enough to protect a child from harm.

Knowing the warning signs means little where the Internet is concerned if parents are not monitoring their children's Internet activities. Find out where they are going on the Internet. Read email messages. Check out their social network. Put limits and filters on any computer children and young people can use and check regularly to make sure that filters are in place and working.

Generally, the grooming process is complex. On the Internet, it is even more difficult to identify and interrupt. This lesson is designed to focus on two things that children and young people can do to protect themselves from predators on the Internet. Two simple rules that can be the difference between safety and danger for children are: 1) keeping personal information private and 2) children need to follow their parent's rules in order to stay safe. Concentrating on these two rules will reinforce the message from parents and others about Internet dangers while keeping the benefits of the Internet available for everyone to enjoy.

Special Teacher Preparation Tool

Apply Internet safety rules in your own home, school, or organization. Read the attached VIRTUS® articles on the subject:

- *Technology Safety*
- *Keeping Younger Children Safe as They Learn to Use Computers*

Technology Safety

"*My mom and dad know absolutely nothing about computers; they don't even use them where they work. I got a computer for my birthday and right away I began meeting lots of cool people online. Right after school is the best time to chat online with my friends because my mom and dad aren't home and I have absolute privacy. Unfortunately, I have had some bad experiences online. I never knew that you could meet really gross people on the computer, but I don't let that stop me from chatting with other people. I spend a lot of my time online; sometimes I wish that we'd never bought that computer.*"

This scenario can be an all-too-common experience for young people today. Cyber technology and the Internet offer youth an incredible world of experience. With just the click of a mouse a young person can easily research a subject for school, chat with friends, check messages, or download a song. The electronic world can be fun and educational; unfortunately, like the real world, cyber technology, electronic communication, and the Internet also have inherent dangers.

Just as we encourage children and teens to behave in certain ways when dealing with strangers or even interacting with friends, we also need to teach them how to act safely and appropriately when online or while utilizing electronic communication devices.

Unfortunately the technology gap between adults and young people is widening. Children today have grown up with computers and they think of today's technology and the many associated devices as safe and a lot of fun. Many adults, on the other hand, view computers only as work tools and don't consider this form of technology to be a source of entertainment or as a constructive way to spend time away from work. However, the best way for adults to span the technology gap is to learn to use media and communication devices as their children do. This means one should try to chat with someone while using the computer online, use an online search engine to find particular information, download some music, or send a text message on a cell phone.

Youth of today need technology-conscious adults—trusted adult with whom they have open lines of communication—to teach them how to make smart choices about whom and what they will find when visiting the Internet. Simply communicating with kids may actually be the best weapon against the child sexual predators that frequently use the Internet to identify potential victims. Sit down with your son, daughter, or a student and ask him or her to take you on a tour of the Internet and the electronic communication world they know.

Parents and schools need to be more actively involved with young people's computer and electronic communication usage than many probably are. Unfortunately, some parents will purchase a computer, set up Internet access, and then just walk away. If one is going to have a computer with online access in the house or at a school, children need to be educated by responsible and caring adults about the many dangers. A computer with online access can be just as dangerous as a car being driven by a teen without a license. Parents should regularly ask their children about their online activity and discuss the many new types of Internet activity popular with young people. Remember, no child-safety filtering software is perfect. Young people must be taught by responsible, concerned adults to be cyber-savvy.

Teenagers who use the various online services often feel that they don't need the same controls or restrictions as younger children. Unfortunately, teens are more likely to get in trouble while online than are younger children. Online social networks provide teenagers the opportunity to easily reach out beyond their parents, their circle of friends, or even their own peer group. Teens are frequently unaware that social networks are often the most dangerous online location a person can visit.

Law enforcement in the United States observed that child molesters' use of computers and the Internet exploded in 1997. No longer did the child molester have to assume a child-related profession or lurk in parks and malls to gain access to children. A molester could now sit at a computer and roam online from chat room to chat room trolling for children and teens susceptible to victimization.

It is vital to be aware of and familiar with new and changing technology and to maintain open lines of communication with children and teens. Young people might not be receptive to the message of safety if they feel that they are more knowledgeable about certain technology issues than are the trusted adults in their lives. Also, young people can be great teachers, so it is important to let them show *you* the sites they are visiting online, whom they are talking to, and what they are doing in today's world of technology. Remember, by routinely talking with young people, setting time limits, having them take breaks from online activity, and continually educating ourselves about ever-changing technology, we are all aiding in the guidance and protection of God's children.

Keeping Your Young Grade-schoolers Safe as They Learn to Use the Computer

This past week, my second-grade son came home with another homework assignment that will require independent research. Now, my response to this project was probably similar to what many of yours would be: First, I cite research conducted in the second-grade as example #621 of "how much smarter kids are these days." (In second grade, I distinctly remember that we still played with wooden mosaic tiles and had recess twice a day.) Second, I cringed thinking about how many extra hours of homework support "independent

research" will mean to me personally during this already too-busy week. Third, I have to admit that I was a little jealous because, frankly, learning all about the Adele penguins sounded totally fun.

Of course, grade-school research no longer means pulling out a color-coded volume of *Childcraft Encyclopedia*. Nowadays, even young students are expected—if not required—to use the computer to prepare assignments. And, of course, this is often supported by computer curriculum in school and, at least in my house anyway, by a healthy dose of computer-based games. All this adds up to the fact that kids as young as seven are "surfing the web" independently.

Just like we as us parents have a responsibility to keep our kids safe as they learn to cross the street, we have a responsibility to keep them safe as they begin to navigate online. For older kids, this may involve monitoring the various social network sites or learning to decipher instant-messaging shorthand. For the youngest users, however, the guidelines are more basic but just as important. Perhaps some of the lessons learned at our house will be useful to you, as well ….

Monitor the monitor. Young users should never be online alone. While the risk posed by Internet predators may not worry you *as much* if your kids are *not* using social network sites, you should still be concerned about the information or graphics kids could stumble upon accidentally when searching for legitimate information or games. You want to be accessible to help guide their searches—or to quickly close an unexpected site.

Centrally locate the computer. The computer in our home is located in the kitchen, a central spot for us, as it is in many homes. Having it in the kitchen simply makes it easier for me to monitor my kids' online use—and allows them plenty of computer time during meal preparation or clean-up. Making it easy for me to monitor simply means I am likely to do a better job and, like most parents, I need all the help I can get!

Know a few safe, kid-friendly sites. Identify a few sites that you feel comfortable letting your kids navigate themselves. While you should always be in eyeshot of the monitor, your child should have the chance to learn how sites work and discover independently the wonderful resources available online. Sites that are more likely to facilitate independent use are probably those that are kid-specific and that limit advertising. Your child's teacher can help you choose a few that would be most appropriate.

Make sure other caregivers know the basics. Perhaps this point is best made by illustration: A few months ago, my son wanted to look online for certain animated videos. I sat with him as we browsed what was available on several sites. Now, I am savvy enough to expect that mixed in with the many cool, kid-appropriate clips that we found were going to be some that were sexually-explicit or violent or just contained humor that isn't appropriate for a seven-year old. We just didn't open the files that looked like they might be trouble. Working that way we found tons of great stuff and, I have tell you, we both had a blast!

Things became tricky the following week, however, when my boys stayed the night with my parents. My eldest son wanted to show them some of the great clips that he and I had watched together. He easily found the site by himself and correctly relayed that, "my Mom says these videos are fine for kids." My parents, though, just didn't know what to do with content filtering and, while they were in the other room, he ended up watching a raunchy video that I had previously blocked.

The lesson here is that anyone who helps your child with the Internet needs to know and follow the same guidelines you have at home. My mom and dad are super grandparents, but I had failed to remind them that they should always be sitting with my son while he is online. Moreover, I hadn't identified for them the few websites that are, in my experience, safe places for his to explore. Most importantly, I should have flagged the site with video clips as a site that needs specific oversight.

Talk to your kids. Your children need to know why you are being vigilant as they work online. At our house, I say simple things like, "Just like with movies and books, some sites aren't good for kids. I want to make sure you find the ones that are." Moreover, your kids need to know that they will never get in trouble for telling you what is happening online. Thank God our son told my parents right away about the video clip that he accidentally viewed. As uncomfortable as it was, they were able to respond to what he saw. And, at least I hope, we are setting the stage for open communication about the potential dangers he might face from Internet predators as he gets a bit older.

What is the real reason for all of these Internet rules—and, for that matter, most household rules? To create a framework in which all of our kids can live big, adventurous lives—safely. Now, we certainly don't do everything right around our place. But I'd like to believe that these guidelines will help my children enjoy some great entertainment …. *and* learn all about the Adele penguin.

==Intermediate Level, Grades 3, 4, 5 (ages 8 to 11 years)==

==Year Four: Internet Safety==

Keeping Personal Information Private

Educators, catechist, youth ministers, and other caring adults should prepare by reviewing the entire lesson plan and by reading *Teaching Touching Safety: A Guide for Parents, Guardians, and other Caring Adults.* During the class, follow the instructions to complete as many of the activities as possible in your allotted amount of time.

Activity #1: Play the introductory DVD to begin the lesson.

Activity #2: Lead the discussion on private information with children in the class.

Activity #3: Do the hidden objects page with the children.

Activity #4: Point out that some warning signs simply signify there is danger ahead and some warning signs are really about rules to follow that promote safety. Review the warning sign handout and fill in the meaning of the sign and the "rule" that is part of the warning.

Discuss with the children the warning signs that parents might have that are simply about letting us know that we are in danger and then begin to look and see how rules about the Internet are different because they are designed to promote safety.

Activity #5: Internet Safety Rules Word Puzzle.

Prayer: A suggested prayer is provided at the end of the lesson. If you wish, you may use this prayer to conclude this lesson with your students.

Supplies and Preparation:

Opening DVD
DVD Player and TV
Print picture of highways and superhighways.

Activity #2—Classroom Discussion:

Project instructions:
[The project focuses on pointing out the similarities and the differences between the Internet and the highways that we travel in our cars. The purpose of the activity is to remind young people of the risks that they encounter on the Internet and that, often, there are no clear warning signs for those risks. To be safe from the threats and perils of the Internet requires a higher degree of attentiveness and alertness to a different kind of warning sign.

Ask the students to sit together in chairs or on the floor (whichever works for your classroom) in a way that invites participation. For example, two or three rows of half circles will gather the students in a way that brings them together and, at the same time, creates an environment that encourages participation.

Lead the following discussion.]

- ***Did you know that some people call the Internet the "information superhighway?"***

- ***What is a "superhighway?"*** [Have them offer answers. Direct their attention to the poster showing pictures of different kinds of highways and superhighways.]

- ***Other words for "superhighway" are "highway," "expressway," or "freeway." Sometimes superhighways are "turnpikes." Turnpikes are different because we have to pay tolls to drive on them.*** [NOTE TO TEACHER: It may be relevant at some point in the discussion of the similarities between the highway and the Internet to point out that some roads charge a toll to use and the Internet charges a fee for use.]

- ***The Internet is like a superhighway or expressway in some ways and in some ways it is not.***

- *Can you think of some ways that the Internet or working on a computer is like traveling on a highway?* Some points to make are:
    o The Internet and highways can both take you to places far away and nearby.
    o Both the Internet and highways carry things from one place to another.
    o In order to get where you are going on both you have to have directions or some idea of your destination.
    o Everyone needs help to travel both the highway and Internet. On the highway it takes a car, truck, or motorcycle and the Internet needs a computer and a connection.
    o Except for the people you are traveling with, you have no idea who is on the highway with you. The same is true for the Internet.
    [NOTE TO TEACHER: Make sure you take time during this discussion to create a world for the students that really demonstrates the similarities between the Internet and the superhighway. Students are traveling on both, but they don't really have a sense that the work they do on the Internet is the same as traveling. They may think that everything is stored in the computer itself. This analogy can begin to lay the groundwork for the safety tips that are at the heart of this presentation.]

- *Now that we have looked at the ways the Internet is like a highway, let's talk about some ways it is different.*
    o You don't need a car or a truck to take the Internet.
    o You don't need to leave home.
    o You can't see where you are going on the Internet.
    o There are no big warning signs to let you know there is danger ahead on the Internet.
    [This is one of the most important parts of this conversation. The intention is to help the students see that the highways we normally travel give us warning signs all the time, and we can get used to assuming that we are safe or protected from harm if we just watch out. However, the Internet gives no warning signs that can be depended on. Most of the travel on the Internet is blind and requires us to take care of and watch out for our own personal safety.

    Talk about all the signs that appear on the highway. In addition to signs that tell us where we are and how far it is to the next town, there are all kinds of signs to warn of hazards, such as signs that tell us a curve is ahead, Yield and Stop signs to protect drivers, Railroad Crossing signs to warn of trains ahead, School Zone signs to protect children and drivers, signs to warn that there may be ice on the road, warning signs that tell us we are in a work zone, and signs that let us know that we have been detoured or sent another way when the way we are going is blocked or there is a barrier to travel.]
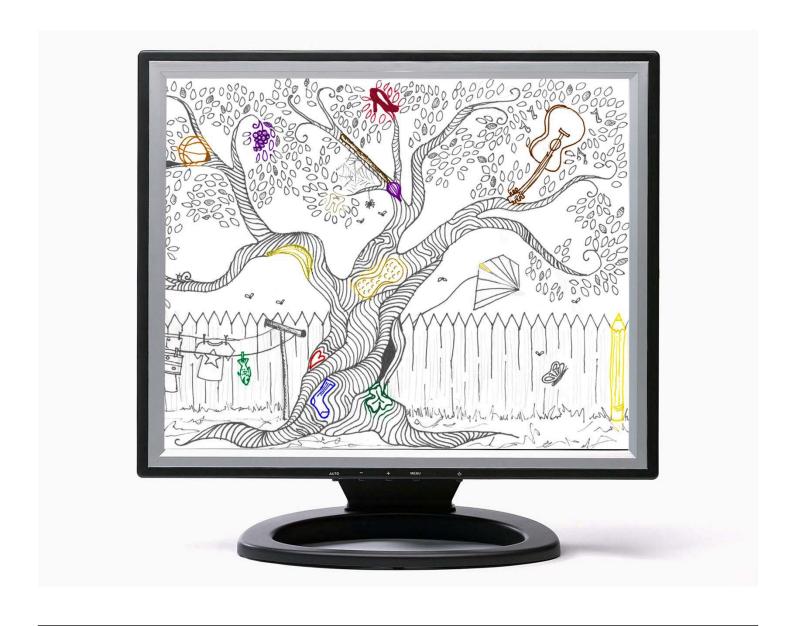
- *Warning signs are an important part of travel anywhere. It is the signs that let us know there is danger or risk ahead. The signs protect us from getting in situations that might harm us or put us in scary situations we can't get out of. A stop sign protects us from driving into the path of an oncoming vehicle. The stop sign is right there on the road. We know what it looks like and what it means. When we see the sign, we stop and look both ways to make sure there is no one coming before we turn onto the street or drive across. The sign is a form of protection for us. Are there any warning signs on the Internet? Are there any ways to know how to protect yourself on the Internet?*

- *Are there warning signs we can see on the Internet?* [Let the students really look and inquire to discover that there is no real way to know where the Internet is taking them or with whom. What goes on inside the Internet is really hidden from their view and there are no warning signs that can prevent them from proceeding on the "information superhighway."]

- *The truth is that there are no real warnings signs on the information superhighway we call the Internet. Even when the screen on the computer tells us where we are, we have no way to know that the site is safe or that what the screen says is the truth.*

- *Sometimes people who want to take advantage of us use the fact that we can't really see who is writing the email or message to fool us into giving them information that they can use to harm us or the people in our lives.*

- *This is why it is so important to keep private information away from anyone on the Internet.*

- *What kind of private information should we keep private when talking with someone on the Internet?* [Give the students an opportunity to create a list of the kind of things that should not be given out on the Internet in emails and social networks.] Points to make:
    o Name
    o Address
    o Age
    o Name of School
    o Parent's name
    o Where parents work
    o When you are home alone

- o Birthday
- o Name of the park in your neighborhood
- o Name of where you go to Church
- o Grandparents name or address
- o Town where you live

- ***It is important to remember to keep this information private. Even if the person we are communicating with online seems like someone we can trust, we must be careful not to give any information that can identify us, our family, or where we live. Dangerous people pretend they are people our age or people that we can trust so that we will give them the information they want. Our only protection is to refuse to give out information that can identify us in any way.***

- ***Parents and other caring adults in your life are very concerned about your safety. They need your help to make sure that no one who wishes you harm can get to you. They need your help. No matter how genuine and caring someone on the Internet seems, you must remember that keeping private information private can keep you and your family safe.***

- ***Trust adults who really care about you—not someone you can't see and don't know who contacts you through an Internet site.***

- ***As you go through life, there are many lessons to learn. God left you in the care of your parents and the responsible adults in your life as you grow up. The older you get, the more God expects you to learn to care for and protect yourself by being careful and safe. Today's lesson is one of the lessons God wants you to learn so you can be safe and have a great life.***

Activity #3: Hidden objects. Having students find the hidden objects can be used to demonstrate the fact that things are not always what they seem to be when we first see or hear them. **Key:**

Activity #4:   **Classroom Discussion: Family Rules and the Internet**

Discussion: [Point out that some warning signs simply signify there is danger ahead and some warning signs are really about rules to follow that promote safety. Review the warning sign handout (see attached) and fill in the meaning of the sign and the "rule" that is part of the warning.]

- *The Internet is like a real highway in many ways. It is also different and one of the main ways that it is different is that the highway we drive on includes warning signs that let us know when danger is approaching and signs that tell us where we are, where we are headed, and how far it is to our destination.*

- *What are some of the signs that simply warn us of possible danger?* [Go through the handout and point out that signs like the poison warning, the "Do Not Enter" sign, and the sign for a dangerous or sharp curve are signs to let you know that there is danger ahead.]

- *Although it could be said that all warning signs are really rules because they tell us to do something to stay safe. Some signs are about avoiding danger and some others are really about obeying rules to make sure that we and others are safe, respectful, and protected.*

- *What are some of the rules that are represented by the warning signs on your sheet?* [Talk about the rules that are represented by signs for disabled parking, Railroad Crossings, yield signs and "school crossing" signs. All of these signs point to rules for behaving in a particular way that provides for a safer environment and keeps people from harm.]

- *Points to make:*
    - The rule for designated disabled parking is that no one parks there that does not have a sticker indicating that he or she needs a space that is handicapped accessible. Parking spaces that can accommodate wheelchairs, walkers, etc. and that are close to the entrances of buildings to help keep disabled people safe and protect them from being harmed by other traffic.
    - The rule that applies when we see a Railroad Crossing sign is to stop, look, and listen to make sure that no train is coming before driving across the railroad tracks. Other warning signs such as flashing lights, barriers that come down to stop traffic and bells at railroad crossings are there to warn of possible danger. However, the sign that there is a railroad crossing ahead lets us know that we need to follow the rules about crossing the tracks.

        [NOTE TO TEACHER: Here are the "rules" for the other two signs on the handout that address signs that are backed up by rules. The students are going to work on the handout as part of the lesson, so, if possible, let them figure out the rules for themselves.

        Yield signs are similar to railroad crossing signs. The rule is to look to see if anyone is coming before you drive onto the road. The rule is that someone that is already on the road gets to go first. This rule helps promote safety at intersections where there is no real need for a stop sign, but we all need to pay good attention to avoid accidents.

        School crossing signs remind us of a couple of rules. First, is to slow down during school hours. Driving slower around schools is an important way to make sure that children are safe when going to and from school. Second, the sign tells us to watch for the crossing guard and stop if children are crossing the road.]

- *Let's take a few minutes now and go through the handout. What do the warning signs mean? Are the signs about danger or is there a "rule" that is behind the sign? If there is a rule, what is it?* [Give the students a chance to complete the handout and then go over the signs with them to make sure that they understand the difference.]

- *There is another place where we get warning signs that are intended to let us know there is danger ahead and some warnings that are more about rules for safety and protection. Our parents set rules about being on the computer and being on the Internet. What are some ways parents warn us of danger on the Internet?*
    - Rules that are danger alerts include: no use of social networks, no unsupervised computer time, putting the computer in the family room or other supervised location.

- ***Some other rules parents have for Internet use are intended to keep everyone safe and protected. What are some rules parents might create about Internet use that are intended to keep you safe and protected?***
  - Rules that interfere with the attempts by a possible predator to find out details that help them find out where children and young people are. You never know where you really are going or who is really on the other side of the communication. No matter what people say, you don't know who they are, what they really want, or if they are telling the truth. So some rules that are intended to keep you safe include:
    - No private information given out over the Internet.
    - Make sure that screen names do not identify you in any way.
    - Never tell someone you meet online where you go to school, live, or where your parents work.

- ***Sometimes it is difficult to remember to keep information private, particularly when you are convinced that the person that you are "talking" with online is someone your age or someone that is a friend. We think we know better than our parents and that we can tell if someone is lying to us. But, it is important to remember that the rules are designed to keep us safe and protected from people that sometimes lie. Learn the rules that parents want you to follow. Talk to them about why the rules are important and then FOLLOW THE RULES and let your parents know you are doing your part to promote safety.***

Activity #5:   Internet Safety Rules Word Puzzle

Hand out the word puzzle and explain the instructions to the children. Children are instructed to find the words on the list that are related to the topic of "safety rules," and to circle each of those words. Each word will be in a straight line, but it may be written vertically (up and down), horizontally (left and right), diagonally (at an angle), and either forward, backward, or upside down (see the example below and see attached handout).

Grades 3, 4, and 5: Internet Safety Rules—Word Puzzle

Instructions: Hand out the word puzzle and explain the instructions to the children. They are instructed to find the words on the list and to circle those words. Each word will be in a straight line, but may be written vertically (up and down), horizontally (left and right), or diagonally (at an angle).

Computer
Email
Friend
Home
Mouse
Password
Private
Screen
Trust
Web

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

Prayer to end the lesson

[Remember that this is a variation of an Old Catholic Traveler's Prayer to be said before beginning the journey. Remind the students that, as they grow up, they are on a kind of journey through life. Each time they leave their home or their room to go out on their own, they are traveling. Prayer can help prepare them for the journey and guide them along the way.]

My holy Angel Guardian,
Ask the Lord to bless the journey that I undertake,
That it may benefit the health of my soul and body;
That I may reach its end,
And that, returning safe and sound,
I may find my family in good health.
Guard, guide and preserve us throughout the day and night.

Amen.

Find the Hidden Objects

Computer Screen

Grades 3, 4, and 5: Internet Safety Rules Word Puzzle

Instructions: Find the following words in the puzzle below and draw a circle around the word or color it with a highlighter. The words are spelled out correctly in a straight line. There are no spaces between letters. However, words may be upside down, backwards, or at an angle. Some letters may be used in multiple words.

Computer
Email
Friend
Home
Mouse
Password
Private
Screen
Trust
Web

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