



**Audience: Level 1 (5 -7 year olds)**

Organizing Questions:

- Who am I? Who are my friends? (Self esteem)
- How do I make and keep friends? (friendship. verbal, print and digital communication)
- How do I choose healthy leisure activities and balance my day? (balanced life, healthy leisure activities – real world vs. virtual world, choices, decision-making)
- How can I use the Internet safely to learn, communicate and have fun? (information literacy)

**Online resources for additional information**

**Important statistics**

<http://www.youthfacts.com.au/index.php?option=displaypage&Itemid=262&op=page>

**Useful websites**

<http://www.sofweb.vic.edu.au/toolkit/protect/activities.htm>

[http://www.cybersmartcurriculum.org/lesson\\_plans/](http://www.cybersmartcurriculum.org/lesson_plans/)

<http://www.cybersmart.org/for/teachers.asp>

\*\*\* <http://www.cybersmarkids.com.au/CybersmartDetectives.htm>

<http://www.kidsmart.org.uk/>

<http://www.kidsmart.org.uk/teachers/lessonplans.aspx>

<http://www.cybercrime.gov/links1.htm>

<http://www.siec.k12.in.us/west/proj/surf/surfless.htm>

[http://www.awesomelibrary.org/Library/Materials\\_Search/Lesson\\_Plans/Technology.htm](http://www.awesomelibrary.org/Library/Materials_Search/Lesson_Plans/Technology.htm)

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[http://www.netsafe.org.nz/schools/hectors\\_world\\_netsafe\\_lesson\\_plans.aspx](http://www.netsafe.org.nz/schools/hectors_world_netsafe_lesson_plans.aspx)

<http://www.netsmartzkids.org/indexfl.htm>

[http://www.media-awareness.ca/english/teachers/wa\\_teachers/index.cfm](http://www.media-awareness.ca/english/teachers/wa_teachers/index.cfm)

<http://www.netalert.net.au/03756-Links.asp>

<http://www.chatdanger.com/>



## Level 1 (5-7 year olds): Lesson one

**Organizing question:** Who am I? (identity and self-esteem)

### Lesson overview

This lesson introduces students to the picture book *Faux Paw Goes to the Games* and assists them in exploring the concepts of identity, friendship and appropriate Internet use.

### Curriculum connections

US: Language Arts, Health, Social Studies, Media Literacy, Art

IB: English, Health and Personal Development, Social Education, The Arts

### Objectives

This lesson uses the picture book *Faux Paw Goes to the Games* to help students:

- identify key events in order to understand the plot
- identify key messages
- raise questions about appropriate Internet use
- consider responsibilities to friends.

### Resources for lessons

- *Faux Paw Goes to the Games* picture book
- Worksheet 1: Main characters in *Faux Paw Goes to the Games*

## Learning Experiences

### Tuning In

Show students the cover of the book, *Faux Paw Goes to the Games*.

Ask students to describe what they see on the cover, and list suggestions on butcher paper/ the whiteboard. For example:

- a flag with a paw print that looks like the Olympic Games symbol
- some animals (e. g. panda, cat, dog)
- a torch
- a sports arena with empty stadiums
- the title of the book *Faux Paw Goes to the Games*
- other print (creators, subtitles, key messages on the cover)

Have students draw a picture predicting what they think the story will be about in *Faux Paw Goes to the Games*.

### Finding out/investigating



Have students share their drawings and predictions about the story *Faux Paw Goes to the Games* and ask students to provide reasons for their predictions. Compare and contrast student predictions.

Read the book *Faux Paw Goes to the Games* to the class.

### Discuss

Ask students what their favorite and least favorite parts of the story are. Encourage them to give reasons for their responses.

Ask students to describe what happened in the story. Provide prompts or questions to guide the discussion.

- Who was in the story?
- Who are the main characters? What was each character like?
- What things can Faux Paw do well? How do you know?
- What happened first in the story? What happened next?
- What are the Great Animal Olympics? Where are they held?
- What was Faux Paw invited to do at the Great Animal Olympics?
- What things did Faux Paw and Tai Shan plan to do in China?
- What kept distracting Faux Paw? Why was he distracted?
- How long did Faux Paw play games? How do you know?
- How do you know Tai Shan was a good friend to Faux Paw?
- How did the story end?
- What happened to Kittyface? How do you know?
- What do you think are the messages of this story?





### Organizing ideas

Create a story ladder to show key events that occurred in the story *Faux Paw Goes to the Games*. For example:

Faux Paw is distracted by an Internet game.
Tai Shan went to China to help Faux Paw.
Faux Paw ordered a plane ticket and began practicing to light the flame.
Faux Paw is invited to light the great flame.
Faux Paw tells us what he loves and what he can do.
Faux Paw introduces himself.

Make a worksheet using the story ladder created by the class. Have students work in pairs to cut out the 'rungs' of the ladder, shuffle the events and then correctly re-order them. Have the students read the events to one another.

### Activity

List the main characters (Faux Paw the Techno Cat, Kittyface, Tai Shan) in the picture book *Faux Paw Goes to the Games* on the whiteboard.

Have students use **Worksheet 1** to draw each character and to write words that describe the character. Words can be brainstormed and recorded on the board first to support vocabulary development and spelling.

As a class, write clues for a 'Who am I?' guessing game. For example:  
*Who am I?*



My friend is Tai Shan  
I am a six-toed cat  
I am addicted to the Internet

### Sharing, learning, taking action and reflecting

Have students trace around their hands and write their name in the center of the traced hand. Have students cut and paste their hands onto a large sheet of brightly colored paper. Have each student draw pictures or paste magazine images around his or her hand to show things they can do or things they enjoy.

As a class, discuss how strengths and weaknesses help to make up our identities and are part of what makes us unique and important individuals. Ask students to identify four of their own strengths and write one on each finger of the traced hand; and identify a weakness and write it on the thumb. Share and display the work.

### Activity

Set up a work-station with a digital camera and computer. Pair students, then show one pair how to use the camera and how to upload photos to the computer. Ask the pair to photograph one another doing something they enjoy and to upload the photos onto the computer. Have each pair teach the next pair to use the camera and computer.

While waiting for the camera and computer, have the students write 'Who am I?' clues for their partner on one side of a colored card, using ideas from the hand activity.

When all photos are taken and printed, paste a photo of the child referred to in the clues on the reverse side.

Shuffle the cards, then have students, read, guess and swap cards.

On the board write: *What are Faux Paw's strengths and weaknesses?*  
Ask students to think about this question while you read the picture book *Faux Paw Goes to the Games* again, and then discuss the question.

Conclude by asking students what they think Faux Paw learned about himself in this story. Record their ideas on the board.



## Level 1 (5-7 year olds): Lesson 2

**Organizing question:** How can I make and keep friends I can trust?

### Lesson overview

This lesson uses the picture book *Faux Paw Goes to the Games* to help students explore the concepts of friendship, communication and appropriate and safe Internet use.

### Curriculum connections

US: Language Arts, Health, Social Studies, Media Literacy, Art

IB: English, Health and Personal Development, Social Education, The Arts

### Objectives

This lesson uses the picture book *Faux Paw Goes to the Games* to help students:

- identify key messages
- identify the qualities of trust and friendship
- identify appropriate ways to communicate with friends
- consider responsibilities to friends
- raise questions about appropriate and safe use of computers and the Internet

### Resources for lessons

- *Faux Paw Goes to the Games* picture book
- **Worksheet 2:** Caring circles

## Learning Experiences

### Tuning in

Read the picture book *Faux Paw Goes to the Games* to the class.

Ask students what the purpose of the Great Animal Olympics is. Refer to the text in the picture book that explains the goal related to animals setting aside differences and playing games in peace. As a class, discuss what this means.

Ask students to look carefully at the illustration on this page and explain how the illustration helps to create meaning. Prompt students with the following questions:

How does the illustration help convey messages?

What do you need to know to be able to work out the messages?

Direct students to consider the use of color, gestures and facial expressions of characters, placement and sizes of animals and symbols.

Discuss how the print and the illustration work together to help readers to create the meaning.



### Finding out/investigating



Ask students to name the animals featured in the book, *Faux Paw Goes to the Games*. List the animals on the whiteboard. Re-read the book and encourage students to add to the list, then expand it by brainstorming animals from A – Z.

Assign students (or pairs of students) a letter of the alphabet. Have a student (or pair) create an illustration of an animal whose name begins with the assigned letter that could participate in the Great Animal Olympics.

Have students write a sentence for each picture explaining a game the animal could play in peace with other animals at the Great Animal Olympics.

Place pages in alphabetical order and read them to the class. Discuss the different ways animals might play together in a friendly, peaceful way. Encourage discussion that places emphasis on the value of being together and interacting with friends.

Read *Faux Paw Goes to the Games* again. This time ask students to:

- identify when Tai Shan is being a real friend to Faux Paw
- when Faux Paw lets his friends down

As a class, discuss reasons why Faux Paw lets his friends down. What is he doing? Why is he doing these things? How would his friends feel about this?

### Organizing ideas

Ask students to identify the characters who are friends in the book *Faux Paw Goes to the Games*. Compare the actions and personal qualities of Tai Shan and Kittyface. Consider why Faux Paw trusted Kittyface. Identify and discuss



signs that illustrate why he was not a real friend. You may need to re-read the book.

Demonstrate how to draw 'caring circles' using four concentric circles. In the middle place your own name. In the next ring place the name/s of a person/people you would always trust, then the name/s of someone you would trust most of the time; and finally name/s of people you would trust sometimes. Model the process on the board several times with students, then have each student use **worksheet 2** to create their own 'caring circle'.

Discuss the people students included in their caring circles. Encourage students to consider the qualities of these people. For example:

- you know them well
- you trust them
- they would not harm you
- they would protect you
- you can tell them if something is bothering you.

### Sharing, learning, taking action and reflecting

Categorize people in each student's 'caring circle' as family members, friends or trusted adults. Discuss: How do I know I can trust these people? In particular, identify the qualities of friends; and consider how students know when someone is a friend who can be trusted.

### Discuss

Use the following questions to generate discussion:

- Can you trust someone you have never met?
- Can someone you have never met be a friend?
- What about people who talk with you online? Can they be friends? Why or why not? Can they be trusted? Why or why not?
- How do you know who you are talking to online?
- What sort of feelings might you have if someone contacts you online who is not a friend? How does your body warn you when it does not feel safe?
- What should you tell people you meet online? What should always be kept private?

Have students create a 'friend' poem on a poster using words, symbols and images. It could be about friendship in general or a particular friend.



## Level 1 (5-7 year olds): Lesson 3

**Organizing question:** How do I choose healthy, well-balanced leisure activities?



### Lesson overview

This lesson uses the picture book *Faux Paw Goes to the Games* to help students explore the necessity of balanced leisure activities, and to help them in making choices in relation to appropriate and safe use of the computer and the Internet.

### Curriculum connections

US: Language Arts, Health, Social Studies, Media Literacy, Art

IB: English, Health and Personal Development, Social Education, The Arts

### Objectives

This lesson uses the picture book *Faux Paw Goes to the Games* to help students:

- identify the key messages
- identify a variety of leisure activities
- develop knowledge and skills that will help in choosing appropriate leisure activities
- introduce decision-making processes that will support healthy choices when selecting leisure activities
- raise questions about real world and virtual worlds
- consider safe and appropriate use of computers and the Internet

### Resources for lessons

*Faux Paw Goes to the Games* picture book

**Worksheet 3:** Real and screen worlds

### Learning Experiences

#### Tuning In

Create a class list of activities students like to do in their spare time.

Ask students to choose a favorite activity and to paint a picture of themselves involved in that activity. Have students write a sentence explaining why they enjoy the activity.

Display the paintings and discuss their features or qualities of the activities depicted. For example: activities that are just for fun; those participated in alone; group activities; online activities; activities that help to keep you healthy; activities that may not be so good for your health and so on.



Refresh students' memories about the cover of the book, *Faux Paw Goes to the Games*, by referring to suggestions from lesson 1. Ask them what they think might be meant by 'real life' and 'screen time'. List ideas on the whiteboard.

### Finding out/investigating

Ask students what things they can do in real life that cannot be done in a virtual world. List a few ideas on the board.

Distribute **Worksheet 3** and ask students to write or draw their ideas. Display these in the classroom.

Re-read the book again, but this time pause throughout the book to pose and discuss the following questions:

- Where is Faux Paw when Tai Shan is visiting the Forbidden City? Why is he there? What is he doing?
- Why doesn't Faux Paw practice lighting the torch?
- Why is Faux Paw late to the games?
- How are screens used by Faux Paw?
- Why do Faux Paw's eyes look so strange when he is on level three of the game and the next morning too?
- What is Kittyface's user name?
- Who is Kittyface? How do you know?
- Do you think Faux Paw should have trusted Kittyface?
- What are all the clues that Kittyface is not a good friend?
- Who is a good friend to Faux Paw? How do you know?
- What is more important, the computer game, or lighting the torch at the games? Why do you think this?
- What is more important, computer games or real friends? Why?
- How long should you play on a computer? Why?
- What things can you do in real life that you cannot do in a screen world? What can you do in a screen world that you cannot do in real life?

As a class, brainstorm Internet safety messages that Tai Shan might give to Faux Paw and messages Kittyface might give to Faux Paw, for example:

<b>Tai Shan might say:</b>	<b>Kittyface might say:</b>
Do not give out your name	I am your friend
Do not tell where you live	Trust me
Don't play too long	You know who I am
Spend time with your real friends	We've played before
	Keep playing, you'll be on the next level soon



Play a game of 'True/False/Maybe' by allocating three different parts of the classroom to each of these responses. Call out statements similar to the ones below and have students move to the part of the classroom that matches their response. Have students in each corner justify their response. Allow students to change their minds and move to new positions based upon what they hear.

- Friends I meet on the Internet are just like school friends
- I should have a parent or guardian nearby when I use the computer
- It's OK to play computer games for hours without a break
- I should try to be active outside each day
- Playing on a computer is healthier than playing a ball game
- I should stop using a computer when I feel tired
- It's OK to give out my name and address when filling in forms online
- I should give my real name when I chat on the Internet
- I should tell everyone my password
- I should tell an adult I trust if I see rude or scary things on a computer
- It's OK to say the name of my school when chatting online

#### Sharing, learning, taking action and reflecting

Write messages from Tai Shan and Kittyface listed in the previous activity and messages from the 'True/False/Maybe' game onto sentence strips. Seat students in a circle, shuffle sentence strips and place them in the center of the circle. Have students take turns reading the messages and sort them into 'safety messages' and 'beware of' messages.

Create large cardboard cut-outs of Kittyface, Tai Shan and several other animals from *Faux Paw Goes to the Games*. Make mobiles by hanging sentence strips with messages below Kittyface or the other animals, according to whether they are 'safety messages' or 'beware of' messages.

Have students paint a large class mural. Explain that you want them to plan:

- how to show things you can do in real life on an image of the Earth
- things you can do in a screen world, represented as cyberspace

Hang the mobiles near the mural and invite parents in to discuss the ideas represented.



## Level 1 (5-7 year olds): Lesson 4

**Organizing question:** How can I stay safe when having fun and communicating on the Internet?



### Lesson overview

This lesson uses the picture book *Faux Paw Goes to the Games* to help students to explore decision-making processes relating to appropriate and safe Internet use.

### Curriculum connections

US: Language Arts, Health, Social Studies, Media Literacy, Art

IB: English, Health and Personal Development, Social Education, The Arts

### Objectives

This lesson uses the picture book *Faux Paw Goes to the Games* to help students:

- identify key messages
- clarify terminology related to Internet use
- identify appropriate ways to communicate with friends online
- consider responsibilities to friends
- raise questions about appropriate use of computers and the Internet
- introduce decision-making processes that will support healthy choices

### Resources for lessons

*Faux Paw Goes to the Games* picture book

**Worksheet 4:** Tin can telephone



## Learning Experiences

### Tuning in

Show students how to make tin can telephones using two cans and twine. Provide opportunities for them to use the phones to communicate with partners.

Discuss how the phones work and have students complete **Worksheet 4**. Share and discuss students' responses.

On the whiteboard, list different ways people can communicate with one another. Accept diverse responses. For example: talk face-to-face; use a telephone; write a letter; post a card; use a fax machine; leave a message on an answering machine; email; instant messages or online chat; sms or text message; as characters in computer games; sky writing from an airplane; on a screen at sporting event.

### Finding out/investigating

Arrange for an announcement to be made over the school public address system by the principal or senior staff member that identifies who is speaking and then requests students in your class to leave their things on the desk and to move quietly to a designated place (such as the place used during an evacuation drill).

After returning to the classroom, discuss the message students heard. Ask them to identify whose voice they heard, where the message came from and to consider why they obeyed the instruction. Refer back to ideas discussed in lesson 3 regarding people who can be trusted.

Visit the office to demonstrate the technology that was used to convey the announcement. Discuss how the message was transmitted (probably using wires connected to speakers). Have students discuss the fact that although they could not see the person making the announcement from the classroom, most knew who was speaking. Consider how they also relied on a trusted adult (the teacher in the classroom) to guide them.

### Organizing ideas

Write communication strategies (listed earlier) on strips of paper. Seat students in a circle and sort communication strategies into different categories. For example: pen or print, face-to-face, information or electronic technology, or online messages that use the Internet to travel through cyberspace.



Sort and re-sort strategies, discussing each category. Have students consider how personal each form is and ask students to explain:

- how messages get to and from each person
- whether you know for sure who has communicated with you
- which messages are most trustworthy and why.

### Sharing, learning, taking action and reflecting

Read *Faux Paw Goes to the Games*.

Ask students to identify different forms of communication used by characters in the story. For example: speaking face-to-face; written invitation; sms.



Discuss which messages students think are the most personal. Ask students the following questions:

- When can Faux Paw be sure about who is communicating with her?
- When is Faux Paw tricked?
- Which messages can be most trusted and why?
- Which forms involve going online or using the Internet to travel through cyberspace?

Have students explain what is meant by going online, going into cyberspace or using the Internet. Do people really go anywhere? Is talking online the same as talking with someone face-to-face? Why or why not? What are the rules for meeting people face-to-face? What might be some good rules to help you keep safe when using the Internet to 'meet up' or talk with other people? Where possible use the students own words and word rules in positive and proactive ways. The list below may provide a guide to support this activity.

- I need my parent or guardian's permission to go online to play games, send emails or to join a chat room at home, at school, at my friends' houses and anywhere else.
- I will talk with my parents or guardians and make rules for going online.
- Personal information such as my address, telephone number, parent's work address, or name and location of my school is private and is not be given to anyone without my parent or guardian's permission.
- If I have my parent or guardian's permission to go online to play games, send emails or to join a chat room I will not tell anyone my password.
- If I see or hear anything that makes me feel uncomfortable I will tell my parent, guardian, teacher or other trusted adult.



- I need my parent or guardian's permission to meet or get together with someone I chat with or "meet" online.
- I need my parent or guardian's permission to send anyone my picture or anything else through cyberspace.
- I will ignore any messages that are mean, that bully or make me feel uncomfortable and I will tell my parent, guardian, teacher or other trusted adult.



## Level 1 (5-7 year olds): Lesson 5

**Organizing question:** How can I use computers and the Internet safely to communicate and have fun?

### Lesson overview

This lesson draws together some of the ideas from the picture book *Faux Paw Goes to the Games* to assist students to develop the knowledge and skills required in making decisions related to appropriate and safe use of the computer and the Internet.

### Curriculum connections

US: Language Arts, Health, Social Science, Media Literacy, Art

IB: English, Health and Personal Development, Social Education, The Arts

### Objectives

This lesson will help students:

- review the key messages from the picture book and relate them to their own lives
- clarify terminology related to Internet use
- identify appropriate ways to communicate with friends online
- consider responsibilities to friends
- raise questions about appropriate use of computers and the Internet
- be thoughtful about online relationships
- know they should not reveal personal information when online
- introduce decision-making processes that will support healthy choices

### - Resources for lessons

- **Worksheet 5:** Writing an email

- Website:

[http://www.netsmartzkids.org/tunes/index.htm?page=uyn\\_boylovedim\\_400k.htm](http://www.netsmartzkids.org/tunes/index.htm?page=uyn_boylovedim_400k.htm)

### Learning Experiences

#### Tuning In

Review some of the key messages from previous lessons. Ask students to share examples of their computer use: playing games, sending emails, chatting online, finding out information by using a search engine, downloading music or videos.

Develop a symbol with the class that identifies going online when using the computer. Mark items on the list with the symbol.

Consider the advantages and disadvantages of going online. For example: things are no longer private because other people can see what you are doing and you do not always know who you are communicating with.

Review the rules developed in lesson 4 that promote computer and Internet safety.



Ask students to explain the differences between sending emails and chatting (or instant messaging) with friends they know from school and people they have never met face-to-face.

List problems they think might arise from chatting with strangers both in real life and online.

### Finding out/investigating

Explain how using a computer or going online to talk with people can occur via email. Discuss and list the types of things people share in an email.

Visit the website below and select the clip 'The Boy Who Loved IM: A Lesson in Instant Messaging' which is a rap about a boy who loves to send instant messages to his friends. The boy must decide what to do when he receives a message from someone he doesn't know.

[http://www.netsmartzkids.org/tunes/index.htm?page=uyn\\_boylovedim\\_400k.htm](http://www.netsmartzkids.org/tunes/index.htm?page=uyn_boylovedim_400k.htm)

Ask students what the messages in the rap are. Create a list of the messages and use it as the basis for developing a class list of important rules to remember when communicating or talking with people online.

### Organizing ideas

Create a class list of rules for safe emails and instant messaging.

Discuss possible responses for students if a cyberpal sent an email or an instant message asking them for private information. Define what is meant by private information.

Divide students into pairs to role-play a conversation between cyberpals. One cyberpal asks for personal or private information and the other cyberpal replies, but must be clever enough to give a safe reply that avoids giving out personal or private information. Have students swap roles several times trying to trick their partner into giving out personal information.

### Sharing, learning, taking action and reflecting

Provide each student with **Worksheet 5**. Have students use it to draft a few sentences to a person they may not know.

Share worksheet 'emails', encouraging students to provide one another with feedback about what is and what is not appropriate to include in an email.

Have students work in pairs to create their own rap to communicate one of the safety rules from the list developed earlier.

Set up 'email pals' with another class. Ask students to follow the class rules for safe emails and instant messaging and to make sure their email pal knows and follows the rules too.



Students could send their cyberpal the class rules for safe emails and instant messaging and the words to the raps they have created. (Students in the paired class need to have been similarly prepared prior to this activity).

**Online resources for additional information**

[http://www.netSMARTkids.org/tunes/index.htm?page=uy boylovedim 400k.htm](http://www.netSMARTkids.org/tunes/index.htm?page=uy%20boylovedim%20400k.htm)



**Worksheet 1: Main characters in *Faux Paw Goes to the Games***

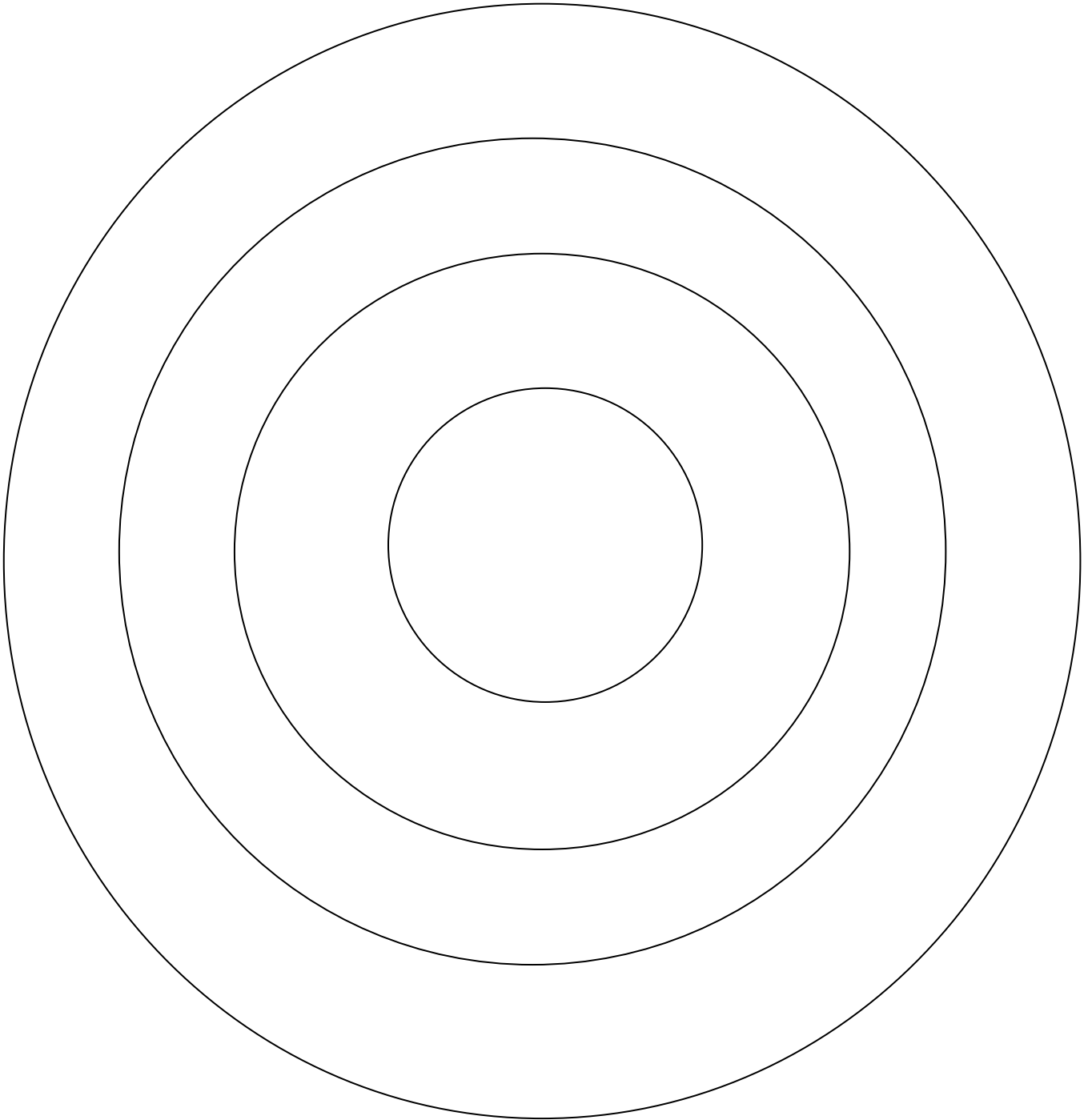
**Name:** .....

<b>Faux Paux</b>	
<b>Kittyface</b>	



**Worksheet 2: Caring circles**

**Name:** .....





**Worksheet 3: Real life and virtual worlds**

**Name:** .....

Write or draw.

Things I can do in real life

Things I can do in a virtual world



Worksheet 4: Tin can telephone

Name: .....

Draw yourself talking with a friend using a tin can telephone.

Complete the sentence

I am using a tin can telephone to talk with my friend  
..... We can see each other and

We can h..... each other. We can hear each  
other because .....

.....  
.....



**Worksheet 5: Writing an email**

**Name:** .....

To:	
Subject:	