



Teacher's Guide





Teacher's Guide



CyberSense and Nonsense is the second online adventure of the three CyberPigs. In their first adventure, *Privacy Playground*, the pigs learn to protect their personal privacy online and to recognize Internet marketing ploys. This time, they explore the world of online chat rooms.

In this game, Les, Mo and Lil Pig learn some valuable lessons about the authenticity of online information, as well as rules of netiquette. The game also addresses the problematic issues of online hate and stereotyping.

This *Teacher's Guide* contains background information, discussion guides, activities and exercises that support the main "cyber-lessons" in the game.

Both the game and guide are intended for personal or educational use only. Worksheets, handouts and activities in the *Teacher's Guide* may be reproduced for personal or classroom use without permission, provided the copyright notice remains intact.



Table of Contents

Rationale	5
The Goal of <i>CyberSense and Nonsense</i>	5
Curricular Fits	5
<i>Unit Objectives</i>	
<hr/>	
Knowledge	6
Skills	6
Values	6
<i>Pre-Game Discussion and Activities</i>	
<hr/>	
Summary of the Game	7
Sequence One	7
Sequence Two	7
Sequence Three	7
Sequence Four	8
Sequences Five and Six	8
About Prejudice	9
Using the Internet	10
Communicating Electronically	10
Netiquette	11
Research on the Web	11
<i>Post-Game Discussion and Activities</i>	
<hr/>	
Reviewing the Game	12
Sequence One	12
Sequences Two and Three	13
Sequences Four and Five	14
Sequence Six	15



Extension Activities

Stories from a Different Point of View	16
Breaking Stereotypes	16
Create Some Online Rules	16
Create a Board Game	16

Handouts

Seeds of Discrimination	
Netiquette – It's Easy!	
Spotting Stereotypes	
No Stereotypes	
Wolves: Facts or Opinions?	
Wolves Facts or Opinions? Answer Sheet	
Are You Web-Aware?: Checklist for kids ages 9-12	



Teacher's Guide

Rationale



Cyber-hate, the spread of online hate propaganda, is an issue of growing public concern – especially because of its power to influence children and young people. In 2011, the Simon Wiesenthal Center identified 14,000 hate websites, a number that doesn't include user-generated content on sites such as Facebook and YouTube.

Education strategies are needed to help children learn to detect bias and recognize propaganda, both online and off. Students need guidance, experience, critical-thinking skills and evaluation strategies to decide for themselves whether the information and ideas they encounter on the Internet are legitimate.

The Goal of *CyberSense and Nonsense*

CyberSense and Nonsense is designed to help children between the ages of nine and twelve to understand the difference between biased and prejudicial information, and factual and objective information. The game is intended to alert children to the fact that information is not necessarily correct just because it's on the Internet. The game also introduces children to the concepts of stereotyping and racism on the Internet; and to the code of conduct – commonly known as “Netiquette” – expected of participants on the Net.

Curricular Fits

CyberSense and Nonsense is an interdisciplinary module that can be integrated into Language Arts, Social Studies, Drama, Health, Anti-Bullying and Computer Technology programs. The program can be used to enhance:

- critical-thinking and problem solving
- citizenship education
- communication training
- personal development
- aesthetic expression
- technological competence and Web literacy





Unit Objectives

Knowledge

Students will learn:

- that what they read, see or hear in the media should not be taken at face value
- that all information should be critically evaluated
- the meaning of the words *stereotyping*, *prejudice*, and *discrimination*
- the relationship between attitudes (such as unfair generalizations, stereotyping and prejudice) and discriminatory behaviour
- how discriminatory behaviour hurts both the victim and the perpetrator

Skills

Students will develop:

- research skills, as they learn how to gather and verify information from Internet sites and other media sources
- the critical-thinking skills required to identify stereotyping, prejudice and bias, and to understand their consequences

Values

Students will appreciate:

- the worth and dignity of every human being, regardless of culture, gender, age and ability
- the positive contributions of people who are different from themselves
- the personal role they can play in helping to prevent stereotyping and discriminatory behaviour
- the importance of being accountable for their own online behaviour





Pre-Game Discussion And Activities

Summary of the Game

Sequence One

The story of *CyberSense and Nonsense* begins with an introduction to Les, Lil and Mo Pig, and a brief overview of their first adventure, *Privacy Playground*.



In *Privacy Playground*, Les, Lil and Mo Pig have a bad experience when they meet an unscrupulous wolf on the Internet. The wolf tricks unsuspecting Les into a real-world meeting. Luckily, Mom arrives on the scene in time to prevent any real damage – but as we discover in *CyberSense and Nonsense*, the experience leaves Les with a definite bias against wolves.

As today's adventure begins, Lil and Mo invite Les to join them at the Skateboarders' Chat Club. Les, remembering his chat room experience from the previous game, is hesitant. But Lil reassures him and tells him to remember his safety rules — so off they go!

Cyber-lesson 1

Watch out! You don't always know the real identity of people you chat with on the Internet.

Sequence Two

At the Skateboarders' Chat Room Les is introduced to Wolfie, the club's newest member. Incensed that a wolf is a member of his club, Les sends Wolfie an insulting email – much to the dismay of his friends and other chat-room members.

Cyber-lesson 2

"Flaming", or insulting others, is not acceptable behaviour on the Internet.

Sequence Three

Lil reminds Les of the Skateboarders' first Rule of Netiquette: treat others with respect.

Cyber-lesson 3

Guidelines exist for good manners on the Internet, just as they do for behaviour in the real world.



Sequence Four

Another member of the chat club – Hunter Duck – also hates wolves. When he sees Les Pig's message, he invites Les to visit the "We Hate Wolves" home page. There Les is presented with some negative and biased wolf facts and testimonials. Instead of questioning this information, Les immediately passes it on to the other club members – escalating his emails from insults to full-scale attacks. Luckily for Wolfie, the other club members immediately put Les in his place for his inappropriate behaviour.

Cyber-lesson 4

"Flaming" is considered bad behaviour, and can have serious consequences.

Sequences Five and Six

Embarrassed, Les realizes that he has acted rashly, and he begins to search for more balanced information about wolves from more reliable sources. As he compares the new facts about wolves to the We Hate Wolves site, Les recognizes that he was misled. And when he receives insulting messages about pigs, he also understands how it feels to be on the receiving end of flaming. Les apologizes to Wolfie, and rejoins the fun at the Skateboarders' Chat Club.

Cyber-lesson 5

You can't believe everything you read on the Internet. Always check your information!





About Prejudice

The words *bias*, *stereotype*, *prejudice* and *discrimination* are often used interchangeably. Although they're related to one another, each word has a distinct meaning. Ask students to define and discuss these terms.

Bias

Bias is a one-sided view that a person may hold for some reason. For example, if two people have a fight in the schoolyard, each one would report the incident according to his/her point of view. Other people who saw the fight might also have a certain point of view when they tell the story – depending on their own life experiences, and their feelings about the people involved.

Stereotype

This word derives from the old-fashioned process of making metal plates of letters of the alphabet for printing purposes. It refers to a "set" or "fixed" image. When applied to people, the word describes an instant assumption about a group of people – as if all people in the group were the same, like cookies cut with the same cookie cutter.

The problem with stereotypes is that they often give us an incomplete or misleading picture, based on generalizations about groups of people – but without taking into account the diverse characteristics of individual members.

But when stereotypes are repeated again and again – on the Internet and in songs, stories, jokes and the news media – we may come to believe that they're true.

Prejudice

A prejudice is a belief or attitude we have about a particular person or group of people. Prejudice is similar to bias. This word means "to judge before" – that is, to jump to conclusions about people without actually knowing them.

All these attitudes – bias, stereotyping and prejudice – are like programmed thinking: they cause people to act in push-button ways, without really thinking about an issue or seeing all sides of an argument.

Discrimination

Discrimination occurs when we actually treat an individual or group unfavourably because of a stereotype, prejudice or bias. Unfortunately, people often discriminate against others they see as different from themselves.

Talk About It

Place the overhead transparency **Seeds of Discrimination** onto the overhead projector or distribute copies of the handout to students.

In this chart you can see how a person's beliefs and attitudes can lead to negative behaviours and actions. Why does everybody lose when this happens?



- How do you think stereotyping, prejudice, bias and discrimination hurt the victims?
- What negative consequences are there for people who mistreat others because they make pre-judgments based on stereotypes?
- How can negative attitudes like these limit your own life experiences?

Using the Internet

In addition to teaching kids about stereotypes, prejudice and discrimination, *CyberSense and Nonsense* also addresses elements of the Web such as electronic communication, netiquette and online research.

Communicating Electronically

If you ask kids what they like best about the Internet, chances are their answer will be "talking to friends."

Each day millions of kids – and adults – use the Internet and wireless technology such as cellphones to stay in touch with family, friends and people they know, as well as to meet new people from all around the world.

In many of these electronic conversations, "text messaging" is used instead of the spoken word. This can have advantages (and disadvantages!) over verbal or face-to-face conversations.

Ask students to brainstorm some of the non-verbal or non-face-to-face ways we communicate electronically. Examples might include:

- text messaging through cellphones
- instant messaging
- email
- chat rooms
- message boards

Using text to talk has led to a whole new way of communicating. Like most communities of like-minded people, the online world has its own private language. For instance, a smiley (or emoticon) is a combination of characters that form a face when you tilt your head sideways to look at it. Emoticons are a fun way to communicate feelings on the Internet, especially in instant messages, email and online chat. Some examples include:

:) happy

;) happy with a winking eye

: D happy with a big open-mouthed grin

: > sarcastic

: O surprised or shocked

: (sad

: | stone-faced

8D smiling wearing glasses

Kids also enjoy using abbreviations such as **lol** (laugh out loud), **cu** (see you) and **pos** (parent over shoulder).

- Ask students to share some of their favourite emoticons and abbreviations. (A challenge might be to translate a well-known phrase in text-talk.)



Netiquette

Just as there are rules for behaviour at home or in the classroom, there are informal rules of good conduct on the Internet. This is called netiquette. For example, spamming (sending junk email) is considered bad netiquette.



A flame is considered a major breach of netiquette. That's when rude, racist or ludicrous messages are sent by text messaging or email, or appear in chat rooms.

Ask students:

- Has anyone participated in chat rooms or instant messaging?
- For those who have participated in chat rooms, what kind of chat groups were they?
- What are some of the differences between these virtual conversations and face-to-face conversations?
- Has anyone ever had a misunderstanding with someone they were communicating with online? (For example, where a joke fell flat because the friend didn't realize it was meant to be funny.)

Review and discuss the points in the handout **Netiquette – It's Easy!**.

Research on the Web

When students are doing a research project for school, the Internet can be a helpful resource. But because many students accept most Web content at face value, it's important to help them think critically about online information.

Ask your students:

- How many of you use the Internet for research?
- What kind of information do you look for?
- How do you go about finding the online information you need?

Not all information found on the Internet is correct. Anyone can create a Web page, and it's often difficult to tell the difference between fact and opinion. Ask students:

- What's the difference between fact and opinion? (Facts are known to be true. Opinions are unproven beliefs, which may contain personal bias.)

However, there are many ways for students to verify what they find online. They should ask:

- Does the information come from sites recommended by their teacher or school?
- Is the site maintained by a reputable source such as a government department, educational organization, well-known institution or federal agency?
- Can the statements on the site be proven?

Students should remember this guideline: When in doubt, check it out. If you're unsure how accurate the information is, ask a teacher or librarian for help.



Post-Game Discussion and Activities

Have students play *CyberSense and Nonsense* individually or in pairs, and then take the whole class through the game again, sequence by sequence, to reinforce important points.

Reviewing the Game

Sequence One



- What does Les Pig do when Lil invites him to skateboard over to the Skateboarding Chat Club?
- What is Les thinking about when he shakes in fear?

From the CyberPigs' first adventure, we know that Les had a bad experience with wolves. But is he right in assuming that all wolves are bad? In real life, we know that people, like wolves, are individuals – every one of us is different.

Activity

When we use stereotypes, we reinforce the incorrect idea that all members of a group all share similar characteristics – rather than each person being individual within a larger group.

Have students come up with common stereotypes for different groups of people, for example: skateboarders have no respect for others, girls are gossips, etc. Then ask them to think of individuals they know. Are these individuals like the stereotypes?

To illustrate how multi-faceted each person is, ask students to stand up (and then sit down) when you call out each of the following variables. Tell them to keep track of how many times they stand up. (Feel free to customize these categories according to the make-up of your class.)

Stand up if you:

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Are a girl • Are a boy • Are 9 • Are 10 • Are 11 • Are 12 • Wear glasses • Like hamburgers • Use instant messaging | <ul style="list-style-type: none"> • Were born in Canada • Were born in another country • Have any pets • Have any siblings • Like to skateboard • Like rap or hip hop • Like anime • Are superstitious • Like science | <ul style="list-style-type: none"> • Play sports • Enjoy doing art • Like pop music • Like video games • Are blond • Have dark hair • Have a logo on your clothes • Volunteer in the community |
|--|---|--|

- What does this tell us about ourselves? *(That each of us fits into a number of different categories. One label does not accurately reflect who we are.)*
- What does this tell us about stereotyping? *(That stereotypes – which classify us according to narrow categories – can never fully define or represent a person or a group.)*



Sequences Two and Three



1. Discuss the message that Les sends to Wolfie. What’s wrong with it?
Your students’ answers should include the following points:
 - Name-calling (*What kind of wimp are you, Wolfie?*)
 - Provoking or "flaming" (*You think you're so tough, with your fangs and howls*)
 - Accusing someone without any reason or proof (*Real skateboarders don't steal tips from nice animals*)
 - Making other people angry or upset (*Wolfie starts to cry in response to Les Pig's comments*)

2. What rule of netiquette did Les Pig break? (*The most important rule: Treat other people with respect.*)
 - How did Les break the rule? (*Have students go back to Les Pig's email message to Wolfie for examples of misbehaviour: name calling, flaming, false accusation and promoting bad feelings.*)

Discuss Zorf Spudnik’s response:

Being able to speak your mind is important. But most schools, public libraries and Internet companies have policies that tell people what's going too far. Surfers who are hateful and cruel can lose their accounts.

In the following instant message conversations, Sk8tr and MegaGurl disagree about a movie. MegaGurl behaves rudely towards her friend in both instances, but in one, she crosses the line from being rude to flaming. Ask students: In which conversation does she cross the line? How do you know?

Sk8tr: have u seen the new SpazTroopers movie? it rocks!

MegaGurl: gross -- it bombed big-time man!!!!!!!!!!!!!!

Sk8tr: well, i thought the special effects were cool.

MegaGurl: watching my hamster on his exercise wheel is more exciting!

Sk8tr: whatever....

Sk8tr: have u seen the new SpazTroopers movie? it rocks!

MegaGurl: u loser! how can you think that piece of junk wuz good?

Sk8tr: well, i thought the special effects were cool.

MegaGurl: maybe, like if you're 6 years old or something -- what an idiot!

Sk8tr: sorry i asked....

Take a minute and have students rewrite this conversation in a way that MegaGurl and Sk8tr can respectfully disagree without being rude or insulting.



Sequences Four and Five

Review again how Les Pig reacted to Wolfie at the beginning of Sequence Two. What causes such push-button reactions in people?

Place the transparency **Seeds of Discrimination** onto the overhead projector again, and review the terms *bias*, *stereotype*, *prejudice* and *discrimination*. Discuss how Les Pig's beliefs and attitudes resulted in negative behaviour. Ask students what were the consequences of discrimination for:

- the victim (Wolfie)
- the discriminator (Les)
- the wider group (the Skateboarders' Chat Club)



Activity

Les Pig starts the game with a bias against wolves because of his experience in *Privacy Playground*. But there are two sides to every story.

- Have students develop a skit showing how two news reporters – one from the TV station WOLF and the other from its rival station, PIGG – might have reported the story of Les Pig and Wolfie on their newscasts.

Role-playing

What kinds of stereotyping or discrimination have students experienced themselves? Ask them to form groups and present brief skits to share their experiences. (For example, a group of girls might do a skit about trying to join a group of boys playing basketball, only to be told that “girls can't play basketball as well as boys.” Another group might role-play going into a store and being treated with suspicion by the sales staff, who are convinced that all teens are shoplifters.) Afterwards, discuss the ways in which these stereotypes overpower the characteristics of real people. Brainstorm ways to handle such situations.

- Form two teams, one of boys and one of girls. From TV and other media, have the boys list the female traits and interests that are most commonly featured, while the girls do the same for male characteristics and concerns

Have each group list key words that indicate common male and female stereotypes.

When this is done, ask the girls in the class to comment on the female stereotypes, and the boys to comment on the male stereotypes.

If you wish to explore stereotyping further, ask students to complete the worksheets **Spotting Stereotypes** and **No Stereotypes**.



Sequence Six

Ask students:

- What is the key point made by Zorf Spudnik at the end of the story? (*“Don’t believe everything you see on the Internet. Just because it’s there, doesn’t mean it’s true.”*)
- What was the mistake that Les Pig made? (*He didn’t distinguish between fact and opinion; and he reacted before checking out whether the anti-wolf statements were true.*)

Write these two sentences on the board:

A **fact** is something that has been proven to be true.

An **opinion** is an unproven belief.

Facts can be easily proven to be true or false.

- What are some examples of facts?
- How do we know they are true?
- What about opinions? What are some examples? Can they be proven?

Now write these two statements on the board:

Teenagers are lazy

Some teenagers are lazy

Which statement is a fact? Which statement is an opinion? Why? (*The first statement makes a biased generalization about all teenagers. It can easily be proven that not all teenagers are lazy, so this is therefore only an opinion. The second statement uses the adjective “some” to avoid implying this is true about all teenagers. It can be proven that some teenagers are in fact lazy, so this can be considered a fact.*)

Activity

Facts vs. Opinions

Have students complete the handout **Wolves: Facts or Opinions?** Tell them to read each statement carefully, taking note of generalizations and language. Remind students that it is not enough for an assertion to be expressed as a fact – it must be proven true before it can be accepted. Remind students not to use information unless they can prove it’s true, or verify it from another source.

Two websites students can visit to verify the statements about wolves are:

The Canadian Wildlife Service, Mammal Fact Sheet: Wolf

<http://www.hww.ca/en/species/mammals/wolf.html>

The Gray Wolf Page of the National Wildlife Federation

<http://www.nwf.org/wildlife/wildlife-library/mammals/gray-wolf.aspx>





Extension Activities

Stories from a Different Point of View

Obtain a copy of *The True Story of the Three Little Pigs*, by Jon Scieszka, from your school or public library. This humorous tale recounts the classic story from the wolf's perspective: a mild-mannered wolf is confronted with three rude and aggressive pig neighbours. After reading this story to your class, ask students to think of other stories or fairy tales that feature stereotypical villains such as evil witches, wicked stepmothers or cruel giants. Have them rewrite a familiar story from the perspective of one of these characters.



Breaking Stereotypes

Choose some groups which are sometimes negatively stereotyped – such as Aboriginal peoples, teens, rock musicians, visible minorities, etc. Assign groups of students to design an imaginary Web page, with text and images, on the positive contributions of either an individual or several people within that group. (If the technology is available at your school, students might like to create actual Web pages.)

Display the Web pages and share the stories within the class and with other classes.

Create Some Online Rules

- Netiquette is part of good citizenship on the Web. What are other characteristics of a responsible netizen?
- Brainstorm a list of online rules for safe and responsible Internet use, based both on the *CyberPigs* game and on other ideas contributed by students. (*You can use the MediaSmarts' Are you Web Aware? checklist as a guide.*)

Create a Board Game

Students can work in small groups to create a *Three CyberPigs* board game that reflects the lessons they have learned about stereotyping and netiquette. In the games, the pigs could encounter obstacles that slow their progress, or acquire useful ideas, knowledge and information that speed them towards their goal.

For more lessons on stereotyping and the Internet, check out the *Find Lessons & Resources* in the For Teachers section of the MediaSmarts website at <http://mediasmarts.ca/teacher-resources/find-lesson>.



Handouts



Seeds of Discrimination

EVERYBODY LOSES

DISCRIMINATION

PREJUDICE

STEREOTYPING

BIAS

**When we THINK negatively about others (bias, stereotyping and prejudice)
this can lead to TREATING them negatively (discrimination).**

When this happens, EVERYBODY loses.



Netiquette – It's Easy!

Nobody likes to be treated disrespectfully. This is true in the real world and on the Internet.

The principles of netiquette (online manners) are easy to learn. Just remember these five simple rules when you're chatting, emailing and instant messaging.



Rule 1: Play nicely with others

The first rule of netiquette is to treat others with respect. Never use language that is aggressive, rude or hateful. Avoid using capital letters – it's like **YELLING** at someone. It's better to use symbols to communicate your emotions.



Rule 2: Respect people's privacy

Some websites will ask you to give them email addresses of friends and family, but it's not a good idea to do this without asking them first. Neither is it a good idea to forward an email without asking permission from the sender.



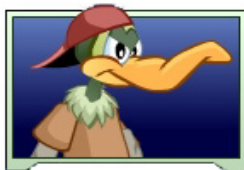
Rule 3: Know your audience

While your friends won't mind if you use slang, texting code (LOL, IMHO, etc.) or make a few spelling errors, use a more formal style of writing when talking to teachers or other adults.



Rule 4: Just the facts

When you have an ongoing email conversation with someone, avoid re-sending the whole message when you reply. Keep your message brief and be sure to fill in the "subject" in the message heading.



Rule 5: Don't spam your friends

Don't forward email chain letters or spam (electronic junk mail) – you're just passing on the clutter to someone else. No one needs these messages – as well as being a nuisance, they are prime spreaders of rumours and viruses.



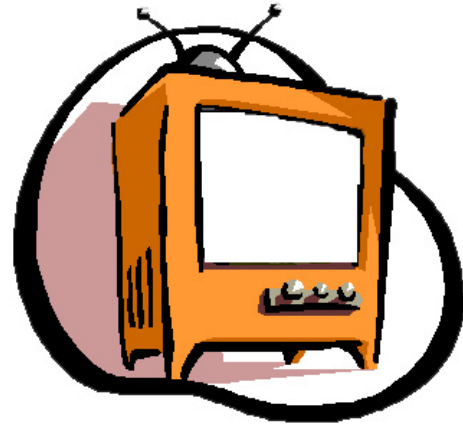
Spotting Stereotypes

Have you seen these television stereotypes? Draw a picture of each one, and underneath, write a few words that describe its characteristics. The first is done for you.

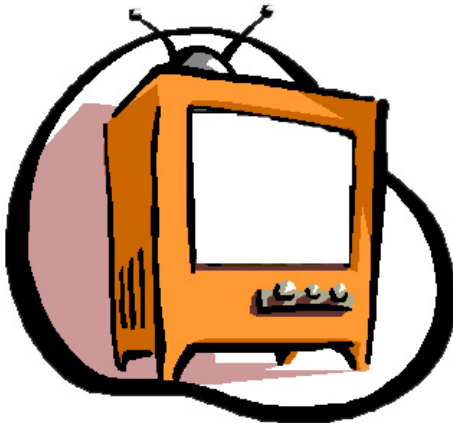


Wolf

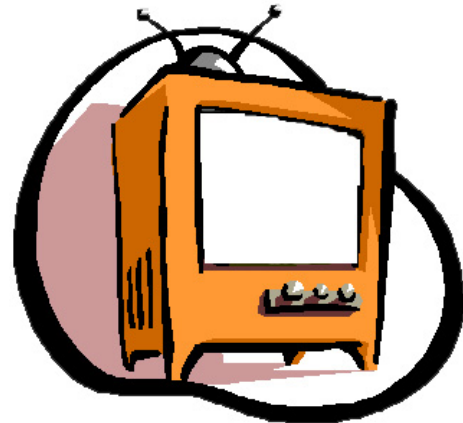
Evil, Vicious, Cunning



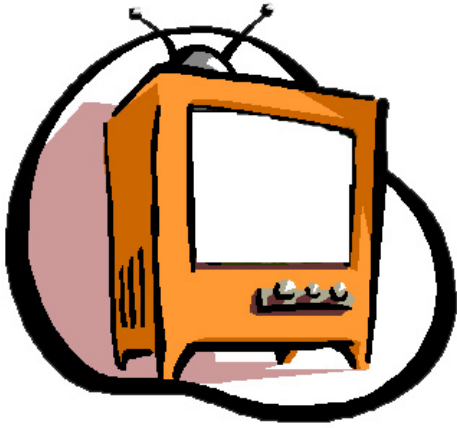
Hero



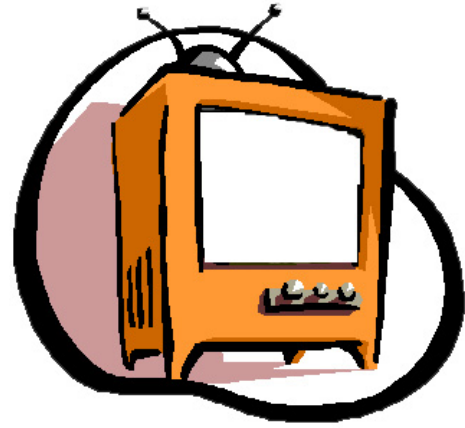
Teacher



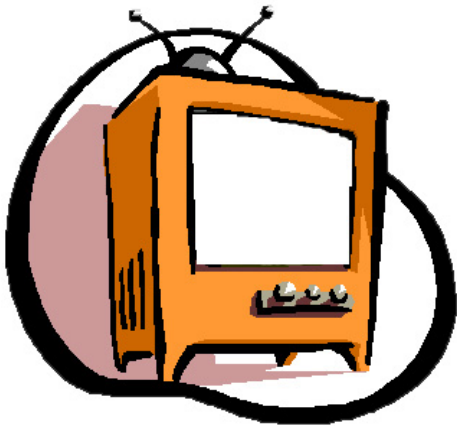
Villain



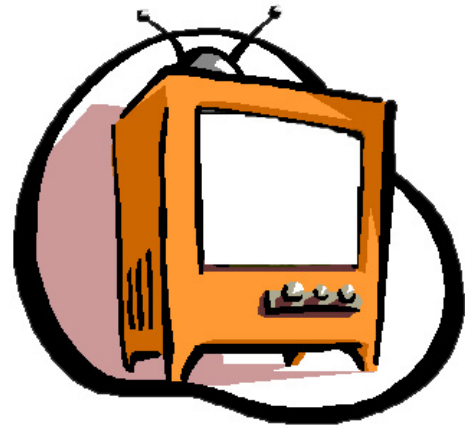
Teen Girl



Nerd



Grandparent



Teen Boy



No Stereotypes

Now forget what you did on the previous page, and draw and describe some real-life characters in the boxes below. No stereotypes, please!



Wolf

Good parent, intelligent, endangered



Hero



Teacher



Villain



Teen Girl



Nerd



Grandparent



Teen Boy



Wolves: Facts or Opinions?

Identify which of the following statements are facts, and which are opinions.
How can you find out this information?

Statement	Fact or Opinion?	Why?
Wolves are sly, cunning and mean.		
Wolves live in packs or families.		
Some North American native people think that the wolf is brave, loyal and intelligent.		
Wolves are carnivores.		
A wolf will only eat meat from a freshly killed animal.		
Wolves have supernatural powers.		
Wolves are very clever.		
Wolves are always hungry.		
Wolves will accept humans into their pack.		
Some Inuit people use wolves as work animals.		
Wolves can dig with their paws.		
Wolves will gang up on a member of their own pack.		
Wolves have a nine-week gestation period.		



Wolves: Facts or Opinions? Answer Sheet

This page clarifies which of the following statistics are facts, and which are only opinions.

Statement	Fact or Opinion?	Why?
Wolves are sly, cunning and mean.	Opinion	This statement makes a generalization about all wolves. It can be proven that most wolves do not exhibit these traits.
Wolves live in packs or families.	Fact	Animal-behaviour experts have observed that this is true.
Some North American native people think that the wolf is brave, loyal and intelligent.	Fact	Ethnologists know that in the traditional mythology and spiritual beliefs of First Peoples, the wolf is portrayed as having these traits.
Wolves are carnivores.	Fact	The fact that wolves eat meat has been well documented.
A wolf will only eat meat from a freshly killed animal.	Opinion	This statement has been proven to be incorrect: ranchers often insert poison into carcasses and leave them for wolves.
Wolves have supernatural powers.	Opinion	This statement has never been proven, so it is only an opinion.
Wolves are very clever.	Opinion	As a breed, the intelligence of wolves is well documented. However, some wolves may not be as clever as others.
Wolves are always hungry.	Opinion	Scientists have observed that wolves have to work very hard for their meals. On average, only one in ten chases is successful. However, this doesn't mean that wolves are always hungry.
Wolves will accept humans into their pack.	Opinion	Although there are many legends about humans joining wolf packs, this has never been proven. Therefore, this statement is an opinion.
Some Inuit people use wolves as work animals.	Fact	Anthropologists have observed that some Inuit people use wolves as work animals.
Wolves can dig with their paws.	Fact	Scientists and hunters have observed wolves digging out their dens.
Wolves will gang up on a member of their own pack.	Opinion	"Some wolves have been observed ganging up on another member of the pack," or "Wolves will sometimes gang up on a member" would be more accurate ways of describing this observation.
Wolves have a nine-week gestation period.	Fact	The gestation period of wolves is a scientifically proven fact.



Are you Web aware?

A checklist for kids ages 9-12

	YES	NO
I ask my parents' permission before giving out any personal information on the Internet, including: my sex, name, phone number, address, email, school name, my parents' work address/telephone numbers, credit card information, my picture and my passwords.	<input type="checkbox"/>	<input type="checkbox"/>
I only use websites for kids that my parents have checked out for me.	<input type="checkbox"/>	<input type="checkbox"/>
When I'm online I always use a nickname that doesn't reveal anything about me – including if I am a boy or girl.	<input type="checkbox"/>	<input type="checkbox"/>
If an online message makes me feel uncomfortable or frightened, I don't respond to it. Instead I tell an adult right away.	<input type="checkbox"/>	<input type="checkbox"/>
If I want to arrange a meeting with someone I've met on the Internet, I tell my parents first and make sure one of them comes with me.	<input type="checkbox"/>	<input type="checkbox"/>
I treat people nicely when I'm online and never post or send rude messages or threats.	<input type="checkbox"/>	<input type="checkbox"/>
I always ask permission from the author before taking words, pictures or sounds from a website.	<input type="checkbox"/>	<input type="checkbox"/>
I use websites and search engines for kids that my parents, teacher or librarian have told me about.	<input type="checkbox"/>	<input type="checkbox"/>
I know that things I read online aren't always true so I check the information with a parent or teacher.	<input type="checkbox"/>	<input type="checkbox"/>
I always check with an adult before opening emails, texts or accepting a 'friend' invitation from strangers.	<input type="checkbox"/>	<input type="checkbox"/>