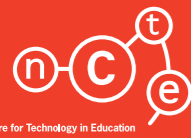


# //:SURFWISE EDUCATIONAL PROGRAMME - TEACHERS HANDBOOK://



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EDUCATIONAL  
PROGRAMME -  
TEACHERS  
HANDBOOK://

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Webwise Internet Safety Awareness- Education Programme – Teacher’s Handbook

Published by:  
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The National Centre for Technology in Education  
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[www.webwise.ie](http://www.webwise.ie)

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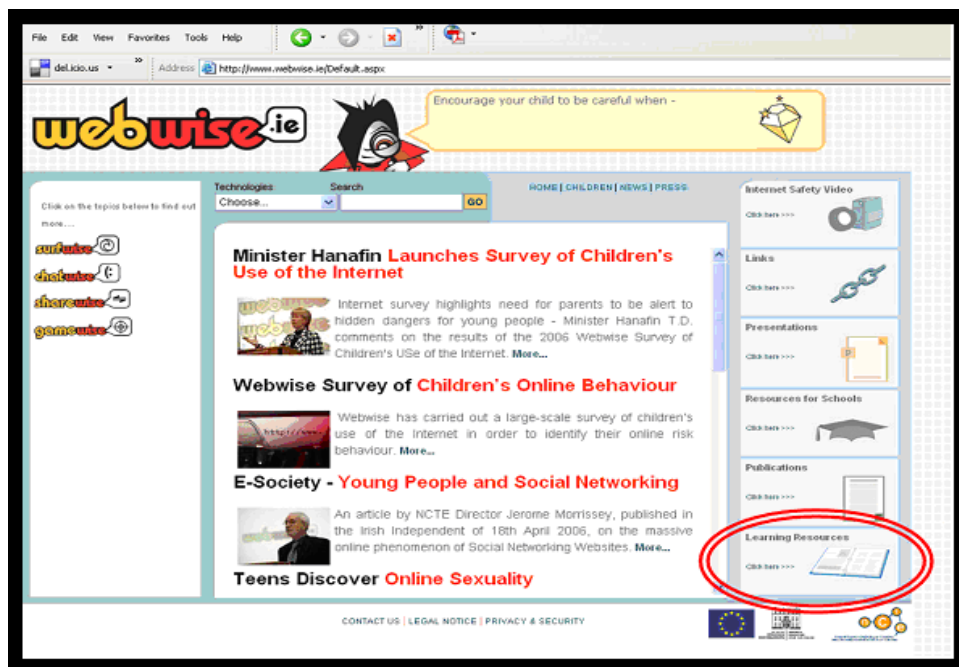
Webwise is the NCTE’s internet safety initiative focusing on raising awareness of online safety issues and good practice among students, their parents and teachers. Webwise provides information, advice and tools including; streamed videos, Internet Acceptable Use Policy templates, interactive online resources, and advice sheets. Webwise is the Irish node of EU Information Society’s Safer Internet network. Webwise provides teachers with tools to teach children to be responsible Internet users and to reduce online risk behaviour.

## Introduction to the Surfwise Education Programme

This Education Programme has been developed to assist and support educators when teaching students about the safe and responsible uses of the Internet. It is envisaged that the Surfwise Education Programme will be taught as part of social, personal and health education (SPHE) programmes in schools for children between the ages of 8 and 14.

The Surfwise modules include a number of choice activities for teachers to use as support material. Some of the activities require PC and Internet access but not all. The take-home activity does not require internet access at home.

The lesson plans are developed as support materials for teachers and therefore may be tailored to suit the educational needs and level for their particular cohort of students.



Webwise has developed an online interactive lesson to support the use of this education programme. The lesson can be used to introduce the class as a group to the concept of the Internet, how to search safely, and how to know what they can trust online. The lesson, with its colourful characters and entertaining audio, can also be explored by individual students in a computer lab setting, by small groups at classroom PCs, or can be played to the class using a projector or white-board.

You can access the lesson online or download it by visiting the Educational Resources section of the webwise website. You can also evaluate the progress of your students by letting them take the interactive online quiz that accompanies the lesson.

## **How to use the Teachers' Manual**

The Surfwise Teacher Manual is designed to help you teach “Internet Safety” in the classroom. It is divided into 5 modules, each dealing with a different topic. Each one contains a set of suggested classroom activities and resources for your students. Module 4 also contains a take-home activity to be completed by each student with their parents/guardians.

The 5 separate learning modules are designed to be introduced one module per week. Each module should take on average 45 minutes of class time to complete. Some of the modules encompass a take-home activity designed as an activity that parents/guardians and pupils can work on together at home. The modules have been carefully designed as fun/interactive learning activities with very clear learning outcomes for all concerned.

Appendix A contains a model “Internet use contract” which we suggest be signed by each student, their teacher and a parent/guardian.

Appendix B contains all the relevant worksheets for the various activities which are referred to in the text.

We suggest you read through the entire manual first before using it in the classroom. Below is a brief description of the contents of each module and the related support material in Appendix B.

### **MODULE 1 – Learning to Surf**

Classroom Activities:

1. Surfing the Web (Ref Appendix B, Sheet 1)
2. The “Favourites” Folder (Ref Appendix B, Sheet 2)
3. “My Pictures” Folder (Ref Appendix B, Sheet 3)
4. E-cards (Ref Appendix B, Sheet 4)
5. Surfwise Online Lesson: Topic 2 - What is the Internet?
6. Surfwise Online Lesson: Topic 3 - How do I use the Internet?

### **MODULE 2 – Source Criticism**

Classroom Activities:

1. Discussion on source criticism (Ref Appendix B, Sheet 5)
2. Online interactive quiz at [www.webwise.ie/surfwise...](http://www.webwise.ie/surfwise...)
3. Surfwise Online Lesson: Topic 4 - What can I trust online?

### **MODULE 3 – Interactive Safety Quiz**

Classroom Activities:

1. Online interactive quiz available at [www.webwise.ie/surfwise](http://www.webwise.ie/surfwise).

## **MODULE 4 – Interactive Safety Guidelines**

### Classroom Activities:

1. Introduction to Internet Safety (RefAppendx B, Sheet 6...)
2. Compilation of take-home activity results

### Take-home Activities:

1. Discussion with parents/guardians (Ref Appendix B, Sheet 6)

## **MODULE 5 – Puzzle Page**

### Classroom Activities:

1. Online interactive puzzle pages available at [www.webwise.ie/surfwise...](http://www.webwise.ie/surfwise...)

## **APPENDIX A**

Sample “Parent-Student-Teacher” contract.

## **APPENDIX B**

Work sheets for activities in Modules 1 and 4.

## **Before you start**

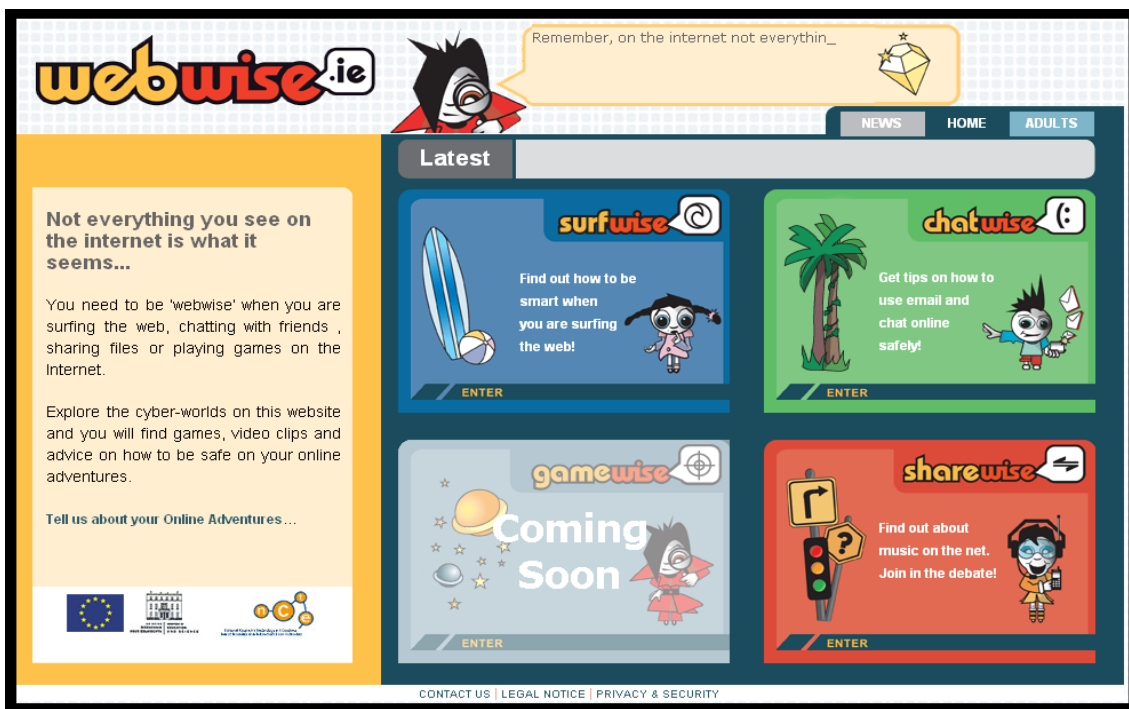
A few points to note before you begin using the Surfwise Education programme:

1. Where appropriate, copiable student work sheets have been provided. However, as the resources are mainly interactive, additional work sheets are not always necessary. In such cases, a simple step-by-step class plan is provided as a guide for the teacher.
2. You may want to set up a folder on your school network for each pupil to save their work to. If you have not used folders before ask you ICT Co-ordinator.
3. You should read this handbook prior to introducing the modules to your class. It is important that you understand the concepts and the underpinning philosophy of the Surfwise programme in order to implement it correctly.
4. Using the Surfwise online lesson requires an internet connection; however you can download the lesson in advance from the webwise website and use it without being connected to the Internet.
5. The online lesson relies heavily on audio and not text. If you are using a PC in classroom setting, you might want to use headphones to minimise the distraction to other students.

## How to use the Webwise website

Minister for Education & Science, Mary Hanafin, T.D. launched the Webwise initiative ([www.webwise.ie](http://www.webwise.ie)) which provides information and resources to teachers, parents and students to help ensure that children's on-line experiences are positive and safe. The website presents a technology-neutral message in four specific content areas: **surfing, chatting, sharing, and gaming**. All the resources to support the use of this education programme are available in the Learning Resources section of [www.webwise.ie](http://www.webwise.ie).

The webwise homepage contains up-to-date internet safety news, advice and information, and resources for teachers and parents. It also has a drop-down-list that allows you to find information about internet technologies; it tells you how it works, how young people are using it, and gives advice on how to minimise these risks. There is online video for parents and teachers introducing the key internet safety issues and recorded presentations by members of the team. There are also sections that provide resources for schools such as legal advice on internet issues and templates for the formation of Internet Acceptable Use Policies in schools. There is also a learning resource section that provides access to lesson plans and activity sheets that can be used in the classroom.



The children's section of the website is where teachers and parents can allow their children to explore the internet in a fun and safe way. This section of the site is themed into four worlds that can be explored by children independently. As they navigate through the worlds images light-up encouraging them to interact. Clicking on these images will open video clips and online animations that reinforce the key internet safety messages in an entertaining way.

# Module 1 – Learning to Surf

*Objective – To introduce some basic “surfing” concepts and highlight some of the many positive uses of the Internet*

*Classroom Time      45 minutes*

*Activities              4 choice activities*

## Introduction

This module begins with a brief introduction to the Internet, browsers, search engines and some related topics. This introduction is aimed at those who are relatively new to IT and the Internet in particular.

The module then continues with five “Choice Activities”, suitable for familiarising students with concepts such as searching for information and saving information once they’ve found it. It also introduces them to some age appropriate sites and activities.

Depending on the ability of the students and the resources available, you may decide to do all, some or none of these activities.

*Also note, it is always advisable to preview any sites you may be recommending to your pupils.*

## What is the Internet?

The Internet is a global network of smaller networks over which computers can communicate once they are connected. The World Wide Web opened to the public in 1993 and is therefore quite a new phenomenon which is constantly growing and developing.

To connect to the Internet, you open up your browser (for example Explorer or Netscape) and type the url (ie the Internet address) of the page you want to look at, into the address bar. Your computer sends out messages to other computers which send back text and pictures that appear on your screen. On most homepages there are active links that direct you to other url’s or homepages.

In fact, using the Internet is not so different from changing channels on your TV, you just use a mouse instead of a remote control. But while the TV only offers about 20 – 30 channels the Internet offers millions of websites. Like some shows on TV, some web pages are not that exciting or entertaining, so we just leave and go somewhere else where it’s more interesting!



## What is a Browser?

To be able to use the Internet you need a browser on your computer. The most popular browsers are:



Internet Explorer and



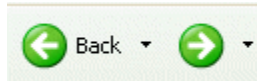
Mozilla Firefox

But there are many other browsers available, like Safari and Netscape Navigator.

The browser is a very helpful tool. The “*Back*” and “*Forward*” buttons can help you navigate your way around websites with relative ease.

## How to Use Your Browser

1. Open your browser by double clicking on the browser icon on your desktop, or by going to *Start/Programs/Internet Explorer* (assuming Internet Explorer is your preferred browser).
2. Type in <http://www.lego.com> which will take you to Lego’s homepage.
3. Look around on the site; try clicking on some hyperlinks to go to other parts of the page.
4. Try using the *Back* and *Forward* buttons in the top left corner.



## Learning to Use Search Engines

You can use search engines to help you when you are surfing. Just like walking into a library and asking for one of the Harry Potter books, you can look for material about Harry Potter on the Internet. At the library all the books about Harry Potter are in one place. But on the Internet the information can be found on millions of websites throughout the world. That is why it is very convenient to use search engines. The search engine identifies the information for you and sorts the relevant information in a list.

The first decision when using a search engine is deciding which one to use. Some search engines have material sorted by librarians but others have computers that do the sorting. That is why they work in different ways.

Here are some examples of popular search engines:



There are many more search engines out there, but these are the most common ones.

## Getting to know search engines

There are now many millions of web pages available to Internet users, therefore sometimes it can prove difficult to find exactly what you are looking for. Search engines make it easier to surf the Internet particularly if you don't know the exact url for the web page you are searching for. The search engine performs the searching for you and sorts all relevant material in a list. There are many search engines out there like <http://www.google.com> and <http://www.yahooligans.com>

## How to find sites with material you are interested in

1. Open your browser.
2. Type in *www.yahooligans.com*
3. Type into the search window: *Harry Potter* and click the *Search* button.
4. Check out a few of the sites that the search engine found for you.

You should get a list of pages that all contain material about Harry Potter. There will probably be about 3 or 4 million in total. This is because your computer has found every single page on the Internet, from all over the world that contains the words "Harry Potter". Choice Activity 1 looks at how to refine your search.

You can do this with any subject you are interested in, for example: Lord Of The Rings, Spiderman, Pokemon, Lego, football, etc.

## Choice Activity 1 – Surfing the Web

*Objective – To learn how to refine your searches by using quotes*

Have you noticed that when you are searching for something you are interested in the search engine identifies many pages from each search? Would you like to know a short cut?

If you know exactly what you're looking for you should put it in quotes "".

To see how effective this can be, try searching for *The Lord of the Rings* (no quotes). You will probably find about 2½ million pages. This is because the search engine has found all web pages containing the words "the", "lord", "of" and "rings" in no particular order. If there happens to be a book called "Rings of the Lord", you would have found it too!

Now search for "*The Lord of the Rings*" (with quotes). You will probably find about ¾ million pages because only those exact words were searched for in that exact order.

Remember that different search engines work in different ways, so it is always a good idea to click on the *Help* button and find out more about the search engine you have selected.

Please refer to *Appendix B - Sheet 1* for a student activity sheet for practising using quotes when searching.

### **Choice Activity 2 – The “Favourites” folder**

*Objective – To show students how to save their favourite sites*

When surfing the Web, most users usually go back to the same few sites again and again. To save time, you can “bookmark” these sites by saving them in a folder called “Favourites”.

Please refer to *Appendix B - Sheet 2* for a student activity sheet gives step by step instructions on how to add a site (in this case google.com) to your favourites. Note that the instructions refer to Internet Explorer, but all good browsers will have a similar function.

Also remember that Google is available as *Gaeilge*.

### **Choice Activity 3 – My Pictures Folder**

*Objective – To learn how to search for and save pictures from the Internet*

The Internet is a great source of pictures and illustrations for use in projects and on posters. Using a browser such as Google, it is possible to search exclusively for pictures on a given topic.

In *Appendix B - Sheet 3* there is a Student Activity Sheet where we search for and save pictures of Spiderman.

**Please note that before suggesting any search for students, we recommend you perform the search yourself first to ensure the appropriateness of the results.**

### **Choice Activity 4 - E-Cards**

*Objectives – Explore other sites and age appropriate activities*

[www.yahooligans.com](http://www.yahooligans.com) [www.ajkids.com](http://www.ajkids.com) and [www.onekey.com](http://www.onekey.com) are all websites designed especially for kids. The pages returned by their searches are all age appropriate, and they also contain activities to encourage kids to explore and use the Internet.

One such activity is making and sending an email greeting card, or e-card. Please refer to *Appendix B - Sheet 4* for a Student Activity Sheet with step-by-step instructions on how to do this.

## **Module 2 – Source Criticism**

*Objective – To encourage students to be critical of and to question what they see on the Internet.*

*Classroom Time      45 minutes*

*Activities              1 classroom activity (discussion & interactive quiz)*

### **Introduction**

This module deals with the issue of “source criticism”. In short, who puts information on the Internet and why they put it there. Given the age of the target audience, phrases such as “intellectual property” are avoided. Also references to such things as credit card fraud, while relevant to an adult discussion on source criticism, are not immediately relevant for 8-10 year olds.

*Appendix B – Sheet 5* consists of two pages that are intended to act as an information sheet for students, and a starting point for a classroom discussion. The aim is to encourage students to question what they see on the Internet.

At the end of the classroom discussion, the students can then take a quick 10 question quiz on source criticism, accessible at [www.webwise.ie/surfwise/quiz](http://www.webwise.ie/surfwise/quiz)

## **Module 3 – Interactive Safety Quiz**

*Objective – To test and improve students' knowledge of Internet safety*

*Classroom Time      40 minutes*

*Activities              1 Classroom activity with corresponding take home activity*

### **Introduction**

Module 3 is based around the SAFT Interactive Quiz which aims to test and improve students' knowledge of Internet safety.

The quiz is structured as follows:

Part A – What is personal information? – 10 questions

Part B – Netiquette/Appropriate behaviour – 15 questions

Part C – Emoticons/Abbreviations – 10 questions

Students cannot progress past a question until they have answered it correctly. Once they have got all 35 questions right they can then print out a special SAFT certificate and also get to play a game as a reward.

### **How to Use the Quiz**

The quiz is available online for students to perform anytime, but to get the most from it, here's our suggested approach:

1. Instruct pupils to access the Surfwise Puzzle from [www.webwise.ie/surfwise/quiz](http://www.webwise.ie/surfwise/quiz).
2. Allow the students to work through and complete all three sections of the quiz. This should be seen as a "practice session" and discussion is to be encouraged.
3. Next, students should be instructed to perform the quiz again at home, this time with a parent/guardian. This is to encourage dialogue between the students and their parents/guardians about safe and acceptable use of the Internet.

## Module 4 – Internet safety guidelines

*Objective – To familiarise students and parents/guardians with key Internet safety guidelines.*

<i>Total Classroom Time</i>	<i>60 minutes</i>
<i>Home Time</i>	<i>10 minutes</i>
<i>No. of Activities</i>	<i>Two classroom activities</i> <i>One take-home activity</i>

### **Introduction**

This module is designed to encourage parents/guardians and students to think about and discuss with each other the Internet safety messages they have been introduced to. It consists of an initial classroom activity, a corresponding take-home activity and then a second follow-up classroom activity.

The second classroom activity involves students designing a *Surfing Tools Poster*, which is unique and specific to their class.

### **Classroom Activity 1 – Introduction to Internet safety (15 mins)**

*Objective – Introduce students to 15 Internet safety guidelines*

1. Make a copy of the Internet safety guidelines sheet (Appendix B – Sheet 6) for each student.
2. Read through the 15 guidelines with your students explaining any terms they are unfamiliar with.
3. Explain the “Take-home” activity to students.

Explain the concept of the **take-home activity** to students. Students must be aware that this activity is a shared activity between parents/guardians and students. The teacher may print the surfing tools rating page for students or direct them to the correct web address so students can print the resource from home.

### **Take-home Activity – Discussion with Parents/Guardians (10 mins)**

*Objective – To facilitate a discussion between students and their parents / guardians about Internet safety*

1. Make a copy of the *Guidelines Rating Page (Appendix B - Sheet 6)* for each student.
2. Each student should go through each of the 15 points with a parent/guardian and rate them in order of importance, giving 1 to the most important and 15 to the least.

3. Both the student and their parent/guardian must sign the Guidelines Rating Page once they have completed the exercise.
4. The student must then bring the completed and signed form back into school to be used in the second classroom activity.

**Remember! Please emphasise to the students that there are no right or wrong answers. The objective is to open up discussion between teachers, students and parents/guardians.**

### **Classroom Activity 2 – Compilation of take-home activity results (45 mins)**

*Objective – Further discussion and exploration of Internet safety guidelines*

1. Ensure all students have completed and returned the *Guidelines Rating Page* from the previous take-home activity.
2. Draw 15 narrow columns on blackboard each column representing a surfing tool.
3. Ask each student how they rated the surfing guidelines from 1 to 15 (1=most important; 15=least important) and fill in the scores in the relevant columns.
4. Next, add up the scores with the assistance of the students. The guidelines with the lowest scores are the ones perceived to be the most important by the class and their parents/guardians.
5. Finally, design a poster with the class based on the 10 most important guidelines. Alternatively, you could have students design a number of posters in groups.
6. Place the poster on classroom wall where it should remain for the rest of the year. Students will then be constantly reminded of the SAFT surfing guidelines.

**Note 1:** If compiling the results as described in steps 2 and 3 above is too time consuming, you could have the students compile their results in groups and then compare and total the group results.

**Note 2:** If you consider the entire activity too long, you could divide it over two classes. The first session could be gathering and compiling the results (perhaps incorporated into a maths class). The second session could then be the design of the poster (perhaps incorporated into an arts and crafts class).

## Module 5 – Puzzle Page

*Objective – To test students understanding of the Webwise safety messages*

<i>Classroom time</i>	<i>45 minutes</i>
<i>Home time</i>	<i>10 minutes</i>
<i>No. of Activities</i>	<i>1 classroom activity</i> <i>1 take-home activity</i>

### Introduction

This module is based on the Surfwise interactive Puzzle Page. This has been designed to test and further stimulate students' understanding of the key Internet safety messages introduced in the Surfwise education programme. It takes the form of a "Problem Page" where students must reply to Internet safety dilemmas presented by other surfers.

### How to use the Puzzle Page

The Puzzle Page is available online for students to visit any time, but to get the most from it, here is our suggested approach:

1. Instruct students to visit [www.webwise.ie/surfwise/puzzle](http://www.webwise.ie/surfwise/puzzle).
2. There are eight different problems presented to students. On each page they should type in their answers and save each completed page to their personal folder on the school computer.
3. The class should then discuss their various answers and the reasoning behind their advice.

**Note:** By getting the students to answer the questions again at home, this time in collaboration with their parents/guardians, you can further facilitate student/parent dialogue. Students should be encouraged to show their parents/guardians what they have learned and "teach" them about Internet safety.



## **Appendix A**

Appendix A contains a sample “contract” which should be completed between each student, their teacher and their parents/guardians, concerning how the Internet will be used between them.

It will hopefully highlight to everyone involved the responsibilities they have when it comes to safe and appropriate use of the Internet.

## Online Usage Agreement

I \_\_\_\_\_ agree to the following:  
(Name of Child)<sup>1</sup>

- I will always ask permission before I use the Internet at home.
- I will not send personal information about me or my family to anyone whom I encounter online without my parents/guardians permission (included names, pictures, addresses, phone numbers, email addresses, name of sports clubs and schools), regardless of how nice and fun this person seems.
- I will tell my parents/guardians or teachers about any upsetting or frightening material I find online.
- I will share all the fun material I find online with my parents/guardians.
- I will keep my password a secret. I will not even tell my best friend.
- I will not meet anyone I meet online unless my parents/guardians are with me.
- I will treat others online the same way as I would like to be treated.
- I will follow these rules regardless of where I am online.

I \_\_\_\_\_ agree to the following:  
(Name of Parent)<sup>2</sup>

- I will go online with my child and explain clearly our family Internet use policy.
- I will monitor my child's use of the Internet and empower my child to teach me all the fun stuff he/she already knows.
- I will report any undesirable material found by my child to the proper authorities.
- I will instruct my child how to react to unwanted emails.
- I will help my child to find fun material online, whether for homework or just to our amusement!!
- I will encourage my child be a good "netizen" online.

I \_\_\_\_\_ agree to the following:  
(Name of Teacher)

- I will go online with my pupils and explain clearly our school Internet use policy.
- I will monitor my pupils' use of the Internet.
- I will report any undesirable material found by my pupils to the proper authorities.
- I will instruct my pupils how to react to unwanted emails.
- I will help my pupils to find fun material online!
- I will encourage my pupils to be good "netizens" online.

### Signed by:

\_\_\_\_\_  
(Child's Name)                      (Parent's Name)                      (Teacher's Name)

On: \_\_\_\_\_  
(Put Date Here)

<sup>1</sup> Child refers to all minors in the family.

<sup>2</sup> Parent refers to legal guardian.

## Appendix B

Appendix B contains 5 activity sheets to supplement the lesson plans presented in Modules 1 and 4. They are as follows:

Sheet No.	Module	Description
1	Module 1, Choice Activity 1	Using quotes to refine searches.
2	Module 1, Choice Activity 2	Adding a site to the <i>Favourites</i> folder.
3	Module 1, Choice Activity 3	Finding a picture on the Web and saving it to the <i>My Pictures</i> folder.
4	Module 1, Choice Activity 4	Sending an e-card.
5	Module 2, Student Sheet	Source Criticism (2 pages).
6	Module 4, Take-home Activity	Rating Internet guidelines with a parent/guardian.

**Choice Activity 1 – Student Sheet**

1. Open your browser and go to [www.google.com](http://www.google.com)
2. Do a search for your school by typing the full name of your school into the search window (eg “St Mary’s National School”).

**How many pages did you find?**

3. Now go back to [www.google.com](http://www.google.com)
4. Type the full name of your school into the search window again, but this time put quotes “ ” around what you type in.

**How many pages did you find this time?**

**Did you get a different number than before?**

5. Now go back to [www.google.com](http://www.google.com) again.
6. This time search for a famous sports team, but don’t use quotes.

**How many pages did you find?**

7. Next go back to [www.google.com](http://www.google.com) one last time.
8. Search for the same sports team again, but this time use quotes around what you type in.

**How many pages did you find now?**

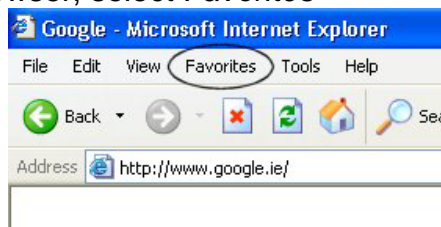
**What do you think is the difference between doing a search with quotes and without quotes?**


**Which do you think is better? Why?**

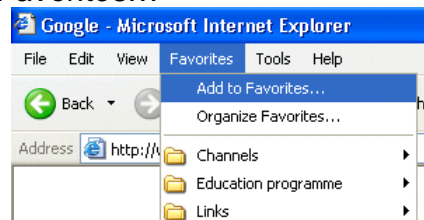

## Choice Activity 2 – Student Sheet

Did you know that when you find some fun sites on the Internet, you could store them in your computer so you can always go back and visit them again? Now let's practice making a folder where you can store all your favourite websites.

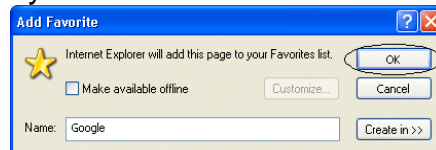
1. Open your browser and type in [www.google.com](http://www.google.com) Because this site is really fun and also helpful, it is good to have easy access to it. That is why we are going to put it in our Favourites folder.
2. At the top of the browser, select *Favorites*



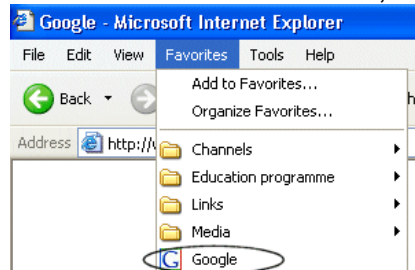
3. Next, select *Add to Favorites...*



4. A window opens and you should click the *OK* button.



By doing this, the *Google* page was saved, and you always have easy access to it. The next time you select *Favorites* from the menu, *Google* will be there.



Now follow the same steps, and try adding one of your own favourite websites.

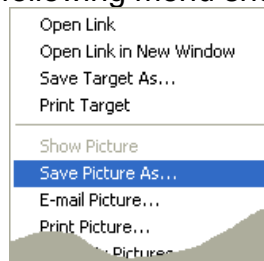
### Choice Activity 3 – Student Sheet

If you find any cool pictures on the Internet that you want to keep, you can do that. To find pictures/images on the Internet it is very helpful to use a search engine like Google. Just follow these few simple steps:

1. Open your browser.
2. Type in <http://www.google.com>
3. Above the search window there are some options, including *Images*. Click there.



4. Now you type in a word for something you want to find pictures of. Let's try to search for pictures of Spiderman. Type *Spiderman* in the search window and click the *Google Search* button.
5. Now you get a page full of pictures of Spiderman. How many pictures did the search engine find?
6. Pick the picture that you like the best. Move the mouse over the picture and right the mouse. The following menu should appear:



7. From this menu choose *Save Picture As...*
8. Then another window opens, asking you where you want to save the picture. It is best to save it in a folder called "My Pictures". This way it will be easy to find your favourite pictures because they will be all together.



9. Finally, click on the *Save* button.

Now you have saved the picture in you computer. Try searching for more pictures and save them all together in this folder.

### Choice Activity 4 – Student Sheet

Another fun search engine is [www.yahooligans.com](http://www.yahooligans.com). This site is specially designed for kids. You can play games, read jokes, check out the sports and science sections, and you can even send e-cards to your family and friends. To be able to send e-cards, you have to know the email address of the person you want to send the e-card to.

#### How to Send E-Cards to Your Friends and Family

1. Open your Internet browser and type [www.yahooligans.com](http://www.yahooligans.com) into the search window.
2. On the left hand side of the screen there is a link called *E-Cards*. Click on this link. Lots of different kinds of cards appear on the screen.
3. Pick the type of card you want to send by clicking on it. (eg a birthday card).
4. Next, click on the picture you want to put on your card.
5. A new screen opens up with three blank boxes at the top.
6. The first box says *To (first name)*. Here you must type in the name of the person you are sending the card to.
7. The next box says *Email*. Here you must type in the email address of the person you're sending the card to.
8. The third box says *From (first name)*. Just type in your own name here.
9. Next you must use the scroll bar on the right of the screen to go down to the very end of the page. Here you will see a button called *Choose a Message*. Click on this button.
10. A new screen opens up with lots of messages to choose from. Click on the circle beside the one you want to put on your card.
11. Scroll down to the very end of the page again. You will see a button called *Preview Card*. Click on this button to see what your card looks like.
12. If you're happy with it, click on the *Send Card* button at the top of the page. If you want to make any changes, you can use the *Back* and *Forward* buttons at the top of the page to go back.

The card is now sent and your friend gets a fun card to brighten up their day 😊

**Classroom Activity – Student Sheet**

**Source**

**Criticism**

**(1/2)**

**Who can put stuff on the Internet?**

Anyone can! This is great because now it's easy to find out about just about anything. But you have to be careful. Just like in real life, people on the internet can make mistakes and tell lies. Sometimes on the Internet it's even harder to know if someone is telling lies because you can't see them.

**Think about it!**  
*How can you tell if someone's telling lies in real life?*

**How do I know if what I see on the Internet is true?**

There are a few ways of checking.

- Find out who owns the web site. Do they have a good reputation? If you're not sure, ask your teacher.
- Compare what you see on the Internet with information from other places, like books and magazines.
- Compare what you see on the Internet with what you already know.
- Look for a date on the website. If the website is very old, the information might be out of date.

**Are there Ads on the Internet?**

Yes! There are lots and lots of ads on the Internet – just like on TV. But on the Internet, they can pop up anywhere. When you're reading something it's important to know if someone's trying to sell you something.

**Think about it!**  
*How can you tell if something you're reading is an ad?*



**Is it OK to copy things from the Internet?**

If you want to copy something exactly from the Internet and use it in a project or on your own website you should to do a couple of things:

- Ask permission from the owner of the website if it's OK to copy their stuff. This is only fair since it's their work.
- When you copy the stuff into your own project or website, always say where you got it from. Again, this is only fair. Otherwise, it's like robbing the work they did.

**Think about it!**

*How would you feel if someone copied all your homework without telling you?*

**Why do some sites ask me for personal details?**

Some websites collect information about people so they know what kind of ads to show them. Then they sell this information to other sites. That's why sometimes you get emails from sites you never visited. This is called spam and in Europe it's against the law.

**Think about it!**

*Do you mind websites selling your name to each other?*

**How do I know what a web site will do with my personal details?**

Good web sites will have a "Privacy Policy". This tells you exactly what they're going to do with your name, email, or any other information you give them. But as a rule you should never give any personal details over the Internet without checking with an adult first.

**Take-home Activity Sheet – Guidelines Rating Page**

*Dear Parent/Guardian,*

*As part of the Surfwise Internet safety programme your child is doing in school, we'd like you to decide with your child how you would rate the following 15 guidelines in order of importance (1=most important; 15=least important).*

*Once completed, please sign the sheet with your child and ensure it is returned to his/her teacher. The class will then compile the results and make a special "Surfing Tools" poster.*

*Thank you for your interest and co-operation, and remember, there are no right or wrong answers!*

<b>Please rate the following from 1 to 15 →</b>	
I will never disclose any personal details to someone in a chat room.	
I will tell an adult if I find something online which upsets me.	
I will always treat others on the Internet, as I would like to be treated.	
I will not insult or offend someone online even as a joke – they may not take it that way.	
I will always have fun in cyberspace and remember that the virtual world is not the real world.	
I will share with others my online experiences.	
I will always verify material I come across on the Internet.	
I will ask permission from parents/guardians before I purchase anything online.	
I will take regular breaks if I am on the Internet.	
I will not ask others to disclose personal information.	
I will not bother with adult material – that's for the oldies.	
Copying from the Net may be illegal – We always ask permission from the web author to use material from Net.	
We never copy huge chunks of material from the Net for home work – that's cheating.	
I always bookmark our favourite sites – that way we can find them again really quickly.	
If someone sent me something be email that I don't like I never forward it on – if I did that would be spamming.	

Student's Signature \_\_\_\_\_

Parent's/Guardian's Signature \_\_\_\_\_

## NOTES

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