The Media Awareness Network

presents

Privacy Playground

The First Adventure of the Three CyberPigs

Teacher's Guide

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Introduction

Welcome to the interactive game for children – *Privacy Playground: The First Adventure of the Three CyberPigs.* The purpose of this game is to teach eight-to-ten-year-old children how to surf safely on the Net, and particularly how to spot and navigate around Internet marketing ploys.

This Teacher's Guide contains background information on the issues of online marketing to children, and on how to protect one's personal privacy on the Net. It also provides activities and exercises for use at home or in the classroom.

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Background for Teachers

"RRRing! It's Barbie calling for you" cheers the Barbie Web site (www.barbie.com).

"This is You Rule School... the only school where kids rule!" exclaims the General Mills Web site (www.youruleschool.com).

"Join in!" shouts a banner headline on the M&M's Web site (www.m-ms.com), inviting visitors to throw virtual food at M&M characters.

As a marketing tool for reaching youth, there's never been a medium like the Internet. Young Canadians between the ages of 9 and 14 have approximately $1.8 billion in discretionary income, and influence ten times that amount in family spending. Add to this the fact that nearly all young people today are online on a daily basis, and you have an ideal vehicle for reaching the youth market.

Even more importantly, the Internet's interactive nature enables marketers to target and engage children individually – something that's impossible to do through traditional media such as television.

When kids participate in online activities such as surfing for fun, playing and downloading games or music, and sending and receiving e-mail messages, they present prime marketing opportunities. Some of the online strategies used to pitch brand-related messages include:

- Words and images that make a Web site feel like a place or a world.
- Friendly cartoon spokescharacters that encourage kids to identify with products and companies. (This works especially well when kids already recognize the characters from television shows and toy stores.)
- Interactive games and activities – such as colouring pages, crossword puzzles and word searches that feature brand products and characters.
- Clubs that kids can join, and contests they can enter to win prizes.
- Banner ads that link visitors to other commercial Web sites.
- Brand-related "e-cards" that kids can send to friends and family.

Privacy is also an important issue: when young people surf the Net, marketers take the opportunity to collect data about them. Methods used to elicit personal information from kids include:

- extensive registration forms that are required for kids to join online communities
- personal profiles to help young visitors meet other kids with similar interests
- personality tests and IQ quizzes
- online market surveys that allow kids to earn points for participating
- entry forms for online contests
- registration forms for downloading programs, games or plug-ins
- electronic postcards (e-cards) that kids can send to friends and family
- newsletters for kids to subscribe to
- offers of free stuff from companies, such as audio clips, celebrity profiles, discount coupons for online stores, or promotional screen-savers – provided that kids answer a few questions about themselves

Less obvious methods include electronic trackers such as cookies and Web bugs, which provide marketers with clickstream data (a virtual record of an Internet user's online activity) on how individuals respond to and interact with Web sites and advertising.

Though Canada has guidelines and legislation on electronic marketing and privacy, it can still be a challenge to recognize online marketing ploys. Therefore, it's important to teach children and teens how to think critically about online commercial playgrounds.

Additional Resources

To access additional teaching resources about marketing and privacy and other Internet issues, visit MNet's Web Awareness for Teachers section.

http://www.media-awareness.ca/english/teachers/wa_teachers/index.cfm

The Goal of Privacy Playground

Privacy Playground: The First Adventure of the Three CyberPigs is designed to help children between the ages of 8 and 10 recognize the advertising tactics used on commercial Internet sites, as well as other invasive and deceptive advertising techniques they may encounter.

The game stresses the importance of protecting the privacy of children's personal information – and that of their family and friends – so they won't be marketing targets, and can surf the Internet safely.

Curricular Fits

Privacy Playground is an interdisciplinary module that can be used to enhance:

- critical thinking and problem solving
- personal development
- aesthetic expression
- technological competence and Web literacy

Learning Outcomes

In the course of this game, students will begin to develop:

- an awareness of:
    - the methods used by marketers to elicit personal information from children on the Internet
    - the strategies marketers use to engage children online
    - the fact that online acquaintances may not be who they say they are

- an understanding of:
    - the commercial nature of the Internet
    - the Internet's unique capacity to mine data and track individual users
    - the need to protect personal privacy on the Internet, both from a marketing and a safety perspective

- an appreciation of:
    - the importance of surfing the Internet in a safe and appropriate manner

Story Outline

One afternoon, the three CyberPigs — Lil, Les and Mo Pig — head off into cyberspace for online fun and games. Using instant messaging (IM), Lil and Les arrange to meet Mo at their favourite site, *Virtual Pigsty*, a place where they can do fun things like play games, chat and create a virtual "pet porker." *Virtual Pigsty* also features activities in which players can earn "pig points" to buy their cyberpets food and toys. If they collect enough points, they can even build a mud-wrestling pen.

Upon entering *Virtual Pigsty*, they encounter a prompt for a contest. The prize, a Bristle Dream Home, is too much for Lil Pig to resist. She fills in the form to enter the contest, submitting personal information (name, age, address and a list of her favourite things) to the Bristle Dream Home company without considering how this information could be used for other purposes.

Short on the pig points he needs to build his own mud-wrestling pen, Les Pig notices that he can earn an easy 1,000 points by completing a survey. In his excitement, he begins to fill in the form but, like Lil, he fails to consider what could arise from sharing personal information (even when the survey asks how much money his mom makes or whether or not his parents drive an expensive car.) Mo Pig tries to intervene, warning that Les' mom will have his hide for providing such information, but their conversation is interrupted by the arrival of an e-mail for Lil, advertising products she's identified as her favourites on her contest entry form. More and more e-mail arrives, until her in-box is filled with spam. The CyperPigs decide they have had enough of *Virtual Pigsty* and leave, agreeing to play at sites that do not feature advertising or surveys.

Meanwhile, elsewhere on the Internet, the Big Bad Wolf hungrily searches through IM profiles on *Porkmail.com*. He sees Les Pig's profile, which includes his picture, full name, age, hometown, e-mail address and interests. The Big Bad Wolf then poses as the innocent "Ima Lamb" (who professes to share the same interests as Les) and contacts him through IM. When Les gives "Ima" his home address, the Big Bad Wolf asks to meet him in person at his house. Fortunately for Les, Ma Pig is home when the devious wolf arrives.

Throughout the game, each time the pigs have to make a decision, a friendly alien, Zorf Spudnick, asks the players whether or not the pigs should go ahead. Depending on their answers, the players receive stars and reinforcement for their good thinking — or a gentle warning about the potential negative consequences of their decision. Players are given scores at the end of the game.

Suggestions for Playing the Game

How students play *Privacy Playground* will depend on their ages and their reading abilities. Here are some options:

- Enlist a student from a higher grade to sit with two or three children as they play the game and to help them out if they get stuck. Children who need a lot of help on their first attempt should be given the opportunity to play again.

- Team up capable readers with less able readers to play the game together.

- Have pairs of children play the game and record their scores on a chart. Give children the chance to play again and to do better!

Pre-Game Discussion And Activities

About Marketing and Advertising

**Advertisers love to get kids to do their work for them, and talk parents into buying things.**

Buy Me That!

Advertisers love to get kids to do their work for them, and to talk parents into buying things.

Ask students: "What's on your birthday gift list?" Write their choices on the blackboard or on a large sheet of paper. Talk about the lists. How did they hear about the items they want? How many of them saw the items advertised on TV? What is advertising?

Talk About Advertising

Advertising is a message that tries to sell you something.
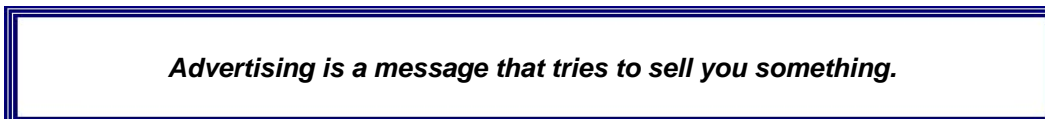
See if students know how the people who create advertising messages try to convince viewers that a certain toy, game or cereal is really the best. Explain some of the strategies that marketers use to make viewers want to buy a particular product:

- in TV ads, they usually show kids a few years older than the target age group, so they seem really cool;
- they use sound effects, heightened colour, dramatic camera angles and music to make the products in the ads look exciting; and
- they show everyone having a great time in the ads because they know people want to buy products that make them feel good.

Advertising Strategies

Here are some more advertising strategies. Ask students to find examples for each of these "tricks of the trade."

Ideal Kids (or Families) They always seem perfect: the kids look really hip (with the hottest fashions and haircuts), they have the latest toys, and everyone seems to get along! Aren't they the type you'd like you and your family to be?

Family Fun This product is shown to bring families together or help them have fun together. All it takes is for mom or dad to bring home the "right" product, and a ho-hum time turns into a family party.

Excitement Who could ever have imagined that food could be so much fun? One bite of a snack food and you're surfing in California or soaring on your skateboard!

Star Power Your favourite sports star or celebrity is telling you that this product is the best — and *not* telling you that he or she is being paid to promote the product.

Bandwagon Join the crowd! Don't be left out! Everyone's buying the latest product: Aren't you?

Scale Advertisers make a product look bigger or smaller than it really is.

Put-Downs A company criticizes its competitor's product to make its own seem better.

Repetition Advertisers believe that if you see a product or hear its name over and over again, then you'll be more likely to buy it.

Heart Strings Feel-good stories draw you in by telling a sentimental story (usually about parents and children) to make you feel positively about the product.

Sounds Good Music and other sound effects add to the excitement of ads, especially those aimed at kids. Jingles that you just can't get out of your head are meant to remind you of a product. Have you ever noticed that the volume in ads is higher than in regular programming?

Cartoon Characters Tony the Tiger sells cereal and the Nestlé Quik Bunny sells chocolate milk because they help you to identify with products.

Omission Advertisers don't give you the full story about a product, e.g., they claim that a Pop Tart is "part" of a healthy breakfast, but don't mention that the meal might still be nutritious without this product.

Are You Cool Enough? To convince you that unless you use a certain product you're a nerd, advertisers show somebody uncool trying the product and becoming cooler in the process.

Facts and Figures Advertisers use facts and statistics to enhance a product's credibility.

Print the handout **Rules for Advertising to Kids** and discuss Canada's advertising guidelines with students. Do advertisers ever break them or at least bend them? Don't forget to look in the Media Awareness Network's *Lesson Library* for teaching units and background resources on advertising and marketing at http://www.media-awareness.ca/english/teachers/index.cfm.

Weasel Words

> ***Weasel words are used to create slogans that sound catchy, but really don't mean anything – slogans such as "The taste of real" or "I can" or "Just do it" are examples of this.***

By law, advertisers have to tell the truth, but sometimes they use words that can mislead viewers.

- Ask students to pick an item from the birthday gift lists they created or draw a new product of their own design, and then think up some weasel words to convince someone else their age to want that item too.

- Have students play Weasel Word Detective with ads they've spotted on television or in other media.

(For more activities on weasel words, check out Media Awareness Network's *Watching for "Weasel Words:"* http://www.media-awareness.ca/english/resources/parents_resources/handouts/handouts_weaselwords.cfm).

About the Internet and Privacy

Where Is This Place Called Cyberspace?

> ***Cyberspace is a (virtual) reality that exists electronically.***
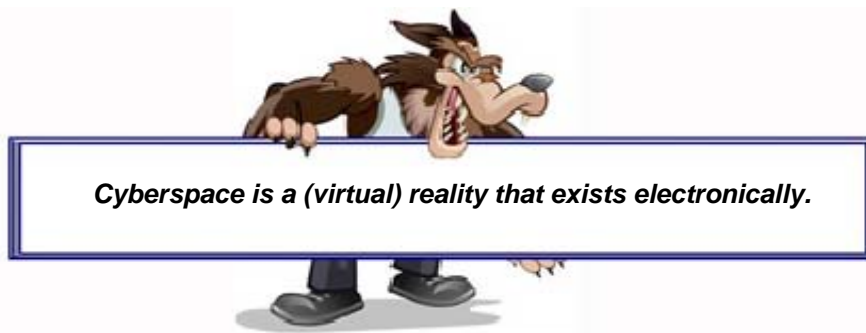
For marketers, the Internet provides a wide range of opportunities to attract a very profitable youth demographic with disposable cash and purchasing power. Kids and teens stay online longer than adults and participate in a broader range of online activities, which makes the Internet a powerful tool for marketers. Many advertisers offer virtual communities, where children can chat, join clubs and play interactive games with brand-name products and characters. Virtual communities provide a place for advertisers to promote and sell products, collect demographic and product-use information, and interact one-on-one with their targeted audience, thus attracting consumers to come back again and again.

Ask students whether they have seen advertising on the Internet.

- What kind of ads have they seen?
- Which products were being advertised?
- How do the advertisers make consumers want to buy a certain product?
- Have they spotted any weasel words? (Add any examples to the list.)

Ask students whether they have ever joined a club on a commercial Web site for kids.

- What was the advertised payoff for joining?
- What information was required to join the club?
- Did they find their experience rewarding?
- Did they receive any follow-up e-mails, spam or other forms of advertising?

For older students, distribute the **Online Marketing Strategies** handout. For younger students, use this as a discussion guide.

E-Mail, Instant Messaging and Social Networking

How important are your secrets?

E-mail, instant messaging (IM) and social networking are still relatively new forms of communication, without the historical and legal underpinnings of telephone and postal services. Until standards and polices evolve, we should treat these forms of online communication with caution, keeping in mind the following:

- most IM software and social networking sites encourage users to create personal profiles that may include names, ages, e-mail addresses, home addresses, telephone numbers, schools and hobbies (this information is then made available to any IM user on the Internet, or anyone the user accepts as a Friend on a social networking site);
- e-mail can easily be reproduced and it is fairly simple for someone to assume a false identity;
- spam can be sent through IM programs and e-mail;
- some IM programs allow access to chat rooms with strangers;
- anything you post to a social networking site could be copied, saved on someone else's computer, or sent around the world;
- saved e-mail is always accessible from a computer's hard drive; and
- e-mail does not always reach the intended recipient.

Research by Media Awareness Network in 2005 showed that more than half of Canadian students say they have made new friends online whom they have not met offline. Many of these were reported as positive experiences, but a small number were reported as being negative.

> *When you send an e-mail message, you assume that only the recipient will read it. You could be right, but don't count on it.*

Post-Game Discussion

Note to teachers: The handout **Remember Your CyberSmarts** provides an overview of *Privacy Playground's* main teaching points*.*

Commercial Playgrounds: Virtualpigsty.com

On the Internet, what looks like a playground is sometimes just a big advertisement. Like many commercial Web sites aimed at kids, each game on *Virtualpigsty.com* is really just a way to get kids to play with a company product – like Moreo Cookies and Porca-Cola soft drinks. Use some of the following ideas or questions to generate discussion with students on their experience playing the game.

- Lil Pig enters a contest for a Bristle Dream Home. Have you seen any contests while surfing on the Internet? If so, do you remember the Web site or the type of Web site that offered the contest? What was the prize?

- What do you think are the chances of Lil winning the prize? Do you know anyone who has won a prize through an online contest?

- Now that you've played the game, how would you answer Zorf's first question, "Is it logical for Lil to give out all that information about herself to enter a contest?"

- Les found out that by completing a survey he could earn enough points for the mud-wrestling pen. How would you answer Zorf's second question, "Les thinks he's found a way to get something for nothing. Do you think he should fill out the survey?"

- Were there any questions on the survey that you thought were strange? What do you think people should do when they see nosy questions?

- What types of surveys have you found on the Internet? Did any of them offer some form of payment (such as points) if you filled it out?

- What do you think of Zorf's advice, "Don't be fooled. When you want to play, go to a site that's for playing, not paying!"

- Did the *Virtualpigsty.com* site remind you of any other Web sites? If so, which ones and why?

- Have you ever been on a Web site where you could play games with the company's product or interact with its spokescharacter? How did these games make you feel about the product?

Assure students that there is nothing wrong with playing on commercial sites as long as they recognize them for what they are: online commercials. Remind students that they must be careful to protect their personal information and to avoid falling for gimmicks that are used to obtain information from them.

Non-commercial Web sites for kids include:

1. Kids love 2Learn.ca
    http://www.2Learn.ca/kids/
2. TVOKids
    http://www.tvokids.com/
3. Childnet Academy
    http://www.childnetacademy.org
4. PBSKids
    http://pbskids.org/
5. Canadian Kids
    http://www.canadiankids.net/ck/default.jsp

Collections of interesting, non-commercial sites can be found at:

Great Web Sites for Kids
http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm

Follow-up questions for further discussion with students could include:

- How do you feel about protecting your privacy?

- What would be your main reason for refusing to give out personal information online?

- How do you feel about a company collecting information about you so they can better target you to market its products?

You've Got Spam

"Spam" is unwanted e-mail sent indiscriminately to multiple mailing lists, reaching thousands of in-boxes at a time. Spam is a major problem because:

- it fills in-boxes with unwanted messages, often commercial in nature;
- it is the source of viruses, scams and "nasty" content;
- it takes up valuable time, bandwidth and storage space; and
- it affects the business and personal productivity of citizens and economies around the globe.

Lil Pig gets spammed after she gives out her e-mail address to enter a contest on *Virtualpigsty.com*. The Bristle Dream Home company can now send her e-mail at any time and for any reason. The company can even give or sell her e-mail address to other companies so they can e-mail her about their products. Lil Pig's experience teaches students the importance of guarding against spam by protecting their e-mail addresses, protecting their computers and protecting their privacy.

See also **Combat Spam: Three Key Tips** from Canada's Task Force on Spam (http://www.stopspamhere.ca).

Criminals use spam through a process called "phishing." They will often pose as a reliable source (a bank or a trusted online business), and send out mass messages suggesting that there is an urgent need for recipients to provide personal information such as passwords or credit card numbers. They often threaten to deactivate a person's account if he or she does not comply. Legitimate companies, of course, would never deal with customers in this way.

For Discussion

Print out the **You've Got Spam** handout and discuss the topic of spam with students. Discuss the reasons why Lil Pig received spam and review Zorf's fourth question, "Could Lil have done anything to avoid this problem?"

Follow-up and review questions for discussion with students could include:

1. Why is spam a major problem?
2. How can entering online contests and surveys increase our chances of receiving spam?
3. How can we protect ourselves and our e-mail in-boxes from spam?
4. Is spam just a nuisance, or is it a type of harassment?

(Teachers may wish to discuss risky elements like phishing and fraud, or how spam impedes the efficient use of e-mail for personal and business communications, and threatens the growth and acceptance of legitimate e-commerce.)

Online Profiles and Online Friends

The Internet is a fun, interactive and effective way of communicating and keeping in touch with friends. Some online utilities like instant messaging (IM) and social networking sites allow users to include an online profile to share and connect with contacts. People who are allowed to see your personal information on these sites are referred to as "Friends" or "Buddies." The key is to avoid using any information that can identify you. In the game, Les' profile included his real name, his hometown, his e-mail address and a picture of himself, all of which made him vulnerable to Big Bad Wolf's ploys. Share these tips with students to insure they get the most out of online profiles without compromising their privacy and safety.

1.   Protect your "real self"

Avoid including personal information or anything that can identify you. Strategies like giving an online name rather than your real name, using an unidentifiable e-mail address and providing an avatar instead of a photograph can help protect your identity. Be careful while registering: some companies and sites can be very aggressive in their demands and may ask for more personal information than they need. It's a good idea to have an adult help you register. Also, make sure that your permission is required before anyone can become a Friend or Buddy.

2.   Create a buddy list of people you know

Only let people you know offline become a Friend of Buddy. Some IM software offers a "chat with friends around the world" option, but remember: these aren't friends, they're strangers who could harass you. IM software makes it very easy for strangers to ask to join your buddy list. In fact, the program's default is to let strangers automatically join your contact list. It's intentionally made very easy for kids — you simply have to click on "OK."

3.   Don't share your IM user name and password with anyone – even friends

Students will often share their IM user name and passwords with friends, who could then misuse their accounts. Choose passwords that aren't easy to guess. Random combinations of letters and numbers offer the best protection against password theft.

4.   Don't instant message or Friend anyone you don't know in the real world

Never go by yourself to meet an Internet friend in person: always take a parent along. What do you think of Zorf's fifth question in the game, "Talking to people on the Internet can be a lot of fun, but do you think it's a good idea for Les to give his home address to a new cyber-friend he's never met in real life?"

The game explores two aspects of privacy protection associated with online activities. The first relates to marketing and the second relates to personal safety. Keeping this in mind, ask students to discuss:

- How are Lil's and Les' experiences in cyberspace similar? How are they different?
- Why should they be careful in protecting their identity?
- Why do we need to protect our identity?
- Who do we need to protect our identity from?

Extension Activities

From the suggestions below, select follow-up activities that suit the ages and abilities of your students.

Re-Tell the Story

To reinforce the game's main points, assign students to groups of four to discuss key ideas and then to create a short skit that shows the three pigs learning a useful lesson about advertising or safety on the Internet. Three students can act out a scenario, while the fourth describes what the pigs learned.

Investigate Cross-Marketing

Pick a recent film that students are familiar with and talk about the storyline, the characters and the songs. Ask students to:

- list some of the products they have seen that relate to the movie;

- bring into class at least one item (videos, books, toys or clothing) related to this or another movie; and

- discuss the phenomenon of movies and TV merchandising by answering the question: "If a company called PigMan Productions produced *Privacy Playground* and they wanted to make more money by selling related merchandise to you, what items do you think they would come up with?" (Depending on age and ability, students can describe or draw the products or create a promotional campaign).

Describe the following scenario to your students. You have completed a survey on the PigMan Productions site, giving your name and address, and revealing that your favourite movies have animals as stars. Ask them the following questions (answers provided):

- Why do you think PigMan Productions wants to know what kind of movies you like best?
  (Companies are better able to sell you something if they can make their advertising appeal to your own particular interests.)

- Now that PigMan Productions knows that you really like animals, how might they use this information to encourage you to buy something the next time you visit their Internet site?
  (Companies try to make us loyal to their brand. They want us to trust them and to believe that they have our best interests at heart. Because you like animals, they might have a cool animal character greet you when you arrive at their Web site, a character that treats you like an old friend. And they specifically send you ads for items relating to animals.)

- How else do you think that PigMan Productions can profit from the personal information you provided?
  (*PigMan Productions can make money by selling your name and address to another company that makes and markets similar or related products, or to a company whose sole purpose is to gather and sell mailing lists.*)

Make a Poster

Have students brainstorm the game's key ideas and record their recollections. Then compare student responses to the key points in the **Remember Your CyberSmarts** handout. Ask small groups of students to choose a key idea and create a poster to communicate that idea.

Create a Board Game

Older students can work in small groups to create a *Three CyberPigs* board game, in which the pigs encounter obstacles that slow their progress, or land on useful spots (ideas, knowledge, information) that speed them toward their goal. This can be an excellent final activity.

Activity Sheets

Have students complete the following activity sheets:

- **CyberPigs Mystery Message**
- **CyberPigs Crossword Puzzle**
- **CyberPigs Fill in the Blanks**
- **CyberPigs Word Search**

Handouts

Rules for Advertising to Kids

In Canada, advertisers *must* follow certain rules when advertising to children.

1. **Advertisers must not use words like "new," "introducing" and "introduces" to describe a product that's more than one year old.**

   - New products always seem more exciting, but advertisers are only allowed to promote a product as new for a year.

2. **Advertisers are not allowed to exaggerate.**

   - Some advertisers want to make you believe that their product is bigger or faster or better than it really is.

3. **Advertisers may not promote crafts or building toys that the average kid can't put together.**

   - When you buy a kit that's supposed to be for kids, you should be able to make it yourself.
   - Your finished project should look like the picture of the product that appears on the box.

4. **Advertisers are not allowed to sell products that aren't meant for kids.**

   - Commercials that sell vitamins or drugs should be aimed at adults, not kids. Check out some ads for adult products – do they use cartoon characters, jingles or images that would attract kids?

5. **Advertisers are not allowed to say that you *have* to buy their product, or that you *should* make your parents buy it for you.**

   - Advertisers can't say things like: "Hey kids, tell mom and dad to run down to the store and get you one now!" or "You must have our product, or you won't be cool!" But they'll still *try* to make you want to do these things – so watch commercials closely to see how they communicate these messages.

6. **Advertisers may not use well-known kids' entertainers (including cartoon characters) to promote or endorse a product.**

   - Although advertisers can create their own characters for kids, like "Tony the Tiger" or the "Nestlé Quik Bunny," they can't use performers or characters from kids' shows in their TV commercials. This rule does not apply to packaging, so you might find cartoon characters or famous people on the front of your favourite cereal box.

7. **Advertisers can't make you believe that you're getting everything they show in a commercial.**

Advertisers have to tell you exactly what you get when you buy the toy, and how much it costs. They're also supposed to clearly state:

- the complete price of *every part* of the toy they show in an ad.

- any parts of the toy shown that *cost extra*.

- any other toys in a commercial that are *sold separately*.

Next time you watch a commercial for a kids' product, see whether the advertiser obeys the rule – and whether the commercial still gives a false impression. Look for really small writing on the screen at the end of the ad, saying, for example, "Batteries not included," or the announcer talking really fast.

8. **Advertisers are not allowed to show kids or adults acting in an unsafe way with the product.**

- Unless it's part of a safety message about what *not* to do, ads can't show kids or adults doing dangerous things that children might try to copy.

9. **Advertisers can't suggest that using their product will make you better than other kids.**

- Neither can they try to make kids believe that others will make fun of them if they *don't* use the product.

10. **Advertisers may not show more than one commercial for the same product in a half-hour period.**

- In other words: No Brainwashing Allowed!

**BE AN AD DETECTIVE: CHECK OUT HOW WELL ADVERTISERS
FOLLOW THE RULES FOR ADVERTISING TO KIDS!**

REMEMBER YOUR CYBERSMARTS

Companies often use cool characters to attract you to their products. But remember: it's still just advertising. A pretend character isn't really your friend, especially when he or she is trying to sell you something.

Companies often ask kids to compete in games, join clubs or complete surveys on the Internet. They may offer you a prize for answering questions about your name, age, favourite foods, or what your parents do for a living. Don't give companies any of this personal information. Next thing you know, they'll be trying to sell you something.

You came on to the Internet to play, not to pay. Sometimes companies create cyber-playgrounds to trick kids into buying things. Don't be fooled.

Stay under cover. Don't reveal your e-mail address in online forms used in surveys or contests, or in personal profiles, or on any Web sites. Posting your e-mail address anywhere on the Internet will attract spam.

Whatever you do or say on the Internet is not private – anyone can listen in. So only talk about things that you and your family would be comfortable having the whole world (or the whole school!) know about.

You know to be wary of strangers in the real world – and it's just as important to be careful on the Internet, too. Never tell a cyber-stranger your address or your phone number, and never agree to meet a cyber-friend without telling a parent. If you do arrange to meet someone you talk to on the Internet in person, be sure it's in a public place, and bring a parent or a trusted adult with you.

Canada's **Task Force on Spam** has developed these three tips to help you protect yourself and fight spam.
http://www.stopspamhere.ca

1) Protect Your Computer

Shield your computer with anti-spam and anti-virus programs, and other security software.

Anti-spam software can automatically scan your e-mail for spam before it gets to your in-box, sending it to a junk e-mail box instead. This prevents you or a family member from inadvertently opening spam messages, and helps you manage your e-mail more effectively.

To protect against virus-laden spam e-mails and attachments, install security patches and anti-virus programs on your operating system and update them regularly.

A firewall provides added protection from hackers by protecting your privacy and personal information.

Never go online with any computer before it has had anti-spam, anti-virus and firewall protection software installed.

Always question the source.

Never open attachments (files that come with e-mails) unless you are expecting them from someone you trust. Spammers can highjack the personal and corporate e-mail accounts of others – a process known as "spoofing" – and send viruses that can corrupt your computer. If you are in doubt about an attachment, verify with the sender before opening it.

Don't let your computer become a spam zombie.

Without the system protection, your computer could be infected with viruses that are programmed to create gateways (known technically as *proxies*) that relay spam to other e-mail recipients. In severe cases, your Internet service provider (ISP) may have to shut down your account. An infected computer can cost hundreds - or even thousands - of dollars to repair.

When completing a session on the Internet, it is a good idea to disconnect from the Internet and shut down your system. Spammers are increasingly seeking out and exploiting unprotected home computers with high-speed Internet connections to use as "spam zombies."

2) Protect Your E-mail Address

Manage your online risks.

Use separate e-mail addresses for different online activities: create one e-mail address and share it *only* with trusted personal and business contacts. Create an expendable (dummy) e-mail addresses for other online activities. If these e-mail addresses become clogged with spam, discard them.

Select an e-mail address consisting of a combination of letters and numbers. By choosing a more complex e-mail address, you are making it more difficult for spammers to randomly discover and fill your e-mail account using software that randomly combines a person's first and last names.

Stay under cover.

Posting your e-mail address anywhere on the Internet will attract spam. Share your e-mail addresses *only* with people you know and trust.

Spammers collect e-mail addresses using programs such as "spiders," "crawlers" and "bots" which search the Internet for e-mail addresses to add to their lists.

If you are swamped with spam, change your e-mail address.

3) Protect Yourself

Just delete it.

Don't try, don't buy and don't reply. Never visit Web sites or buy anything advertised in a spam message. Spam is almost always a scam. *Just delete it.*

Don't respond.

Never open, reply to or click on the "remove" or "unsubscribe" link in a spam message. These actions can confirm your e-mail address, causing you to receive more spam.

Don't let spammers hook you like a "phish." Protect your personal information.

Spammers can reel in your valuable personal information through a practice known as "phishing." This occurs when an e-mail shows up appearing to come from a reliable source with whom you do business, like a bank or online business. Often the message suggests that there is an urgent need for you to provide personal information, such as your login name, passwords or even credit card numbers, often combined with the fake threat that your account will be blocked if you do not comply. In these cases, the Web site link provided is to a "copycat," counterfeited site. Be aware that legitimate companies would NEVER contact customers in this manner. If you have doubts, don't trust the information supplied in the e-mail, call the company to confirm that the request is legitimate. Also, never reply to these messages or connect through the link provided in a spam that you suspect is "phishing." If you are interested in a Web site, access it directly through a Web browser.

YOU'VE GOT SPAM

Got Spam?

Spam is unwanted e-mail that's randomly sent to thousands of people at the same time.

Spam is a major headache because:

- it fills your in-box with messages you don't want (and tries to sell you stuff you don't need!)
- it may contain viruses, scams and nasty content
- it wastes time and money by taking up valuable bandwidth and storage space
- it affects the business and personal productivity of people and countries around the globe

Nobody likes being spammed but, luckily, there's plenty we can do to protect ourselves from electronic junk mail.

Here are a few tips on how to avoid spammers:

We can **protect our e-mail address** by **creating a "dummy" e-mail account** to use when we are entering online contests or filling out online registration forms. Posting a real e-mail address anywhere on the Internet will only attract spam.

We can **protect our computers** by **using security software** such as anti-spam and anti-virus programs and remember **never** to open an attachment unless we are expecting one from someone we trust.

We can **protect ourselves** by **deleting spam and not responding to it.**

Always remember that SPAM = SCAM

DON'T TRY, DON'T BUY AND NEVER REPLY…TO SPAM

These tips have been adapted from Canada's Task Force on Spam's Three Key Tips: http://www.stopspamhere.ca

Internet Glossary

To help you understand the language of the Internet, here's an alphabetical list of some common terms.

Bookmarks: A personal list of interesting Web sites. Bookmarks ("Favorites" in Internet Explorer) make it quick and easy to get to places on the World Wide Web, just as a marker in a book helps a reader find his or her place.

Browser: The software that lets users "surf" the Web and view pages on it. Firefox and Internet Explorer are two popular browsers.

Chat: The ability to talk live with others on the Internet. Some chat rooms are monitored, meaning that people or software moderate the conversations. Most chat areas are public (conversations can be seen by everyone), but private chat areas do exist. For safety, it's recommended that kids and teens only visit monitored chat rooms and stay in the public areas.

Cyberspace: The virtual universe of computers and computer networks, especially the Internet. "Cyber" means computer, so "cyberspace" is essentially computer space.

Domain: A registered address for a Web site or an e-mail address. For example, the Media Awareness Network's domain is "media-awareness.ca." Its Web site is www.media-awareness.ca and its e-mail address ends with "@media-awareness.ca."

Download: The process of transferring computer files from the Internet to a computer.

E-mail: An electronic method of composing, sending and receiving messages over the Internet.

File-sharing: Downloadable software that permits users to share music, video, image or book files directly with peers. Examples of this software include BitTorrent or LimeWire.

Filtering tools: Software that limits where users can go online and what they can do. Filters may block access to certain sites or to some types of communication, such as e-mail, chat or IM, and may also set time limits. Many popular search engines offer filtering options to block any search results that are inappropriate.

Firewall: An electronic security barrier to prevent outsiders from getting into a computer or network.

Instant Messaging (IM):
A communications tool that combines the live nature of chat rooms with the direct contact of e-mail. Users have to download the IM software, and then agree to be part of an interconnected group (these users would make up a buddy list).

Internet: The Internet consists of countless networks of computers connected together across the world, allowing millions of people to share information. The World Wide Web, newsgroups, chat rooms, and e-mail are all parts of the Internet.

Netiquette: A combination of the words "Net" and "etiquette," netiquette refers to the online code of good manners for Internet users.

Profile: A profile is information a person shares about him- or herself online. Profiles are often included as part of online programs such as IM and social networking sites, but it's important to be careful in compiling a profile. Giving an online name rather than a real name, using an unidentifiable e-mail address and providing a drawing or cartoon instead of a photograph are all strategies that can help protect a person's identity.

Search engine: A system that allows users to search enormous databases of Web pages by scanning their titles, keywords or text.

Server: The computer where Web sites and e-mail reside.

Social networking site:
A Web site that lets users create a profile that other users can see. The profile can include as much (or as little) information as the user wants, including your name, address, age, hobbies, a photo, etc.. Other users who are "Friends" can see everything on your profile, while other users may be able to see some of it.

Spam: Unwanted bulk e-mail, the online version of junk mail.

URL: A uniform resource locator (URL) is the online address of a site or document. The URL for a Web page usually contains a domain name, a folder name and a file name. An example of a URL might be http://www.domainname/foldername/filename.

Virtual: Describes a computer-generated environment.

WWW (World Wide Web):
The Web is the visual component of the Internet. Web pages can include text, pictures, sound clips, video, links, downloadable software and much more. The Web is only one part of the Internet, although the terms are often (and mistakenly) interchanged.

Online Marketing Strategies

Online advertisers use many methods to try and get kids to buy their products. Often, they blend advertising with activities and games on the Internet so that kids don't even recognize that they're being sold to. Next time you're on a commercial kids' site, see if you can spot any of these techniques.

Some marketing techniques, such as banner ads, are pretty obvious:

Banner Ads are the most easily recognized types of advertising on the Net. Some are very flashy, and some are very sneaky. All of them want you to click on them in order to obtain information about the product they're advertising. → *click here*

Others are more subtle:

Join Buggy, Ziggy, Herman, Sally, George and all your Friends from **BUGLAND** in games, contests and Lots of Fun!

Imagine a giant commercial that kids can enter, where they can talk and play with products and product spokescharacters. Imagine a commercial that gives marketers access to information about specific kids, including their innermost dreams and desires. This is what the Internet offers advertisers through commercial Web sites.

Here are some of the methods advertisers use to involve kids with their products.

Virtual environments created to make kids feel as if they are entering an actual place.

Look for words like "world", "village", "town", "clubhouse", and "planet". Companies want children to feel that this is not a commercial – it's a special world that's been created just for them. Some Web sites ask children to submit their names before entering a site, so that they can be greeted personally on their return.

Friendly cartoon spokescharacters who encourage kids to identify with products and companies. Advertisers are hoping that brand recognition at a young age will evolve into lifelong brand loyalty.

Interactive games and activities like colouring pages, crossword puzzles and word searches featuring brand-name products and their spokescharacters.

Traditional advertisements don't work on the Internet, so advertisers seamlessly blend advertising content with games and activities.

Downloadable screensavers featuring products and spokescharacters, or e-mail "postcards" that can be sent to other kids via the commercial Web site. (The company that owns the Web site can now add these additional addresses to its database).

Clubs that kids can join and contests they can enter to win prizes (many of the prizes that are offered feature product logos, slogans or characters).

Often, kids are asked to give out personal information such as their names, e-mail and home addresses, phone numbers and preferences before they can join clubs, enter contests or play games. This gives marketers the ability to solicit kids through e-mail, build user profiles of kids who visit the site, sell information about kids to third parties and make the advertising on their Web site even more effective!

The bottom line? Recognize when you're being sold to. Commercial sites are lots of fun, but they exist to make money. When you visit commercial kids' sites, see how many online marketing methods you can spot.

Activity Sheets

CyberPigs Mystery Message

Using the alphabet code below, decode the mystery message.

___ ___ ___ ___ ___   ___ ___ ___ ___   ___   ___ ___ ___ ___ ___
14 5 22 5 18   20 5 12 12   1   3 25 2 5 18

___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___
19 20 18 1 14 7 5 18   25 15 21 18

___ ___ ___ ___ ___ ___ ___
1 4 4 18 5 19 19

Alphabet Code

1 = A	5 = E	9 = I	13 = M	17 = Q	21 = U	25 = Y
2 = B	6 = F	10 = J	14 = N	18 = R	22 = V	26 = Z
3 = C	7 = G	11 = K	15 = O	19 = S	23 = W	
4 = D	8 = H	12 = L	16 = P	20 = T	24 = X	

CyberPigs Crossword Puzzle

The completed crossword grid shows:
- **ADVERTISERS** (down)
- **PERSONAL** (across)
- **INTERNET** (across)

Grid cells numbered: 2, 3, 15, 11, 7, 6, 8, 4, 5, 14, 9, 13, 10, 1, 12
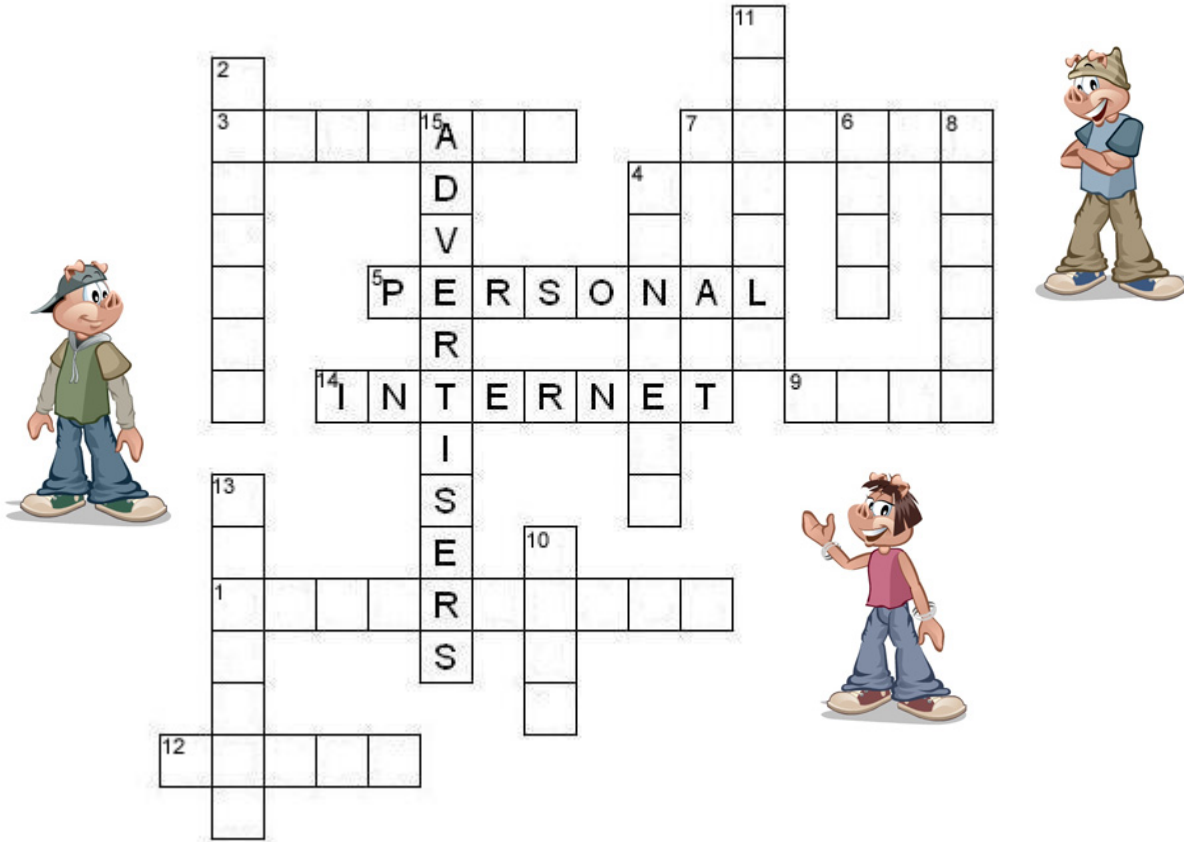
Across

1. One Afternoon, the three CyberPigs headed off into _____. (10 letters)

3. Les and Lil sent Mo an _____ message to see if he could meet them. (7 letters)

5. Lil had to enter _____ information on the entry form. (8 letters)

7. Les finds an easy way to earn 1000 _____. (6 letters)

9. Remember you came online to _____, not to pay. (4 letters)

12. The Big Bad Wolf tried to _____ Les into meeting him. (5 letters)

14. Whatever you do or say on the _____ is not private – anyone can listen in. (8 letters)

Down

2. Les told Lil that Mo wanted to play on the _____ Pigsty site. (7 letters)

4. Lil entered a _____ trying to win the prize of a Bristle Dream Home. (7 letters)

6. Lil submitted information such as _____, age, address and favourite things. (4 letters)

8. All Les needed to do was to complete a _____. (6 letters)

10. Instead of a prize, Lil received a lot of _____. (4 letters)

11. The Big Bad Wolf finds Les' _____ on Porkmail.com. (7 letters)

13. Les' information on Porkmail.com included his real name, hometown, interests and a _____ of himself. (7 letters)

15. _____ often ask kids to compete in games, join clubs or take part in surveys in efforts to later sell them products. (11 letters)

CyberPigs Fill in the Blanks

Fill in the blanks in the sentences below, choosing the words that fit from this list.

information   play   advertisements

contest   look   name   Net   spam   adult

prize   CyberPigs   sell   send

1. The three _____ were surfing the _____ one afternoon.

2. If Lil Pig entered a _____, she would win a _____.

3. What Virtual Pigsty really wanted was Lil's _____.

4. Companies can use clubs to find out more information about you to _____ you things you don't need.

5. When Lil gave out too much information, her e-mail account was filled up with _____.

6. Advertisers can make things _____ a whole lot better on your computer than they do in real life.

7. Web sites where you play games with products are not playgrounds – they are _____.

8. Remember, you came to _____, not to pay.

9. When you _____ an e-mail, remember that it isn't necessarily private.

10. Don't ever give your _____ or address to a cyber-stranger.

11. Take an _____ with you if you ever go to meet a cyber-friend.

CyberPigs Word Search

Look for these words hidden in the word search.
The words can run up, down, diagonally or backwards.

```
M   A   P   S   P   I   G   S   Y   E
L   N   A   M   E   C   H   E   C   K
E   G   A   S   S   E   M   N   O   C
I   L   F   R   E   E   T   D   N   I
N   Y   I   D   R   L   V   F   T   M
S   E   A   F   L   C   L   O   E   M
T   V   T   H   O   U   S   E   S   I
A   R   U   O   O   R   D   M   T   G
N   U   L   S   K   S   P   L   A   Y
T   S   A   S   P   A   R   E   N   T
```

parent   house   check   survey   look   contest

name   cool   Net   free   gimmick   play   spam

pigs   sell   send   profile   instant   message

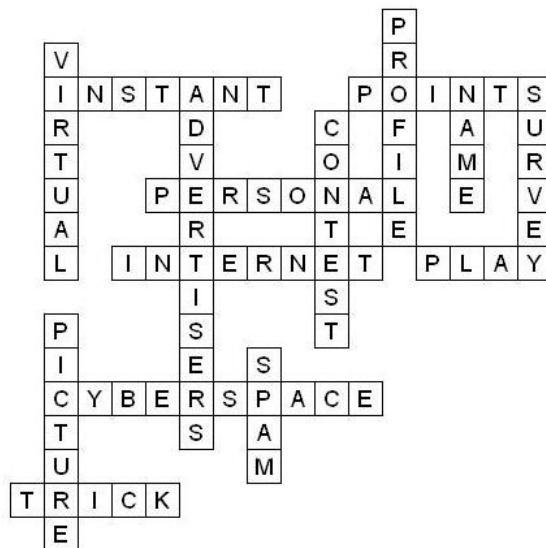# Solutions to Activities

```
N E V E R   T E L L   A   C Y B E R
14 5 22 5 18  20 5 12 12  1  3 25 2 5 18

S T R A N G E R   Y O U R
19 20 18 1 14 7 5 18  25 15 21 18

A D D R E S S
1  4  4 18 5 19 19
```

Crossword (solution)

```
                              P
                              R
      V                       I
      I N S T A N T       P O I N T S
      R         D       C   F     A   U
      T         V       O   I     M   R
      U     P E R S O N A L E     E   V
      A         R       T   E         E
      L     I N T E R N E T   P L A Y
                R     S
                I     T
      P         S
      C Y B E R S P   S
      T         E     P
      U         S     A
      R               M
   T R I C K
      E
```

Fill in the blanks

1. The three little ___**pigs**____ were surfing the ___**Net**_____ one day.

2. If Lil Pig entered a ___**contest**_____, she would win a ___**prize**_____.

3. What Virtual Pigsty really wanted was Lil's ____**information**____.

4. Companies can use clubs to find out more information about you to __**sell**____ you things you don't need.

5. When Lil gave out too much information, her email account was filled up with ___**spam**___.

6. Advertisers can make things ___**look**_____ a whole lot better on your computer than they do in real *life*.

7. Web sites where you play games with products are not playgrounds – they are _**advertisements**__.

8. Remember, you came to ___**play**_____, not to pay.

9. When you __**send**_____ an e-mail, remember that it isn't necessarily private.

10. Don't ever give your ___**name**_____ or address to a cyber-stranger.

11. Take an ___**adult**_____ with you if you ever go to meet a cyber-friend.

Word search (solution)

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