

TECHNOInternet

Teacher Guide

Lessons for Elementary Students: Grades 3-8



Introduction to the Internet

Explore wonders online.

In this course, students explore the Internet. With a map in hand, they travel to the Visitor's Center, e-Library, e-Media Center, e-Playground, e-Mail Depot, and e-Café. At each destination, they track their travels by adding a marker to their map. This online expedition allows students to discover wonders online as well as learn the importance of responsible digital citizenship.

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Introduction

This section provides valuable information about teaching TechnoInternet. It includes an overview of the course. In addition, there are ideas for implementation and technology integration.

For additional guidance, open the course in TechnoHub and select Get Started to access preparatory steps, resource list, and scheduling timetable.

[TechnoInternet Overview](#)

[TechnoInternet Course Outline](#)

[Technology Integration Ideas](#)

TechnoInternet Overview

In this course, students explore the Internet. With a map in hand, they travel to the Visitor's Center, e-Library, e-Media Center, e-Playground, e-Mail Depot, and e-Café. At each destination, they track their travels by adding a marker to their map. This online expedition allows students to discover wonders online as well as learn the importance of responsible digital citizenship.



Students complete the following tasks:

- In Session 1, students begin their e-Journey. To prepare for their trip they attend an orientation meeting. At the meeting they select the destinations where they would like to visit, plan a route, and gather their Internet map. Once they are prepared for their journey they launch a web browser. The first stop is the Visitor's Center. At the center, students have the option of visiting the Safety Booth to learn about Internet Safety, Search Engine Station to take a brief tour of the Internet using search engines, Favorites Center to learn how to return to a location using bookmarks, and the School to locate homework helper websites. *Grab your Internet map. It is time to embark on an exciting e-Journey!*
- In Session 2, students travel to the e-Library to acquire valuable information sources. There they wander the shelves in search of encyclopedias, atlases, dictionaries, and thesauruses. Once familiar with the location of useful reference materials they turn their attention to locating other informative websites. The sheer volume of materials requires them to learn tips for assessing if a source is trustworthy. These strategies are then used to determine if a website is a reliable source. *Shush! You are entering the e-Library!*
- In Session 3, students take an excursion to the e-Media Center. There they discover a collection of photos, videos, and maps. This assortment of media is examined to learn more about the material that can be found on the Internet. *It is time to click around to discover great stuff on the Internet!*
- In Session 4, students have fun at the e-Playground. They grab some headphones to listen to their favorite song on the Sound Stage. Next, they go over to the Webcam Observatory where they view live images from around the World captured by webcams. Afterwards they venture to the Arcade to play online games. There are so many great places to have fun on the Internet. *Experience the Excitement!*
- In Session 5, students take a trip to the e-Mail Depot. Here they communicate with friends by sending electronic messages from the e-Mail Post Office. To prepare for this part of the e-Journey, students consider the benefits to e-mail, review e-mail guidelines, take a safety quiz, and learn about netiquette. Afterwards, students learn how to send, read, reply, forward, and delete e-mail messages. In addition, they practice sending attachments. If time permits, students can visit the Ecard Shop to send greetings to friends and family members. *Exchange greetings with friends!*

- In Session 6, students meet in the e-Café. This portion of the e-Journey takes them into the realm of chat and social media. Before they can start to mingle with friends online, students learn information about cyberbullying, guidelines to keep them safe, and communication tips. Once familiar with how to behave as a responsible digital citizen, they have the option of visiting either the Chat Room or Social Media Place to socialize with friends.

TechnoInternet Course Outline

<p><i>Purpose:</i> Take a tour of the Internet. Develop search strategies and practice responsible digital citizenship while exploring online.</p>	<p><i>Preparation:</i></p> <ul style="list-style-type: none"> • Install a web browser • Select Internet Map to track progress • Pick Internet destinations for course • Share <i>Internet</i> folder with students
<p><i>Objectives:</i> (see <i>Appendix A: Skill Summary</i>)</p> <ul style="list-style-type: none"> • practice Internet safety • demonstrate ethical, responsible behavior • recognize the meaning of Internet terms • use search strategies to locate resources • assess the trustworthiness of information • respect copyright when using resources • bookmark web pages • play games, listen to music, view webcams • watch educational and entertaining videos • prevent cyberbullying • communicate using email or chat • evaluate forms of social media 	<p><i>Materials:</i></p> <ul style="list-style-type: none"> • Assessment: Skill Summary, Internet Reflection, Review, Skill Reviews, Quizzes • Printable Internet Map with Markers • Handouts: Email Parent Letter, Parent Letter, Certificate • Digital Citizenship Card • Internet folder: <ul style="list-style-type: none"> ◦ map template, map markers ◦ Internet Favorites ◦ Email Tips
<p><i>Summary of Activities:</i> Visit web-based destinations and complete Internet activities at the Visitor's Center, e-Library, e-Media Center, e-Playground, Email Depot, and e-Café.</p> <ul style="list-style-type: none"> • Learn safety tips and earn an Internet Citizenship card at the Visitor's Center. • Navigate the WWW to discover the meaning of Internet terminology at Search Engine Station. • Apply search strategies at Search Engine Station. • Search the Internet and then bookmark web pages in the Favorites Center. • Explore online encyclopedias, atlases, dictionaries, and thesauruses in the e-Library. • Examine websites to determine their trustworthiness in the e-Library. • Filter online images to collect pictures from the Image Gallery. • View documentaries, speeches, demonstrations, and entertaining footage at the Video Theater. • Listen to online radio stations, sound clips, and favorites songs at the Sound Stage. • Observe remote events and attractions at the Webcam Observatory. • Play online games and rank the entertainment value at the Arcade. • Learn email safety and netiquette at the Email Post Office. • Compose, send, receive, reply, and forward messages at the Email Post Office. • Attach a file to an email message at the Email Post Office. • Discuss cyberbullying in the e-Café. • Establish chat guidelines in the Chat Room. • Chat with friends by exchanging messages in real time in the Chat Room. • Explore social media sites at Social Media Place. 	
<p><i>Extension Activities:</i></p> <ul style="list-style-type: none"> • Homework Helper for School: Locate and then bookmark homework helper websites. • Read News on Current Events: Read articles from popular newspapers and magazines. • Survey the Map Collection: Develop map skills by plotting a location and generating directions. • At the Shopping Mall: Conduct an interview to learn about online shopping habits. • Online Banking: Conduct an interview to understand reasons people use online banking services. • Visit the Ecard Shop: Send electronic greeting cards for a special event or achievement. • Explore the Blogosphere: Study blog posts at Social Media Place. 	
<p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Self-Evaluation (Internet Reflection) • Teacher Evaluation (Quizzes, Review, Skill Review, Skill Summary) 	
<p><i>Notes:</i></p> <ul style="list-style-type: none"> • Choose destinations based on students' experience, access to resources, interest, and time. 	

Technology Integration Ideas

In TechnoInternet students explore web-based resources and services to discover how they can use them responsibly in their daily life. There is a focus on best practices, safety, and digital citizenship. Use this technology course to create a foundation for future learning.

To make learning fun, the activities are about an imaginary world. Destinations include the **Visitor's Center**, e-Library, e-Media Center, e-Playground, e-Mail Depot, and e-Café. Students take a tour of various locations to learn about the Internet.

Use these suggestions to integrate TechnoInternet into curriculum:

- *Establish Guidelines for Responsible Use:* At the beginning of the school year, introduce rules for using the Internet. Outline the behavior expected from students when online. This is an opportunity to review your school's Acceptable Use Policy with students. Complete Assignment 1 to have everyone take an Internet Safety Quiz.
- *Introduce Terminology to Beginners:* Familiarize young children with Internet terminology. Complete Assignment 2 to help students gain an understanding of the meaning of common terms.
- *Prepare Students for a Research Assignment:* Prior to assigning a task that requires fact finding, teach essential research skills. Help students acquire effective search strategies, recognize multiple sources of information, assess trustworthiness, and respect copyright. Complete Assignments 3-6.
- *Discuss Current Events:* Incorporate current events into curriculum by accessing news stories online. Develop reading, writing, and critical thinking skills. Have students summarize a story, formulate an opinion, compare the reporting of an event from a variety of sources, or provide the latest information on a topic they are studying. Complete the Session 2 Extension Activity.
- *Support a Multimedia Project:* Before beginning a multimedia project, highlight the location of web-based resources including pictures, videos, maps, and sounds clips. Teach students how to responsibly incorporate files into a presentation, digital story, or advertisement. Complete Assignments 7-9.
- *Take a Virtual Field Trip:* Bring the world into your classroom. Include a webcam into a geography, social studies, or science unit. Have students see in real-time an event or location. Complete Assignment 10 to prepare for using this technology.
- *Manage Free Time:* Have students remain engaged after they have finished their assigned work. Complete Assignment 11 to bookmark websites they can visit to play educational games.
- *Get Ready for a Digital Classroom:* In advance of having students submit work digitally, teach them to exchange ideas using email. Later they will be able to use these skills to communicate with others and share files. Complete Assignments 12-15.
- *Provide a Framework for Remote Learning:* If students will be working on collaborative projects outside of school hours or with people in other locations it is a good idea to show them how to use chat. This will allow an easy flow of ideas. Complete Assignments 16-18.
- *Protect Student Safety:* When your students begin to use social media services, it is essential they understand how to protect their privacy, post content responsibly, and exchange ideas respectfully. Complete Assignments 16-19.
- *Prepare for a Blogging Unit:* Encourage students to explore the blogosphere to discover a range of blogs. Provide a framework for including blogging into curriculum. Complete the Session 6 Extension Activity.

Ideas for Teaching TechnoInternet:

- *Teach the Entire Course:* Teach all the activities as part of an Internet or digital citizenship unit.
- *Select Activities Based on Student Needs:* Assess your students to determine their knowledge of the Internet and existing skills. Select assignments that address a gap.
- *Select Assignments Based on Grade Level:* Divide the activities amongst several classes according to difficulty. Select introductory activities for younger students and more advanced activities for older students.
- *Revisit the Course throughout the School Year:* Select activities based on what is happening within the curriculum plan. The school year may begin with an Internet safety introduction. Later, students could complete a set of research-based activities. Near the end of the year, they could take a virtual field trip or create bookmarks of online games for the summer.



Session 1

At the Visitor's Center

In this session, students begin their e-Journey. To prepare for their trip they attend an orientation meeting. At the meeting they select the destinations where they would like to visit, plan a route, and gather their Internet map. Once they are prepared for their journey they launch a web browser. The first stop is the Visitor's Center. At the center, students have the option of visiting the Safety Booth to learn about Internet Safety, Search Engine Station to take a brief tour of the Internet using search engines, Favorites Center to learn how to return to a location using bookmarks, and the School to locate homework helper websites.

Grab your Internet map. It is time to embark on an exciting e-Journey!

Assignment 1: Practice Internet Safety

Assignment 2: Take a Tour of the Internet

Assignment 3: Search the Internet

Assignment 4: Collect Bookmarks

Session 1 Skill Review: Develop a Digital Resiliency Plan

Session 1 Extension Activity: Get Homework Help

Assignment 1 Practice Internet Safety

You are about to embark on a tour of the Internet.

Study the Internet Map to see all the places you can go. When you are ready meet at the *Safety Booth* to learn about Internet safety and earn your Internet Citizenship card.


What Is the Internet?

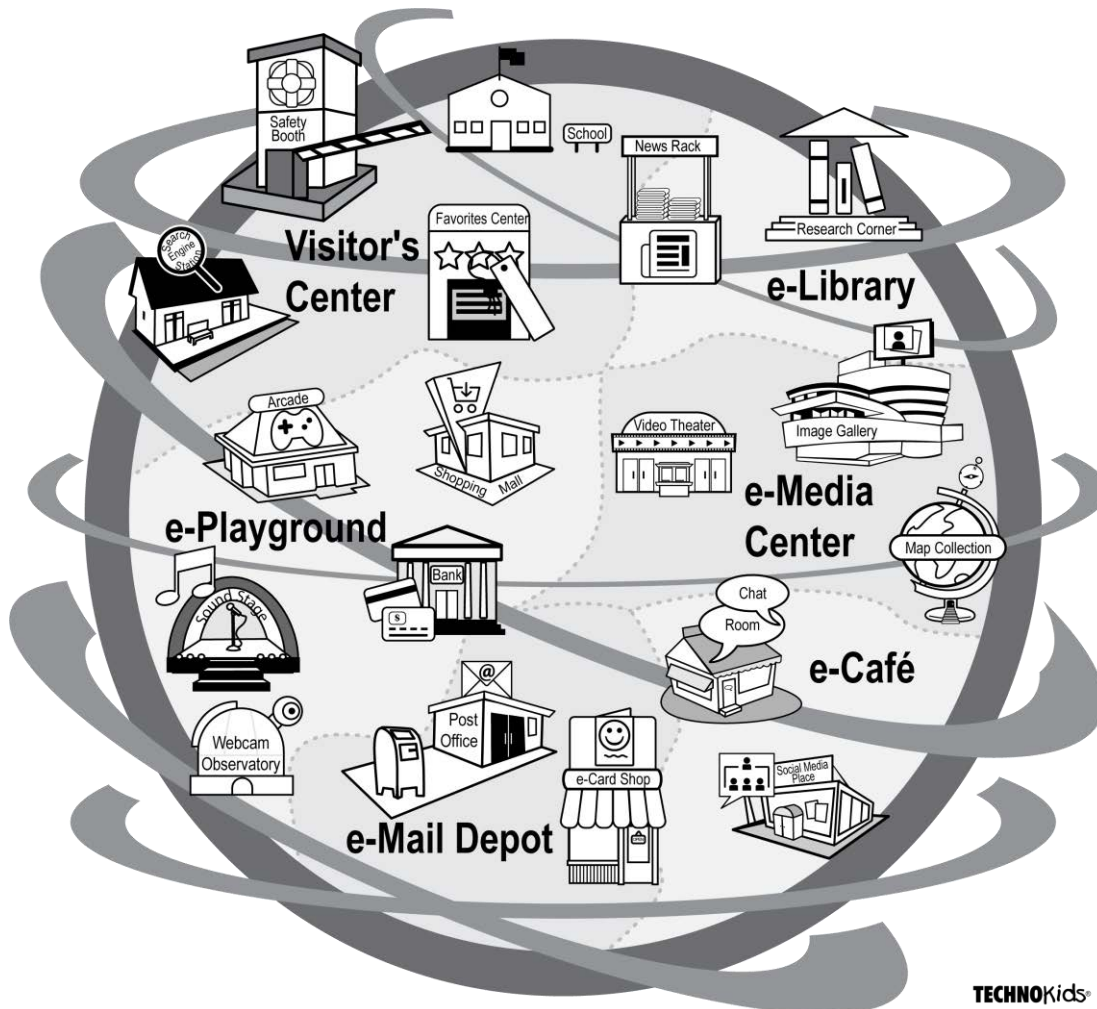
The Internet is an international network of computers. It is sometimes called *cyberspace*, the *net*, the *web*, or *online*. You can use the Internet to research information, read news, find images, watch videos, create maps, play games, listen to music, view remote places, bank, shop, send email, or chat with a friend.

Plan Your Internet Tour

Study the map. Where would you like to visit?

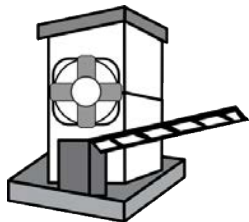
Time is limited so you may not be able to stop at every location.

- Circle the Safety Booth on the map. This is where your journey will begin. 
- Circle other places you would like to visit as part of your Internet tour.



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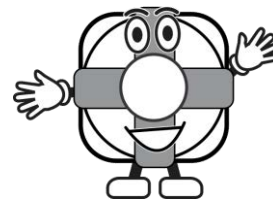
Internet Guidelines – Responsible Digital Citizenship



While you are traveling on the Internet, it is important to be a responsible digital citizen. This means that while online you must show appropriate behavior, make ethical decisions, and follow the safety rules.

Read the *Internet Guidelines*. Afterwards, take the test on the following page to earn your *Internet Citizenship card*.

- ✓ *Do NOT Share Personal Information:* It is a good idea to share information only with people that you trust, for example, your family or close friends. Websites that you visit may ask for personal information such as address, telephone number, or school name. Ask your teacher or parents if it is safe to share personal information.
- ✓ *Be Aware of Strangers:* There are many people who use the Internet that you do not know. Often the people you meet online may not be who they say they are. Never share personal information, send a photo, or meet a stranger. You may want to play an online game or chat with a person you do not know. Ask your teacher or parents if it is safe.
- ✓ *Keep Passwords Secret:* Some places on the Internet ask you for a username and password to enter the website. Never tell your password to another person, except for your teacher or parents.
- ✓ *Search Responsibly:* Make good decisions when searching the Internet. Do not seek out websites that have content that is not suitable for children.
- ✓ *Tell Someone if You Feel Uncomfortable:* While on the Internet you may see, or read, a message that is upsetting. If this happens tell your teacher or parents right away.
- ✓ *Show Respect to Others:* Be considerate. You should not send hurtful messages or post disrespectful comments about other people.
- ✓ *Be Skeptical:* Do not trust everything you see on the Internet. Anyone can post anything to the Internet. This means that some of the information may not be true. A website may offer you a prize, money, or other reward. Ask your teacher or parents before entering any contests, sending a coded text message, or forwarding an email chain letter.
- ✓ *Do NOT Use Technology to Cause Harm:* You must protect the computers at the school. Do not send spam, install viruses, hack another person's account, or download harmful files.
- ✓ *Do NOT Plagiarize:* Plagiarism is when you take the work of someone else and pretend that it is your own. This is against the law. Information that you find on the Internet must be put into your own words. It is also a good idea to tell where you found the information.
- ✓ *Follow Copyright Laws:* You cannot take whatever you want from the Internet. This would be stealing. Copyright protects a person's work. It gives the author or creator the rights over how a person can copy their work. Sometimes the work will have a copyright symbol ©. Even if the symbol is not on the work, it may still be protected by copyright laws. Be honest. Always tell where you found the content on the Internet. Be sure to put information into your own words on all school reports. Never remove the copyright symbol from a picture.



Internet Safety Quiz - Earn Your Internet Citizenship Card

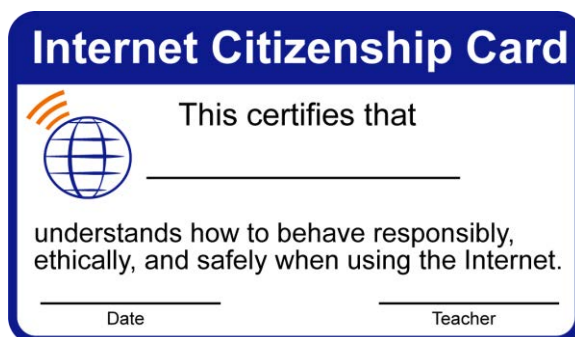
Complete the test to earn your *Internet Citizenship card*. This card is proof that you know how to be a responsible Internet citizen and will practice the safety tips when online.

True or False - State if the sentence is true (T) or false (F).

- | | |
|--|---|
| 1. Everything you read on the Internet is true. | F |
| 2. You should keep your password a secret. | T |
| 3. Everything on the Internet is suitable for children. | F |
| 4. A virus can cause harm to your computer or the school network. | T |
| 5. Strangers are always honest. | F |
| 6. Copyright laws protect information on the Internet. | T |
| 7. When angry it is okay to post mean comments about a person on the Internet. | F |

Multiple Choice - Circle the correct answer.

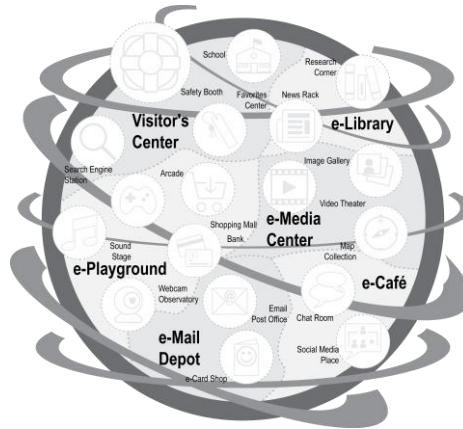
8. What type of information should you not tell a stranger?
- favorite color
 - telephone number
 - animals you like
9. What is plagiarism?
- When you copy someone else's work, and pretend it is your own
 - When you change information into your own words
 - Writing your own story
10. What should you do if you see something on the Internet that makes you feel uncomfortable?
- Do nothing
 - Tell your friend
 - Tell your teacher or parent



Add the Safety Marker to Your Internet Map

You may want to keep track of the places you visit. Add a *Safety* marker to an Internet map. The map can be opened in PowerPoint or Slides. Follow the instructions that are right for you.

- ▷ Ask your teacher how to open the *Internet Map* template.
- ▷ Rename the file **Student Name Internet Map**.



Add a marker to the map each time you visit a new place on the Internet.



For PowerPoint and PowerPoint for the web:



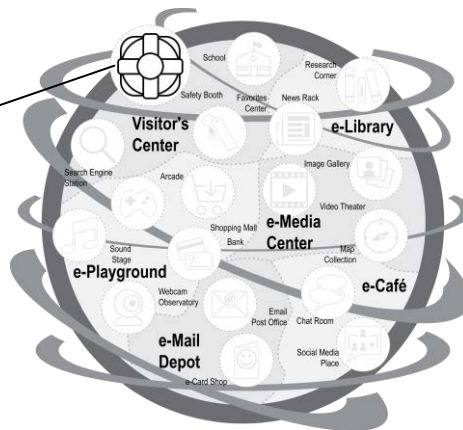
- ▷ Click the *Insert* tab.
Select *Pictures*.  Browse to the *Markers* folder.
- ▷ Select the Safety  image. Click *Insert*.

For Google Slides:



- ▷ Click the *Insert* tab and select *Image* or click *Insert Image*  on the toolbar. Browse to the *Markers* folder.
- ▷ Pick the Safety  image. Click *Select*.
- ▷ Resize the image and drag it to the correct position on the map.

Place the marker over the Safety Booth.



- ▷ If necessary, save the changes and then exit the program.

This is a preview of the teacher guide.
Pages have been omitted.

SAMPLE



Session 2

In the e-Library

In this session, students travel to the e-Library to acquire valuable information sources. There they wander the shelves in search of encyclopedias, atlases, dictionaries, and thesauruses. Once familiar with the location of useful reference materials they turn their attention to locating other informative websites. The sheer volume of materials requires them to learn tips for assessing if a source is trustworthy. These strategies are then used to determine if a website is a reliable source.

Shush! You are entering the e-Library!

Assignment 5: Bookmark Traditional Sources

Assignment 6: Examine Information Sources

Session 2 Extension Activity: Read News on Current Events

Assignment 5 Bookmark Traditional Sources



You are going to visit the Research Corner in the e-Library. Many traditional sources of information that could be found in books are on the Internet. For example, you can find an encyclopedia, atlas, dictionary, and thesaurus online.

Use your skills to visit websites to find trusted sources of information. Bookmark each website so that you can easily return to it later.

Create a Research Folder

- ▷ Open a web browser.
- ▷ Use your skills to create a **Research** folder for bookmarks. (Refer to Assignment 4)

Bookmark Encyclopedias



An encyclopedia is a collection of articles on several topics. Some encyclopedias on the Internet are FREE. Others will let you view a few lines of the article, but you need to be a subscriber to read the entire piece.

- ▷ In the address bar, type **encyclopedia.com** or **britannica.com**. Press ENTER.
- ▷ Use your skills to bookmark the web page in the *Research* folder.
- ▷ Find an article. In the search box, type **grizzly bear**. Click *Search*.
- ▷ View the first article.



The first few search results may be Ads. Look down the page to find articles.

- ▷ Ask your teacher if your school has an online encyclopedia subscription. If so, write down the username and password. Bookmark the web page in your *Research* folder.

Bookmark an Atlas



An *atlas* is a collection of maps of various places organized by continent, country, or region. You may want to use an online atlas to help you complete a school assignment in geography.

- ▷ In the address bar, type worldatlas.com. Press ENTER.
- ▷ Use your skills to bookmark the web page in the *Research* folder.
- ▷ From the world map, click Africa.
You can see a map of the continent and read a description.




- ▷ Click on a country in Africa to view more maps and information.
- ▷ Use your skills to bookmark other free atlases such as atlapedia.com. Your government may have an online atlas. Use country name and atlas when searching.

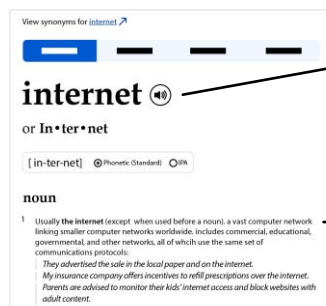
Bookmark a Dictionary

A dictionary is a collection of words and their definitions. You may need to use a dictionary if you are reading information and you do not understand the meaning of a word.



- ▷ In the address bar, type dictionary.com. Press ENTER.
- ▷ Use your skills to bookmark the web page in the *Research* folder.
- ▷ In the search box, type Internet and click *Search*. 
If you scroll down the page, you can read definitions from different dictionaries.

IGNORE THE ADVERTISING



Hear the word spoken.

Read the definition.

- ▷ Use your skills to bookmark a rhyming dictionary, such as rhymezone.com.

Bookmark a Thesaurus

A thesaurus is a collection of words that have the same meaning. You may want to use a thesaurus if you are writing a story, poem, or report. A thesaurus can stop you from repeating the same word over and over again. It can also help you find a word that is more descriptive.



- ▷ In the address bar, type [thesaurus.com](https://www.thesaurus.com). Press ENTER.
- ▷ Use your skills to bookmark the web page in the *Research* folder.
- ▷ In the search box, type [journey](#). Press ENTER.
If you scroll down the page, you can find antonyms and how to use the word in a sentence.

Label the word as a noun, verb, adjective, or adverb.

Choose a different variation.

View synonyms for [journey](#)

journey

noun *as in travel from one place to another* [Compare Synonyms](#)

Synonyms **Antonyms**

Strongest matches

[adventure](#) [campaign](#) [crossing](#) [drive](#) [expedition](#) [exploration](#)

[hike](#) [itinerary](#) [jaunt](#) [migration](#) [odyssey](#) [outing](#) [passage](#)

[pilgrimage](#) [progress](#) [quest](#) [route](#) [sojourn](#) [tour](#) [travel](#) [trek](#)

[trip](#) [visit](#)

Strong matches

[airing](#) [beat](#) [circuit](#) [constitutional](#) [course](#) [junket](#) [march](#)

[peregrination](#) [promenade](#) [ramble](#) [roaming](#) [round](#) [run](#) [safari](#)

[sally](#) [saunter](#) [stroll](#) [tramp](#) [transmigration](#) [traveling](#)

[vagabondage](#) [voyage](#) [wandering](#) [wayfaring](#)

Weak match

[transit](#)

Words that have the SAME meaning are listed.

Words that have the opposite meaning are listed.

Answer the Questions

1. When would you use an encyclopedia?

2. When would you use an atlas?

3. When would you use a dictionary?

4. When would you use a thesaurus?

5. Do you prefer getting information from a book or from the Internet? Why?

6. You need a picture of a map. What information source should you use?
 - encyclopedia
 - atlas
 - dictionary
 - thesaurus

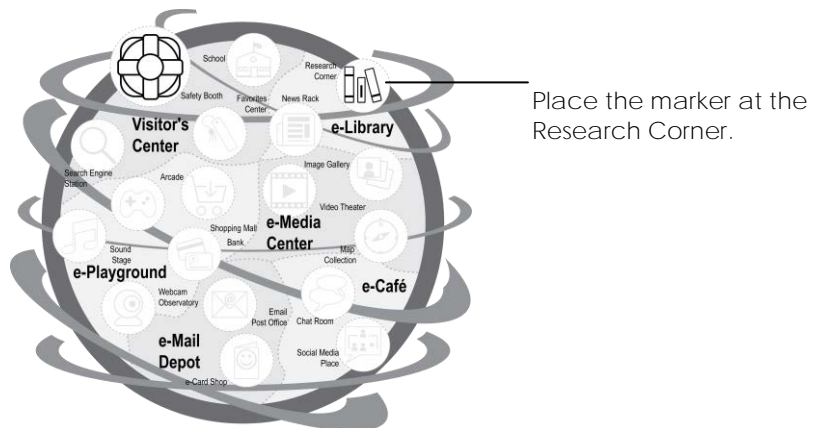
7. You do not understand the meaning of a word. What information source should you use?
 - encyclopedia
 - atlas
 - dictionary
 - thesaurus

8. You need to find facts about sharks. What information source should you use?
 - encyclopedia
 - atlas
 - dictionary
 - thesaurus

Close Web Browser

Track Your Internet Tour - Add the Research Marker to the Map

► Use your skills to add the Research marker  to your Internet map.



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Session 4

In the e-Playground

In this session, students have fun at the e-Playground. They grab some headphones to listen to their favorite song on the Sound Stage. Next, they go over to the Webcam Observatory where they view live images from around the World captured by webcams. Afterwards they venture to the Arcade to play online games. There are so many great places to have fun on the Internet.

Experience the Excitement!

Assignment 9: Explore the Sound Stage

Assignment 10: Visit the Webcam Observatory

Assignment 11: Experience the Arcade

Session 4 Extension Activity: Study Online Shopping

Session 4 Extension Activity: Study Online Banking

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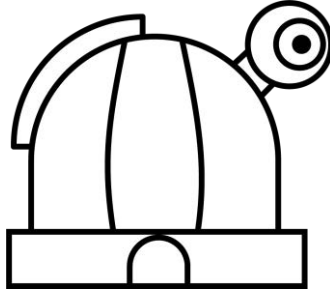
SAMPLE

Assignment 10 Visit Webcam Observatory

A *webcam* is a video camera which streams live videos or images so that viewers can see what is happening in remote locations in *real time*. Real time means that what you see is occurring **RIGHT NOW**.

People use webcams in their daily life to talk to family, friends, or co-workers. They also use them to learn or keep track of what is happening at a place.

Answer the questions about how people use webcams in daily life. Then take a trip around the world without leaving your chair!



Head over to the Webcam Observatory. Here you can view sites and attractions by watching webcams.

Webcams in Daily Life

1. Many devices such as computers, laptops, and mobile phones have built-in cameras. These cameras can be used to talk with someone using video to see the other person.

a. Have you talked to someone using a built-in camera to see the person?

yes no

b. If yes, who did you talk to using a built-in camera?

2. Webcams can be used for business meetings. People can stay at their office and easily share ideas with others.

Why would a businessperson want to work this way?

3. Webcams can be used for education. Workshops or classes led by a teacher can be streamed to students in their homes.

Why would a student want to learn in this way?

4. Webcams can be used to keep track of what is happening in a place such as a home or business. The webcam streams pictures or live video.

How do you think webcams can help keep an area safe?

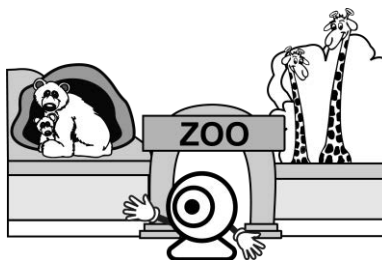
View and Bookmark Zoo Cams

- ▷ Open a web browser.
- ▷ In the address bar, type google.com. Type [zoo cams](#) in the search box. Press ENTER.
- ▷ View the results and click on a link to view a webcam.
- ▷ Use your skills to bookmark webcams in a *Webcam* folder.
If you do not know how to organize bookmarks, refer to Assignment 4.

Use the Internet to View Animal Webcams

5. Use your skills to watch webcams for two animals. Need ideas? Use the list below. Answer the questions for each animal webcam.

bird	butterfly	elephant	fish
hippopotamus	giraffe	gorilla	jellyfish
lion	monkey	octopus	orangutan
otter	panda	penguin	polar bear
rat/mouse	reptile	seal	shark
snake	tiger	whale	zebra



Animal #1:

Zoo Name:

Could you see the animal doing anything on camera? yes no

Was it fun and interesting to watch? yes no

Do you prefer to view this animal by webcam or in person? webcam in person

Animal #2:

Zoo Name:

Could you see the animal doing anything on camera? yes no

Was it fun and interesting to watch? yes no

Do you prefer to view this animal by webcam or in person? webcam in person

Visit a Virtual Zoo



Turn the classroom into a virtual zoo! Pick your favorite animal webcam and load it on your computer. Now, walk around the room to view all the other webcams chosen by your classmates.



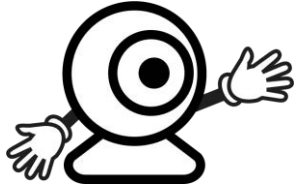
- ▷ View your favorite animal webcam.
When your classmates are ready, walk around the room to see all the animals.

Questions About Online Webcam Viewing

6. Check all the reasons you like viewing animals by webcam.
 - You do not have to travel to see animals from around the world.
 - You can look at the animals at any time of day.
 - You can see animals in their natural habitat.
 - You can see an animal that is not in your local zoo.
 - You can see the animal up close, and no one will block your view.
 - You can hear the noises coming from the animals.
 - You can save the webcam link to visit often or share it with family and friends.
 - other:

7. Check all the reasons you do not like viewing animals by webcam.
 - The web page is confusing making a webcam link difficult to find.
 - The camera feed is slow to load, or the link does not work.
 - You must watch a commercial before you can see the webcam.
 - You cannot see the animal.
 - The web cam video is poor quality.
 - The webcam does not move around. It says focused on one spot.
 - You cannot hear any sound coming from the animal.
 - other:

Webcams! Webcams! Webcams!



There are many webcams on the Internet. Use your skills to find webcams. Below are some ideas. Bookmark your favorites!

museum webcam	shopping mall webcam	live street camera
underwater webcam	theme park webcam	Hawaii webcam
railway webcam	traffic webcam	beach webcam
ski webcam	live New York webcam	national park webcam

Webcam Tips:

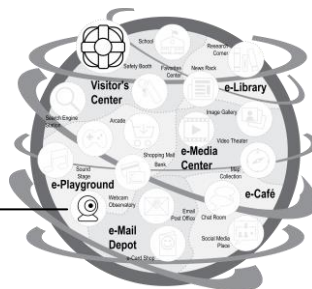
- ✓ *TechnoKids Favorites:* Open the Internet Favorites/Webcams folder or the Internet Favorites document to view bookmarked webcams.
- ✓ *Unable to see webcam:* Some web pages place an online form or advertising over top of the camera. You must close the form or ad before you can see the webcam.
- ✓ *Use government webcams:* Some web pages have too many advertisements. However, government web pages tend to have no advertising.
- ✓ *Visit well-known places:* Famous museums, national parks, theme parks, and landmarks tend to have quality webcams that work.
- ✓ *Use the word "live":* To avoid viewing static pictures use the word *live* in your search term so that you will only find real-time video.
- ✓ *Consider the time of day:* Webcams are from around the world. While you are awake, in other parts of the world the people might be asleep. If you view a webcam in the middle of the night, it is likely to be dark or there may not be anything happening.
- ✓ *Be patient:* You might be viewing a webcam from very far away. It can take time for the webcam to load on the web page.
- ✓ *Webcam time limits:* Some websites restrict the amount of time you can watch the webcam feed. Some will force you to refresh the page before it can be viewed again.

Close the Web Browser

Track Your Internet Tour - Add the Webcam Marker to the Map

- ▷ Use your skills to add the Webcam marker  to your Internet map.

Place the marker at the Webcam Observatory.



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Session 5

In the e-Mail Depot

In this session, students take a trip to the e-Mail Depot. Here they communicate with friends by sending electronic messages from the e-Mail Post Office. To prepare for this part of the e-Journey, students consider the benefits to e-mail, review e-mail guidelines, take a safety quiz, and learn about netiquette. Afterwards, students learn how to send, read, reply, forward, and delete e-mail messages. In addition, they practice sending attachments. If time permits, students can visit the Ecard Shop to send greetings to friends and family members.

Exchange greetings with friends!

Assignment 12: Learn About Email

Assignment 13: Email Guidelines & Safety Tips

Assignment 14: Exchange Email

Assignment 15: Send an Email Attachment

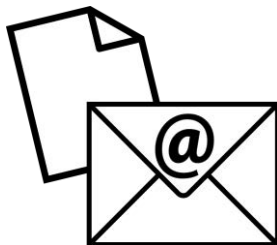
Session 5 Extension Activity: Visit the Ecard Shop

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Assignment 13 Email Guidelines & Safety Tips

Before you can start sending email, you need to learn the guidelines that will help to keep you safe as well as important communication tips.



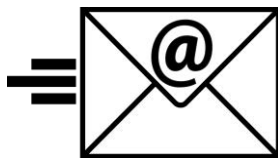
Email Guidelines

Email is a great way to communicate. However, it is important to stay safe. Read the *Email Guidelines*. Afterwards, take the quiz to discover if you are ready to send email.

- ✓ *Do Not Share Personal Information with Strangers:* Share information only with people that you trust, for example, your family or close friends. If you receive email from someone you do not know, ask your parents or teacher if it is safe to share personal information.
- ✓ *Be Aware of Viruses:* You may receive an email that has a virus that can be harmful to your computer. Often the virus will install itself when you open an attachment or click a hyperlink in the message. Ask your parents or teacher if it is safe before you view an attachment or click a hyperlink.
- ✓ *Block Junk Mail:* Junk mail is unwanted mail. It is sometimes called spam. Spam may be an advertisement or a chain letter. You can set your email program to sort unwanted mail into an email Trash Can.
- ✓ *Block Messages from Unwanted Senders:* You can control who can send you email. If someone is sending you messages you do not want to read, you can block the email address of the sender. Now all their messages will automatically go into the Trash Can.
- ✓ *Keep Passwords Secret:* Email programs require a username and password to send email. Never tell your password to another person, except for your parents or teacher.
- ✓ *Tell Someone if You Feel Uncomfortable:* If you read an email that makes you feel upset tell your parents or teacher right away.
- ✓ *Show Respect to Others:* Be considerate. You should not send hurtful or rude email messages to anyone.
- ✓ *Be Skeptical:* Do not trust everything you read in an email. An email may offer you a prize, money, or other reward. Ask your parents or teacher before responding to email that sounds too good to be true. It might be fake.
- ✓ *Chain Letters are not True:* You may receive a chain letter that says you must pass the email on to friends for a wish to come true or to stop something bad from happening. Chain letters do not shape the future. You do not have to pass them on. Delete them from your Inbox.
- ✓ *Do NOT Use Technology to Cause Harm:* You must protect the computers you use. You should not send spam, install viruses, hack into another person's account, or download harmful files.

Take the Email Safety Quiz

Answer the questions about email safety.
When you are done calculate your *Email Readiness* score.



Are you ready to send an email?

1. What should you do if you receive a chain letter that says you must pass it on to ten friends or you will have bad luck?
 - a. delete it, chain letters are fake
 - b. send it to 10 friends, chain letters are true
 - c. send it to 11 friends to be on the safe side

2. What should you do if you receive an email that makes you feel uncomfortable?
 - a. do nothing
 - b. send it to all your friends
 - c. tell your parent, teacher, or principal

3. When is it okay to send a picture of yourself to a stranger?
 - a. when your friend tells you it is okay
 - b. when you are signing up to win a prize
 - c. it is never okay

4. True or False? It is okay to send hurtful emails about someone if it is only a joke.
 - a. True
 - b. False

5. What should you do if you find out your friend's email password?
 - a. do nothing
 - b. tell your friend to change their password
 - c. open your friend's email account and send rude messages to everyone in their address book

6. What should you do to remember your school email password?
 - a. write it on a piece of paper and tape it on your computer
 - b. tell your parent, or teacher, so that he or she can remind you if you forget
 - c. tell it to all your friends so they can remind you if you forget

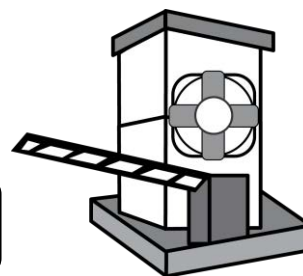
7. What is spam?
 - a. unwanted email messages in your Inbox such as advertisements
 - b. email addresses stored in an address book
 - c. short form for *safely place all messages*

8. You just received an email message from a stranger that says they are in trouble and they need money. What should you do?
 - a. send the stranger money
 - b. delete the message, it is fake
 - c. forward the message to all your friends so they can send money too

9. True or False? You can block a person from sending you email messages.
 - a. True
 - b. False

10. What are some ways a computer virus can infect your computer?
 - a. an attachment may contain a virus
 - b. a hyperlink to a website may open a virus when clicked
 - c. both A and B

Take up the answers to the quiz and enter your score below. Are you email ready?



11. How many questions did you get correct?

Look at the chart below. Are you email ready?
If you scored below 8, review the Email Guidelines.

Answers Correct	Safety Level	Email Readiness
0-3	Sound the Alarm!	You are not quite ready to start sending email alone just yet. A review of the safety rules is strongly recommended. Having a parent or teacher with you when you email is a good idea.
4-7	Risky Business	You are almost ready to go it alone. You are sometimes safe and sometimes not. Take some time to go over the rules some more before emailing on your own.
8-10	Safe and Secure	Good for you! You have a great understanding of how to use email safely and wisely. You can email safely on your own.

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Session 6

In the e-Café

In this session, students meet in the e-Café. This portion of the e-Journey takes them into the realm of chat and social media. Before they can start to mingle with friends online, students learn information about cyberbullying, guidelines to keep them safe, and communication tips. Once familiar with how to behave as a responsible digital citizen, they have the option of visiting either the Chat Room or Social Media Place to socialize with friends.

Assignment 16: Prevent Cyberbullying

Assignment 17: Study Chat Guidelines and Safety Tips

Assignment 18: Chat With Friends

Assignment 19: Network at the Social Media Place

Session 6 Review: Internet Quiz

Session 6 Skill Review: Internet in Daily Life

Session 6 Extension Activity: Explore the Blogosphere

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Session 6 Review: Internet Quiz

About Internet Safety

State if the sentence is true (T) or false (F).

- | | | |
|----|--|----------|
| 1. | If you see something on the Internet that upsets you, tell a teacher or adult. | <u>T</u> |
| 2. | It is okay to tell a person you met on the Internet your home address. | <u>F</u> |
| 3. | Keep your password a secret. | <u>T</u> |
| 4. | Everything you read on the Internet is true. | <u>F</u> |
| | | /4 |

About Internet Short Forms

Draw a line to match the short form to the Internet term.

- | | | |
|----|------|-------------------------------------|
| 5. | WWW | Hyperlink |
| 6. | URL | Internet |
| 7. | Site | World Wide Web |
| 8. | Link | Uniform Resource Locator |
| 9. | Net | Website |

/5

About Internet Terminology

- | | | | | |
|----------|-----|---------------|----|--|
| <u>D</u> | 10. | Bookmark | A. | Collection of web pages |
| <u>E</u> | 11. | Home page | B. | Words used to find information on the Internet |
| <u>A</u> | 12. | Website | C. | International network of computers |
| <u>F</u> | 13. | Search engine | D. | Shortcut to a web page |
| <u>B</u> | 14. | Keyword | E. | Main page of a website |
| <u>C</u> | 15. | Internet | F. | Directory used to find information on the Internet |

/6

About Search Strategies

16. Your teacher has assigned a Science project on *How Pollution affects the Oceans*. Write 3 different search terms that you might use to find information using a search engine.

-
-
-

/3

17. List two strategies you can use to find information on the Internet.

-
-

/2

About Email, Chat, and Social Media

Circle the correct answer.

18. In an email the subject line
- a. tells about the message.
 - b. has the recipient's email address.
 - c. shows the name of the sender.
19. An email attachment is a
- a. symbol that expresses an emotion.
 - b. file that is sent with a message.
 - c. folder that holds sent messages.
20. When chatting an emoji is used to
- a. close the chat session.
 - b. tell a person you will be right back.
 - c. express how someone is feeling.
21. If someone bullies you using social media, you should
- a. tell someone.
 - b. save the evidence.
 - c. block the person from contacting you.
 - d. all of the above.

/4

TOTAL: /24

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Appendices

Refer to the appendices for additional resources:

Appendix A: Assessment Tools

Internet Skill Summary

Internet Reflection – What Did You Learn?

Appendix B: Contact Information

This is a preview of the teacher guide.
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SAMPLE

Internet Reflection – What Did You Learn?

What did you learn from completing Internet activities?
What skills do you think you will use again?

1. You learned many tips about Internet safety.
Pick a tip from the list. Why is it important to follow?
 - Do not share personal information with a stranger.
 - Do not meet with a stranger unless your parents give permission.
 - Keep passwords secret.
 - Tell someone if you feel uncomfortable.
 - Be skeptical and do not trust everything you read online.
 - Block bullies from contacting you online.

/2

2. You learned to find quality information fast. Check two tips you *always* use.

- Use keywords suggested by search engine.
- Pick a search result. Read description to make sure it has facts that are needed.
- Look at search results to find a name that you recognize as a trusted source.
- Use an online encyclopedia, dictionary, atlas, or thesaurus.
- Give a web page a "Trust Test" before reading the information.
- Use search engine tools to sort or filter results.

/2

3. You learned about the importance of respecting copyright when saving online pictures.
Which is your favorite tip?

- Look for a picture that does not have a watermark.
- Visit the web page that posts the picture to see if there is information about its reuse.
- Filter search results by usage or license rights.
- Your own tip:

Why is it your favorite?

/2

4. You learned netiquette for email.
Check an item in the list that will be the most difficult for you to follow?

- Do not use ALL CAPS when writing.
- Spell words correctly.
- Do not forward chain letters.
- Add a subject line that tells about the message.
- Use emoticons to express how you are feeling.
- Use only a few abbreviations, such as LOL, or none at all.
- Other:

Why is it the most difficult for you to follow?

/2

5. There are many resources on the Internet.
From the list, pick the top three ways you use the Internet each week.

- Research a topic using a search engine.
- Read about current events using an online news outlet.
- View or save pictures from an Image gallery.
- Watch online videos.
- Observe remote locations using a webcam.
- Find a place using an online map.
- Listen to music from an online service or radio station.
- Play an online game.
- Communicate with someone using email.
- Connect with others using chat or social media.

/3

6. What did you learn from completing the activities in this course?

/2

7. Share a website you found on the Internet while doing this course. Why will kids like it?

/2

TOTAL: /15