

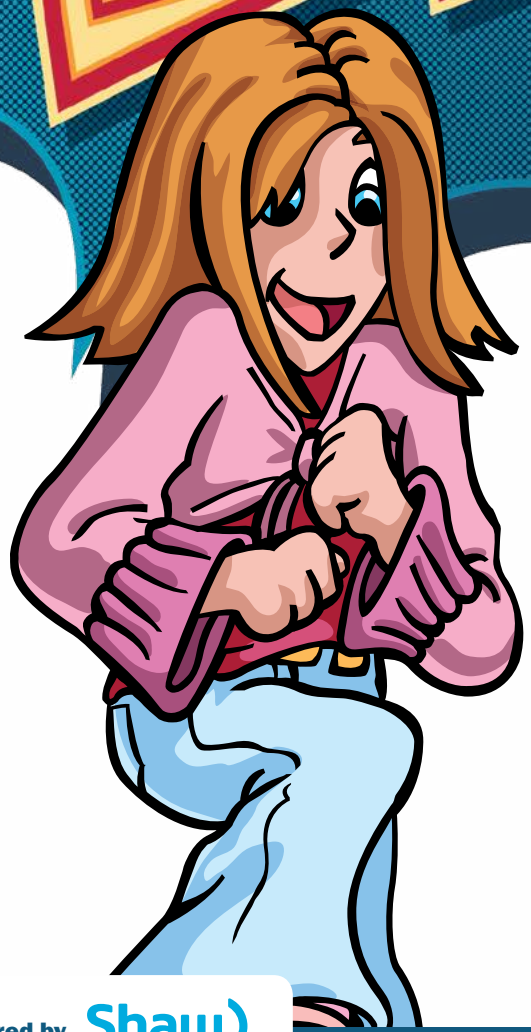
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CANADIAN CENTRE for CHILD PROTECTION®  
Helping families. Protecting children.

# Zoe & Molly Online™

Your FREE Personal Safety Lesson  
**GRADE 4 TEACHER KIT**



**ZOEANDMOLLY.CA**

Sponsored by **Shaw)**



# GRADE 4 LESSON PLAN: 45 minutes

## CHILD PERSONAL SAFETY: ONLINE GAMES

### Overview

The *Zoe and Molly Online* comic book has been distributed to schools free of charge since 2006, and for the last several years we have provided educators with this Grade 4 teacher kit. Developed by the Canadian Centre for Child Protection and sponsored by Shaw Communications, the *Zoe and Molly Online* program has been designed to promote both in-class and at-home discussions about the risks associated with children sharing personal information and sending photos online.

The *Zoe and Molly Online* story is about a young girl being manipulated by an individual she meets online who asks her to send increasingly personal information and photos. The comic book reinforces the safety strategy from the Kids in the Know program called “If asked to share and your parents aren’t aware, shout NO!” This strategy promotes adult involvement and supervision by encouraging children to always check with their guardian first before sharing personal information with anyone. The comic is intended for Grade 4 students as data shows that by Grades 5 and 6, children are building online relationships and sending photos. Children at this age become more interested in online activities; however, they do not yet have the capacity to effectively manage some of the situations they may encounter.

### Outcome

- **Students will be able to identify the benefits and the risks of the Internet**
- **Students will be able to respond safely to situations that present risk online**

### Required Materials

- **Pre-test and post-test (included in this lesson plan)**
- **Zoe and Molly Online comic book (SMART Board® version from [ZoeandMolly.ca](http://ZoeandMolly.ca), or individual paper copies ordered from [protectchildren.ca/order](http://protectchildren.ca/order))**
- **Parent/guardian letter and at-home activity page (included in this lesson plan)**
- **Chart paper, marker**





## Background

Children in Grade 4 enjoy playing online games; however, they do not yet have the experience or knowledge to effectively manage some of the situations they may come across. It is important for children at this age to be aware of those risks and learn how to identify inappropriate behaviour and handle the difficult situations they can encounter online. This lesson plan aims to help bridge essential conversations about online personal safety specific to chat components of games.

## Pre-test

Have students complete the pre-test (included). Review the pre-test to gain an understanding of the students' current online safety habits.

## Activate Prior Knowledge

### Create a Class Mind Map

1. Write a topic in the middle of the page (you can use one of the questions below to generate a topic). Write it in bold letters. Circle or place a square around the topic. Questions that will help you generate a topic include:
  - a. What do people do on the Internet? What games do kids play?
  - b. What devices have Internet access?
  - c. Where can you talk to other people online? (Through games, Facebook, emails, etc.)
  - d. What is good about the Internet?
  - e. What do people need to be careful of on the Internet?
2. As students generate thoughts and ideas with regard to the main topic, draw a branch from the topic connecting to the idea. Keep the idea that is branching out from the main topic to as few words as possible. You can use pictures, symbols and colours to help illustrate meaning.
3. Begin branching out from each idea. Have students try to grow more and more ideas. Draw lines between ideas to create lateral thinking. Number the ideas to create organizations.
4. As new ideas come forth, draw a different branch from the topic.
5. Repeat branching until all of the students' ideas appear on the map.



## Presentation

1. Before putting the comic book up on the SMART Board or handing out the comic book to students, explain that they are going to read a comic book about two friends who like to play games online. The two girls end up in an unsafe situation. Explain to students that they are going to complete some activities and make suggestions about what the girls can do to be safer.
2. If you are using the SMART Board version of the comic, read the comic together as a class. If you are using the paper copies, have the students read the comic individually, in pairs or as a group.
3. While reading, ask students to pay attention to behaviours that are safe and those that are not safe.
4. After the last frame in the comic book, read the following ending of Zoe & Molly Online and discuss it as a class:

Molly's mom hugs her and Zoe. She explains that new friendships should not be started online without permission from parents/guardians. It is impossible to know who you are really talking to and it can be unsafe. She asks the girls how they really know if No\_rulz11 is an 11-year-old girl? The two girls look at each other wide-eyed. She continues explaining that whenever they are asked to share personal information or pictures, or video chat online, they must first have permission from a parent, or in Zoe's case, as she doesn't live with her parents, her grandparents.

Molly's mom teaches the girls the safety strategy IF ASKED TO SHARE AND YOUR PARENTS AREN'T AWARE, SHOUT NO!

Zoe and Molly realize that they don't really know No\_rulz11 and they should trust their instincts when they start feeling that things seem "weird."

The girls continue playing Blocker remembering to do the following:

- always have permission from a parent/guardian before accepting new contacts in games
- always have permission from a parent/guardian before sharing personal information, sending pictures or video chatting with someone online
- always talk to a safe adult about anything online that seems weird or feels uncomfortable



## Guided Practice

### Think/Pair/Share

Ask students to think about the following questions, and then ask them to turn to a partner to discuss their answers. Finally, share as a class.

1. At what point in the comic does the conversation between Molly and No\_rulz11 seem weird?
2. Why does Molly video chat with No\_rulz11?
3. What is the first piece of personal information that Molly shares with No\_rulz11?
4. How does Zoe feel when Molly is asked to put her purple gymnastic suit on? How do you know?
5. Does Zoe do the right thing by telling Tyler what is happening? Why or why not?
6. What do you think Zoe should have done, if Tyler hadn't come downstairs?
7. Why does Molly think No\_rulz11 is a good friend? Do you think she is right? Why or why not?
8. Do you think that you would have been more like Molly or Zoe in this situation? Explain.
9. Do you think No\_rulz11 was really an 11-year-old girl? Why or why not?
10. Who do you need to ask permission from before you share with someone online?

## Closure

Read the last message from No\_rulz11 to the class. Tell the class to assume that Tyler doesn't come downstairs. Have each student draw, write or represent an ending to the story that has Zoe and Molly responding and acting in a way that keeps them safe.

## Exit Slip

Have the students complete the post-test. Have them compare their results to their answers on the pre-test to show them what they've learned.

## Home Activities

Photocopy the Letter to Parent(s)/Guardian(s) and the at-home activity page. Hand out copies to students to take home and complete with their parents(s)/guardian(s).





## Testimonials

This is what we've heard from teachers who have used the *Zoe and Molly Online* teacher kit and comic book with their classes in past years:

- **“Students all responded positively and their post-tests showed that they understood how important it was to tell their parents what they were doing on the Internet.”**
- **“The online story scenarios generated lots of good discussions with my grade 4-5 class.”**
- **“I thought it was well done and had lots of good, useable ideas.”**
- **“We read it together...and then I sent the printed copy home and asked the students to read this at home with their parents!”**
- **“I thought it was very well prepared and a very useful resource.”**
- **“The safety of the students is important and we do a lot of research online at school and at home. It's a great lesson as kids spend many hours online unsupervised.”**
- **“Parents were pleased to see Internet safety addressed at school.”**
- **“I feel that the conversation we had as a class as we read through the comics together was very beneficial.”**

## About Our Partner

Shaw Communications is a proud supporter of the Canadian Centre for Child Protection and our *Zoe and Molly Online* program. With Shaw's support, we are able to distribute child protection materials to schools across Canada free of charge. More information on their commitment to children and the community can be found at [shaw.ca](http://shaw.ca).

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Teacher \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Dear Parent(s)/Guardian(s),

The **Canadian Centre for Child Protection** (Canadian Centre) has partnered with **Shaw Communications** to create an exciting educational tool to help Grade 4 teachers and parents teach their kids how to stay safe online. The *Zoe and Molly Online* comic book and lesson plan are part of the Canadian Centre's Kids in the Know safety education program, which educates students about personal safety in an age-appropriate way. We have made this lesson available to hundreds of Canadian schools free of charge.

Today in school, your child was introduced to online safety. We encourage you to re-read the *Zoe and Molly Online* story with your child. If your child didn't bring the *Zoe and Molly Online* comic book home, download a copy from [ZoeandMolly.ca](http://ZoeandMolly.ca). Be sure to select the Grade 4 comic book. By re-reading the story at home and having a discussion with your child about online safety, you will help reinforce important safety strategies and ensure your child is better prepared to properly deal with difficult situations s/he may encounter online.

The Internet has changed the nature of games, and the interactive components of online games make them appealing to children of all ages. While it's easy for parents to believe that their child is safe while playing a game online, there are risks. Precautions need to be taken as most of these games have a chat component where kids can interact with others in real time, and relationships can be quickly established. The *Zoe and Molly Online* story and discussion topics will help parents and educators teach kids how to stay safe while playing games online and will help educate them about the risks associated with sharing their information and sending pictures online.

The *Zoe and Molly Online* comic book is based on a true case submitted to **Cybertip.ca** – Canada's national tipline to report the online sexual exploitation of children. It tells the story of a young girl who is being manipulated by an individual she meets online while playing a game. This person asks her to send increasingly personal information and pictures, leaving Zoe and Molly unsure how to respond. The activities have been designed to help teachers and parents broach this important issue with kids in a fun and interactive way.

We hope that you and your child enjoy the *Zoe and Molly Online* comic and at-home discussion topics. Together we will help ensure our children's online adventures are safer ones!

Sincerely,

Lianna McDonald, Executive Director  
Canadian Centre for Child Protection Inc.

Brad Shaw, CEO  
Shaw Communications Inc.

ZOEANDMOLLY.CA

Sponsored by **Shaw**





## **At-home activities to help parents teach their Grade 4 children about online safety**

### **What can you do?**

1. Read the story together with your child to help teach them about the risks associated with sharing their personal information and photos online.
2. Reinforce the story's message: If asked to share and your parents aren't aware, shout NO!
3. Discuss with your child the importance of asking a parent or guardian's permission before sharing any personal information online. Discussion topics can include:
  - Explaining that it is important to protect personal and private information as the Internet is a public place.
  - Explaining that sharing information online is, for example, like posting it on a bulletin board at the grocery store for anyone to see.
  - Explaining that pictures are also personal information and that kids need to have permission before sharing them online.
4. Set clear expectations for safe online practices:
  - Set the expectation that you will monitor your child's online activities, as the Internet is a public place.
  - Assist with the creation of online profiles. When signing up for games, provide a family or parental email account rather than your child's email address.
  - Monitor your child's online communications closely, and discuss the qualities of healthy and unhealthy friendships.
  - Know your child's login information. What username or character names has your child given herself/himself? Does it provide identifying characteristics about your child or her/his hobbies (shygirl, bookworm, etc.)?
  - When initially setting up any gaming console for the first time, be sure you are present to set up any parental controls and create passwords for the parental control features.

You can also visit the **Canadian Centre for Child Protection's Kids in the Know** website ([kidsintheknow.ca](http://kidsintheknow.ca)) to access other age-specific, developmentally appropriate prevention materials and educational programs.





## Grade 4 — Zoe and Molly Pre-test

Circle your answer.

1. Is it okay to share pictures online?

Yes

No

Maybe

2. Is it okay for kids to play games online?

Yes

No

Maybe

3. Is it okay for kids to say “no” to an adult?

Yes

No

Maybe

4. Is it okay to not answer someone if they ask weird questions online?

Yes

No

Maybe

5. If kids do something online that is unsafe, will they get in trouble?

Yes

No

Maybe

6. If someone asks you to do something weird online or else they will be mad at you, should you do it?

Yes

No

Maybe



## Grade 4 — Zoe and Molly Post-test

Circle your answer.

1. Is it okay to share pictures online?

Yes

No

Maybe

2. Is it okay for kids to play games online?

Yes

No

Maybe

3. Is it okay for kids to say “no” to an adult?

Yes

No

Maybe

4. Is it okay to not answer someone if they ask weird questions online?

Yes

No

Maybe

5. If kids do something online that is unsafe, will they get in trouble?

Yes

No

Maybe

6. If someone asks you to do something weird online or else they will get mad at you, should you do it?

Yes

No

Maybe