I would like to thank you for taking the time to use this material, in the hopes that we can prevent another child from being abducted in Wyoming. After teaching for 30 years, I know that educators are busy people, but our children’s safety is a top priority.

The Wyoming Education Association, along with help from statewide law enforcement and the National Center for Missing and Exploited Children (NCMEC), coordinated the assembling of these materials to help you in the prevention of child abduction and internet predators.

The materials will provide you, as an educator and/or presenter, with relevant activities and age-appropriate tips for different grade levels, and separate materials for parent presentations. These materials serve as great resources for child abduction prevention. The NCMEC knows that children need to be empowered with positive messages and safety skills that will not only build their self-esteem and self-confidence, but also help keep them safer. Children need to learn how to recognize and avoid potentially dangerous situations. If they become involved in a dangerous situation, children need to learn effective steps they can take to remove themselves from the situation. Children do not need to be told the world is a scary place. They see it through a variety of media, hear it from adults, or may even personally experience violence. Children need to know their parents, guardians, or other trusted adults — people on whom the parents/guardians have come to rely and with whom they and their children feel comfortable — are there for them if they are in trouble. Children also need to know the majority of adults in their lives are good people.

The NCMEC has provided us with great materials; now it’s our job to get the message out to our communities. Inside you will find all you need, from activities in the classroom to coordinating community events. You will also find a list of law enforcement contacts for your local area. Please, involve your local law enforcement with any presentation or community event. Your School Resource Officer (SRO) may be prepared to do the presentation or assembly themselves. If your school does not have an SRO, nevertheless involve local law enforcement, so the kids can identify with their type of uniform as a “trusted adult.” There are local police, county sheriff deputies, and the Wyoming Highway Patrol you can reach out to for help with a presentation, or just to have an officer presence for your kids to identify with.

It is also very important to involve any local media when presenting this material or coordinating an event. Any publicity will spread this safety message, thereby helping Wyoming children become safer. It will also let the media know that the WEA is a great source for community and student help. Of course, please follow any protocol your principals have put in place as far as inviting outside media into your classrooms.

Thank you again for taking on this endeavor and helping Wyoming children become safer!
Activities for:

- Kindergarten - 2nd Grade
- 3rd - 4th Grade
- 5th - 6th Grade

Each grade level requires minimal time and materials. There are also follow-up tips that coincide with each activity.

It is important to stay within the activity guidelines and tips provide for your age range to reach the listed objective.

Provided are the corresponding tips for activities.
**True or False?**

**GRADES**  
K-2

**TIME**  
15 minutes

**MATERIALS**  
Masking tape

**OBJECTIVE**  
Students will identify safer behaviors and explain basic personal safety rules.

**CORRESPONDING TAKE 25 TIPS**  
13, 14, 16, 17, 19, 25

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**ACTIVITY**

Use masking tape to mark a line down the center of the classroom. Designate one side “True” and the other “False.” Ask students: It’s okay to walk to school alone. True or false? Stand on this side if you think the answer is true; stand on this side if you think the answer is false. Wait for students to answer, and then move to the “false” side. Ask a student to explain why they answered “false.”

Ask the remaining questions, demonstrating the answers by moving to the correct side of the room. Only ask students who answered correctly to explain their answers. Add additional explanations when appropriate, using the Take 25 tip sheet as a guide.

**Q:** It’s okay to go to a friend’s house without checking with your mom, dad, or the adult in charge. True or False?  
**A:** False

**Q:** It’s okay to say “no” to someone who is touching you in a way that makes you uncomfortable, even if that person is an adult. True or False?  
**A:** True

**Q:** It’s okay to say “no” to someone who is touching you in a way that makes you uncomfortable, even if that person is an adult. True or False?  
**A:** False

**Q:** It’s okay to accept a car ride from someone you don’t know. True or False?  
**A:** False

When you are finished, ask the students to tell you what they learned.

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**FOLLOW-UP**

Give every student a copy of the “take 25 tip sheet, 25 Ways to Make Kids Safer.” Encourage them to take it home to their parents or guardians so they can discuss ways to be safer together.

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To learn more about child safety, visit www.take25.org.

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Web of Trust

**GRADES**
3-4

**TIME**
15 minutes

**MATERIALS**
Blackboard/whiteboard, Chalk/markers

**OBJECTIVE**
Students will learn about trusted adults and identify trusted adults they know.

**CORRESPONDING TAKE 25 TIPS**
3, 20, 23

**ACTIVITY**

Define "trusted adults" for students: A trusted adult is someone who protects you, someone who cares about your ideas, opinions, and feelings, and someone who helps you. Now, ask students for one example of a trusted adult and write that on the board.* This example can be a title (e.g., coach, teacher) or the name of a real adult at school.

Ask students for more examples. Have them come forward and add their example to the first like a crossword.

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*As an alternative to working as a group, students can complete the activity individually.

Continue building the crossword until students are out of examples. Point out how the students have built a web of adults they can trust. Be sure to emphasize that they can turn to these adults whenever they need help or if someone makes them feel scared, uncomfortable, or confused.

**FOLLOW-UP**

Give every student a copy of the Take 25 tip sheet, 25 Ways to Make Kids Safer. Encourage them to take it home, review it with their parents or guardians, and then sit down to create a list of trusted adults they can call for help. Their lists should include names and contact information, and be posted near the telephone.
**Neighborhood Map**

**GRADES**  
5-6

**TIME**  
15 minutes

**OBJECTIVE**  
Students will create a neighborhood map and identify safe and unsafe places.

**MATERIALS**  
Construction paper, Crayons/colored pencils

**CORRESPONDING TAKE 25 TIPS**  
12, 15

**ACTIVITY**

Ask students: How many of you walk to or from school? How many of you play outside or ride bikes in your neighborhood? Discuss the difference between safe and unsafe places in the neighborhood. Safe places include public places like stores and libraries, the homes of trusted adults, etc. Unsafe places include homes of people they and their parents do not know, alleys, unfamiliar streets, etc.

Give every student blank paper and crayons/colored pencils. Ask them to draw a map of the route they walk to and from school or of their neighborhood.* Have them mark all of the places they should avoid with a red "X." Then, ask them to mark all of the places they could get help if they were in trouble with a green circle.

Explain to students that they can use their maps as a neighborhood guide and should update them often. Remind them that when they are walking to and from school, playing outside, or riding bikes in their neighborhood, they should always stay in safe places with which they are familiar.

![Sample Neighborhood Map](image)

*As an alternative to having children draw their own maps, consider printing neighborhood maps from an Internet program like Google® Maps or MapQuest®.

**FOLLOW-UP**

Give every student a copy of the Take 25 tip sheet, 25 Ways to Make Kids Safer. Encourage them to take it home, review it with their parents or guardians, and then review their neighborhood maps. Together, they can add more safe/unsafe places and post their maps on the refrigerator or in other high-traffic areas for easy reference.
25 ways to make kids safer

At Home

1. Teach your children their full names, address, and home telephone number. Make sure they know your full name.
2. Make sure your children know how to reach you at work or on your cell phone.
3. Teach your children how and when to use 911 and make sure your children have a trusted adult to call if they’re scared or have an emergency.
4. Instruct children to keep the door locked and not to open the door to talk to anyone when they are home alone. Set rules with your children about having visitors over when you’re not home and how to answer the telephone.
5. Choose babysitters with care. Obtain references from family, friends, and neighbors. Once you have chosen the caregiver, drop in unexpectedly to see how your children are doing. Ask children how the experience with the caregiver was and listen carefully to their responses.

On the Net

6. Learn about the Internet. The more you know about how the Web works, the better prepared you are to teach your children about potential risks. Visit www.NetSmartz.org for more information about Internet safety.
7. Place the family computer in a common area, rather than a child’s bedroom. Also, monitor their time spent online and the websites they’ve visited and establish rules for Internet use.
8. Know what other access your child may have to the Internet at school, libraries, or friends’ homes.
9. Use privacy settings on social networking sites to limit contact with unknown users and make sure screen names don’t reveal too much about your children.
10. Encourage your children to tell you if anything they encounter online makes them feel sad, scared, or confused.
11. Caution children not to post revealing information or inappropriate photos of themselves or their friends online.

At School

12. Walk the route to and from school with your children, pointing out landmarks and safe places to go if they’re being followed or need help. If your children ride a bus, visit the bus stop with them to make sure they know which bus to take.
13. Remind kids to take a friend whenever they walk or bike to school. Remind them to stay with a group if they’re waiting at the bus stop.
14. Caution children never to accept a ride from anyone unless you have told them it is OK to do so in each instance.

Out and About

15. Take your children on a walking tour of the neighborhood and tell them whose homes they may visit without you.
16. Remind your children it's OK to say NO to anything that makes them feel scared, uncomfortable, or confused and teach your children to tell you if anything or anyone makes them feel this way.

17. Teach your children to ask permission before leaving home.

18. Remind your children not to walk or play alone outside.

19. Teach your children to never approach a vehicle, occupied or not, unless they know the owner and are accompanied by a parent, guardian, or other trusted adult.

20. Practice "what if" situations and ask your children how they would respond. "What if you fell off your bike and you needed help? Who would you ask?"

21. Teach your children to check in with you if there is a change of plans.

22. During family outings, establish a central, easy-to-locate spot to meet for check-ins or should you get separated.

23. Teach your children how to locate help at theme parks, sports stadiums, shopping malls, and other public places. Also, identify those people who they can ask for help, such as uniformed law enforcement, security guards and store clerks with nametags.

24. Help your children learn to recognize and avoid potential risks, so that they can deal with them if they happen.

25. Teach your children that if anyone tries to grab them, they should make a scene and make every effort to get away by kicking, screaming, and resisting.
Inside you will find helpful tips for parents:

- Walking To And From School
- Kids Who Are Home Alone
- Emergency Information Form For Parents
Every day millions of children take to the streets and highways to get to and from school. For many children this experience is a new one, and they may not understand or be able to use the safety rules. Young children do not have the same frame of reference for safety as adults do. They may not "look before they leap," which is why it is so important for families to supervise young children and practice safety skills with their older children to make certain they really know and understand them. In an analysis of attempted nonfamily abductions the National Center for Missing & Exploited Children (NCMEC) found approximately 36% of attempted abductions happened when a child was going to or from school or a school-related activity. The tips noted below will help prepare for a safer journey.

Tips for Parents or Guardians

1. Instruct your children to always TAKE A FRIEND, always stay in well-lit areas, never take shortcuts, and never go into isolated areas. Teach them to stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.

2. Walk the route to and from school with your children pointing out landmarks and safe places to go if they're being followed or need help. Make the walk to and from school a "teachable moment" and chance to put their skills to the test. Make a map with your children showing acceptable routes to and from school. If your children wait for a bus, wait with them or make arrangements for supervision at the bus stop.

3. If anyone bothers your children or makes them feel scared, uncomfortable, or confused, while going to or from school, teach your children to trust their feelings, immediately get away from that person, and TELL you or another trusted adult. If an adult approaches your children for help or directions, remember grownups needing help should not ask children; they should ask other adults. Instruct your children to never approach a vehicle or accept money or gifts from anyone unless you have told them it is OK to accept in each instance.

4. Even though there may be safety in numbers it is still not safe for young children to walk to and from school, especially if they must take isolated routes anytime during the day or in darkness. Always provide supervision for your young children to help ensure their safe arrival to and from school.

5. Instruct your children to leave items and clothing with their name on them at home. If anyone calls out their name, teach them to not be fooled or confused. Teach your children about the tricks someone may try to use to confuse them or engage them in conversation. Children should also be taught that they do not need to be polite if approached and to get out of the situation as quickly and safely as possible.

6. Ensure current and accurate emergency contact information is on file for your children at their school. If you, or another trusted family member or friend, need to pick up your children, make sure to follow the school's departure procedures. These procedures need to include the school's confirmation of your children's departure with only those you authorize to pick them up.
7. Teach your children if anyone tries to take them somewhere they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." Teach your children to make a scene and every effort to get away by kicking, screaming, and resisting if anyone tries to grab them.

8. Teach your children if anyone follows them on foot to get away from that person as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Advise them to be sure to TELL you or another trusted adult what happened.

9. Instruct your children to never leave school with anyone until they’ve checked with a trusted adult. If anyone tells them there is an emergency and they want your children to go with them, teach your children to always CHECK FIRST with you before doing anything. Also teach your children to always CHECK FIRST with you if they want to change their plans before or after school. Make sure your children always play with other children, have your permission to play in specific areas, and let you know where they are going to be. Instruct your children to TELL a trusted adult if they notice anyone they don’t know or feel uncomfortable with hanging around them.

10. In the event your children may be lost or injured, make sure they carry a contact card with your name and telephone numbers such as work and cellular. This card should be hidden from plain view.

Key Tips to Reinforce With Your Children

1. Always TAKE A FRIEND with you when walking, biking, or standing at the bus stop. Make sure you know your bus number and which bus to ride.

2. Say NO if anyone you don’t know or a person who makes you feel scared, uncomfortable, or confused offers a ride. Do NOT accept a ride from anyone unless I have told you it is OK to do so in each instance.

3. Quickly get away and yell, "THIS PERSON IS NOT MY MOTHER/FATHER/GUARDIAN" if anyone tries to take you somewhere or is following you. If anyone tries to grab you, make a scene and every effort to get away by kicking, screaming, and resisting.

4. NEVER LEAVE SCHOOL GROUNDS before the regular school day ends. Always check with the office and me before leaving school early.

5. NEVER take shortcuts or walk through alleyways to get to or from school. We will talk about which way to go to and from school. Remind me if activities you participate in cause you to leave earlier or arrive home later than usual. Remember to call me once you have arrived home.

*According to the National Center for Education Statistics in fall 2009, 49.8 million students were expected to attend public elementary and secondary schools. An additional 8.8 million students were expected to attend private schools. First Facts. Washington, DC: National Center for Education Statistics, www.nces.ed.gov/firstfacts/display.asp?id=372, accessed October 18, 2009.

For more information about school safety or other child-safety topics, call or visit 1-800-THE-LOST (1-800-843-5678)

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This project was supported by Grant No. 2009-MC-CX-0001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice, National Center for Missing & Exploited Children® and 1-800-THE-LOST® are registered service marks of the National Center for Missing & Exploited Children. NCMC Order #91.
In today's busy society many children are caring for themselves before or after school and at other times during the day and throughout the year. The American Academy of Pediatrics recommends children may be left home alone for brief periods of time without adult supervision beginning in 4th or 5th grade as long as the child is comfortable being home alone. Many families, however, face situations in which they must leave their children unsupervised for longer periods of time or at even younger ages. According to the National Child Care Information and Technical Assistance Center, most states do not have regulations or laws specifying the age at which a child is considered old enough to stay at home alone. Guidelines or recommendations, in states having them, are most often issued by Child Protective Services (CPS) and administered at the county level. For more specific information about your areas' laws or guidelines, please contact your local CPS agency. If you need help contacting your local CPS agency, call Childhelp® at 1-800-4-A-CHILD (1-800-422-4453).

There are a number of important points families should consider prior to allowing their children to be self-supervised. Parents and guardians need to assess each child. Does he or she have the personality, self-confidence, and judgment skills to accept this responsibility? Will the experience be positive and help build and enhance the child's self-image, or will the experience promote additional anxiety in the child who may be afraid to stay alone? Having a family conference to discuss the arrangement is a good place to start. House rules, expectations of each family member, and a daily routine should be defined. At the end of the day, parents and guardians may also use the experience to have regular family meetings to help ensure the arrangement is still working and identify any needed changes. Here are some steps your family may take to help ensure children have a positive experience when home alone.

Before allowing your child to stay home alone, you should...

- Determine if there are community resources or organizations providing care or support for children who are home alone.
- Ask your child how he or she feels about being alone. Is your child afraid to be left alone, or does he or she have the maturity and initiative to want to assume that responsibility?
- Decide if you feel your child is able to follow directions and solve problems on his or her own.
- Determine how long your child will be alone, how accessible you or another trusted adult will be in case of an emergency, and the level of safety in your neighborhood. A trusted adult is a person parents/guardians have come to rely on and with whom they and their children feel comfortable. Your local law-enforcement agency may be able to provide information through crime reports including the types and incidence rates of crimes committed in your neighborhood.
- Set specific rules for your child to follow while he or she is alone, and give him or her specific instructions about how to reach you at all times. This should also include information about what to do if your child needs assistance and can't reach you right away.

- Create practice situations for your child showing what he or she may face when home alone including what to do if the telephone rings or the electricity goes out. Make sure your child is able to explain to you the steps he or she would take to safely handle each scenario.
- Remember you're in charge, even if it is from a distance.

If you've decided to allow your child to stay home alone, make sure he or she knows...

- His or her full name, address, and telephone number.
- Your full name, the exact name of the places where you are when not at home, and all contact information that may be used to reach you when you are not at home.
- Appropriate ways to request help in an emergency using 911 or other emergency number(s) used in your area.

1-800-THE-LOST® (1-800-843-5678)

www.missingkids.com
Appropriate ways to carry his or her key so it is hidden and secure. Your name and address should not be on the key, and it may be wise to leave an extra key with a trusted adult.

Appropriate steps to take if approached or followed. If anyone tries to grab your child, tell him or her to draw attention to him- or herself and loudly yell "This person is trying to take me," or "This person is not my father/ mother." Instruct your child to make every effort to escape by walking, running, or pulling away; yelling; kicking; attracting attention; and/or otherwise resisting. Teach your child if he or she is ever followed by someone to get away from that person as quickly as possible. Your child should go in the opposite direction than the one in which that person is traveling and quickly try to get to a spot where a trusted adult may help him or her. Advise your child to tell you or another trusted adult what happened.

Key safety tips including to:
- Never walk or play alone. Make sure your child knows to always stay in well-lit areas, never take shortcuts, and never go into isolated areas.
- Always check out the home before entering looking for such things as open, ajar, or broken doors and windows or anything that doesn't look right. Go to a designated safe place to call for help if something doesn't seem right.
- Always lock the door after entering and make sure the house is secure.
- Immediately check in with you upon returning home to let you know he or she has arrived safely. If there is a change in plans or your child is running late teach him or her to inform you of that change. Have your child remind you if activities he or she participates in will cause a schedule change.
- Always tell callers you aren't available to take a telephone call and offer to take a message instead of letting people know he or she is home alone.
- Never open the door for or talk to anyone who calls or comes to the home unless that person is on a preapproved list of trusted adults you have provided to your child and you have approved the call or visit.
- Always stay alert for true emergencies such as a fire or gas leak that would require him or her to leave the home.
- Always check with you or another trusted adult if he or she has doubts about anything.

As a parent or guardian, you should...

- Provide a daily schedule of homework, chores, and activities for your child to follow.
- Keep a list close to the telephone including numbers for you, law enforcement, the fire department, an ambulance service, your doctor, a poison-control center, and a trusted adult who's available in case of an emergency.
- Provide written instructions about which, if any, appliances may be used; what to do in case of fire; and how to get out of the home if there is a true emergency.
- Provide a plan in case you are detained and what to do if your child's plans change.
- Provide instructions about specific activities such as watching television; using a computer, gaming system, or wireless device; talking with others; and having friends in the home when you aren't there.
- Have a first-aid kit available for your child in case of injuries. Talk with your child about the supplies in the first-aid kit and how to safely use them.
- Make time to discuss the day's events with your child. Be sure your child knows it is OK to discuss anything with you, especially something that may have made him or her feel sad, scared, or confused in any way.


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FOR
PARENTS & GUARDIANS

LAW-ENFORCEMENT DEPARTMENT
911 or __________________________

FIRE DEPARTMENT
__________________________

MEDICAL SERVICES
Hospital __________________________
Pediatrician __________________________

NATIONAL POISON CONTROL CENTER
1-800-222-1222

EMERGENCY CONTACTS
Relationship __________________________
W: __________________ C: ________________

Relationship __________________________
W: __________________ C: ________________

NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN®
1-800-THE-LOST® (1-800-843-5678)
Contact local law enforcement if a child's life is in immediate danger.

IF YOU BELIEVE YOUR CHILD IS MISSING
• If your child is missing from home, search through closets, piles of laundry, in and under beds, inside large appliances and vehicles—including trunks—and anywhere else that a child may crawl or hide.
• Immediately call your local law-enforcement agency.
• If your child disappears in a store, notify the store manager or security office. Then immediately call your local law-enforcement agency. Many stores have a CODE ADAM plan of action—if a child is missing in the store, employees immediately mobilize to look for the missing child.

• When you call law enforcement, provide your child's name, date of birth, height, weight, and any other unique identifiers such as eyeglasses and braces. Tell them when you noticed that your child was missing and what clothing he or she was wearing.
• Request that your child's name and identifying information be immediately entered into the National Crime Information Center (NCIC) Missing Person File.
• After you have reported your child missing to law enforcement, contact the National Center for Missing & Exploited Children® via our toll-free telephone number, 1-800-THE-LOST® (1-800-843-5678) or at www.missingkids.com.

IF YOU BELIEVE YOUR CHILD HAS BEEN SEXUALLY EXPLOITED
• Seek appropriate medical attention to be sure your child has not been physically injured.
• Report the exploitation to your local law-enforcement agency.
• Inform child protection, youth services, child abuse, or other appropriate social service organizations about the exploitation.

• Seek counseling or therapy for your child.
• Contact the National Center for Missing & Exploited Children® at 1-800-843-5678 or www.cybertipline.com to find out what resources are available to you.

To learn more about child safety, visit www.take25.org.
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EVENTS

• Suggested Events For Your Community

• How To Plan An Event
  • Getting Local Media To Cover Any Event Hosted by WEA is critical.

Please, contact Wyoming Education Association Communications Director, Coleen Haines at chaines@nea.org or 307-634-7991 ext. 113 for any questions involving event set-up and partnering agencies.
DISTRIBUTE TAKE 25 MATERIALS

- Distribute safety materials at events or in family-friendly areas throughout the community.

ORGANIZE A CHILD ID EVENT

- Local law enforcement can often assist by producing high-quality photos and fingerprints of children that can be given to parents and guardians.

- Personal information obtained should be given to parents and guardians to store in a safe place and should not be saved in any database.

CONDUCT A SAFETY PRESENTATION

- Parents, guardians, law enforcement, and others can gather in a public setting to discuss protective measures to help keep children safer.


HOST A PRESS CONFERENCE

- Invite the media to help launch your event and engage the community on child safety issues.

- Invite and recognize those who assisted in the planning process.

ISSUE A PROCLAMATION

- Ask local elected officials to issue a proclamation for National Missing Children's Day, recognizing the day, week, or the month of May.

To learn more about child safety, visit www.take25.org.

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HOW TO PLAN A TAKE 25 EVENT

As you begin planning, consider these important steps.

1. CHOOSE AN EVENT TO HOST
   • Materials Distribution
   • Child ID
   • Safety Presentation
   • Press Conference
   • Proclamation

2. IDENTIFY LOCAL CONTACTS
   • Include elected and appointed officials, media representatives, community leaders, educators, law enforcement, clergy, and other community members.
   • Recruit volunteers as needed to support the event.

3. SECURE THE SUPPORT OF LOCAL ORGANIZATIONS
   • Host a planning meeting to discuss the responsibilities of each participating organization.
   • Invite representatives from law enforcement and the nonprofit, corporate, faith-based, and government sectors.
   • Divide responsibilities among media outreach, event planning, and programmatic details.
   • Include colleges and universities, and encourage their participation in planning and hosting events.
   • If possible, contact potential partners at least 60 days prior to your event.

4. DEVELOP AN EVENT STRATEGY
   • Identify goals for the event, which may include raising awareness, increasing community involvement, or highlighting cases of missing children.
   • Consider the demographics of your audience and determine which materials you will distribute to attendees.
   • Research local and national statistics involving missing or exploited children. Visit www.missingkids.com for national statistics and consult your state clearinghouse to find out how the issues are relevant in your community.

5. DETERMINE A LOCATION
   • Consider where the event will take place. Possible locations include a local community center, school, or park.
   • Determine what date and time will allow for maximum participation.
   • Estimate the number of children and families that will attend.
   • Make sure your venue will hold the estimated number of attendees, has parking, and is accessible by public transportation.
   • Establish a back-up plan in case of inclement weather.

To learn more about child safety, visit www.take25.org.

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HOW TO PLAN A TAKE 25 EVENT

6. ENGAGE YOUR COMMUNITY
• Network with local organizations to promote the event.
• Reach out to schools and parent organizations to request they notify parents and guardians about events in the community.

7. DEVELOP A MEDIA STRATEGY
• Develop a list of media representatives to invite to attend the event, including television and radio stations, newspapers, and magazines.
• Designate a spokesperson, such as a community leader, law-enforcement representative, or local celebrity or athlete to speak on behalf of the event.
• Promote your event on local community event calendars.
• Distribute a media advisory to local media outlets, along with an invitation to the event.
• Prepare media kits with press releases for media representatives attending your event.
• Videotape and/or photograph the event.

8. WORK OUT LAST-MINUTE DETAILS
• Provide attendees with Take 25 resources.
• Plan to meet your participants' needs and ensure their comfort while attending the event.
• If you are expecting a large crowd, consider entertainment for children who are waiting in line. Face-painting, costumed characters, demonstrations, and storytelling are all fun ways to keep children engaged.

9. FOLLOW UP WITH SUPPORTERS
• Issue surveys to event organizers and attendees.
• Form a task force in your community to work on missing and exploited children's issues.
• Keep the issue of child safety at the forefront of community members' minds.

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The Wyoming Education Association is partnering up with local and statewide law enforcement for these presentations. Please, contact your local agency to see if the Student Resource Officer is available to give the presentation, or available to come and talk in your classrooms.

It's important that kids identify with law enforcement as a safe adult to contact.
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NETSMARTZ WORKSHOP

Inside you’s find the Present’s guide for the NetSmartz Workshop.

• Routers Birthday Surprise is a comprehensive Internet and real-world safety resources for ages 5-10

• Estimated running time: 45 minutes

• Comprehensive Presenter’s Guide that accompanies included CD

• Pages 1-34 refer ONLY to Web Safety

• Pages 35-37 offer pledge pages for kids to sign, real-world skits, and completion certificates and safety patrol badges.
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|      | • Activity Cards |
| 29   | Real-World Safety Materials  
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| 37   | Official NetSmartz Kid Certificate |
| 39   | Troubleshooting FAQs for Macs and PCs |
ABOUT THE ADVENTURE

Router's Birthday Surprise is a comprehensive Internet and real-world safety resource for ages 5-10. In this animated adventure, Clicky throws a party for his good friend, Router the robo-pup. But it's hard to plan a party when you have to save the Internet from sneaky outlaws and help pals Nettie and Webster deal with tricky people in the real world. Students follow Clicky through his busy day while learning how to be safer online and in the real world.

In this assembly-style format, Router's Birthday Surprise incorporates a live presenter who emphasizes important safety concepts at key points in the video. The presenter engages students with discussion questions and mini-quizzes to keep them involved and entertained. This presenter's guide comes complete with a script and helpful hints. The guide also contains supplementary materials which presenters may want to use to reinforce the presentation's lessons.

▲ Best for: classrooms or assemblies

▲ Estimated running time: 45 minutes (varies by presenter)

▲ Supplementary materials: NetSmartz Internet and Real-World Safety Pledges, 3 Primary Activity Cards, 3 Intermediate Activity Cards, NetSmartz Kid Certificate

BEFORE GIVING THE PRESENTATION

1. Download the presentation from www.NetSmartz.org/presentations or e-mail NetSmartz_contact@ncmec.org to get a copy of the presentation on CD.

2. Thoroughly review the presenter's script and the presentation's video portions. A review of the content will help you establish the presentation's timing and ensure that you catch all of the presenter's cues.

   • PRESENTER COMMENT - These comments mark places where the presentation will stop and transition from a video to a still image, creating a pause for the presenter to speak.

   • PROMPT AUDIENCE - These prompts mark places where the presenter may want to encourage audience participation; however, the presentation will not stop.

3. In order to deliver the presentation, you will need an LCD projector, a projector screen, and speakers. When delivering the presentation, make sure that your computer's screensaver is turned off.

4. Consider making copies of the supplementary materials to hand out. You may also want to order promotional materials to distribute to your audience by visiting www.NetSmartz.org/marketing.
Router's Birthday Surprise

Presentation Script

PRESENTER COMMENT
Hey, kids! I want to introduce you to my friends Clicky, Gig, Nettie, Webster, and Router. They know all about being safer online and offline and they made a movie to teach you! The movie is called Router's Birthday Surprise and it will help you learn how to U-Y-N which means "Use Your NetSmartz." Are you ready to see Router's Birthday Surprise? Alright, let's go!

VIDEO SCRIPT

CLICKY: Come on, I can't believe we are this late, Gig! There's so much to do today.
GIG: Beep, beep, beep!
CLICKY: Tell me about it! We've got e-mail sorting, new games to make, new songs to write, and we still have to plan Router's surprise birthday party.
GIG: Beep, beep.
CLICKY: What do you mean, when's his birthday? It's TODAY! Let's go! Oh look, Gig. They're here.
GIG: Beep, beep.
CLICKY: Hey, kids! I hope you weren't waiting too long. My name is Clicky and this is my good friend, Gig. Say "hi," Gig!
GIG: Beep.
CLICKY: Gig's a little camera shy. I'm glad you're with us today. We've got so much to show you, including how to UYNI.
CLICKY (CONT'D): UYN means Use Your NetSmartz. We call it UYN for short. We'll show you the true meaning of UYN and if you listen closely, you can become an official NetSmartz Kid.
CLICKY (CONT'D): On the count of three, I want everyone to shout UYN!
CLICKY (CONT'D): 1, 2, 3! Here we go!

PROMPT AUDIENCE
The presentation will not stop. Prompt the audience to yell "U-Y-N" with Clicky.

VIDEO SCRIPT

CLICKY: The Internet is used every day by billions of people across the universe. It's an endless virtual world full of knowledge, excitement, and more fuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuu
WEBSTER: It's time for the weekly joke. Here's one I just found online. Knock, knock.
NETTIE AND CLICKY: Who's there?
WEBSTER: Interrupting Cow.
NETTIE AND CLICKY: Interrupting co-

**PRESENTER COMMENT**

Homework, jokes, games, and blogs—you sure can do a lot online. Can anyone tell me what they like to do on the Internet (pause for response)? Something that a lot of people like to do online is send e-mail. Sending e-mail is like sending a letter over the Internet. Hey—it looks like the crew just got one.

**VIDEO SCRIPT**

NETTIE AND WEBSTER: E-mail!
CLICKY: Who's it from, Webster?
WEBSTER: It's Fritz! He said he's coming to Router's surprise birthday party today!
CLICKY: That's great! Good 'ol Fritz. Hey, did you guys finish that list? We should go over that before Router gets in.
WEBSTER: Okay.
CLICKY: Today is Router's birthday and he thinks we've forgotten. We're planning a big surprise party for him and we have to make sure he doesn't find out.
WEBSTER: Here's the list, Clicky. We need to get Router's favorite food, clam chowder, and a brand new chew toy from the pet store.
CLICKY: You should have seen the last one.
CLICKY (CONT'D): He ripped the squeaker out in two seconds!
WEBSTER: Oh, and he really wants a yellow banana to wear around his neck.

NETTIE: That's "bandana," Webster.
WEBSTER: That's what I said, Nettie.
NETTIE: Um, no. You said "banana."
NETTIE AND WEBSTER: Ooo, e-mail!
NETTIE: This is a good one, Clicky. It's to you.
CLICKY: Let me hear it.
NETTIE: "Dear Clicky, you're the coolest, bestest robot! Thanks for teaching me the four rules of online safety. Your friend, netsurfer001."
CLICKY: That just made my day!
NETTIE: Do THEY know the four rules?
CLICKY: I don't know. Let's ask them.
CLICKY (CONT'D): Do you know the four rules of online safety? No? Then let's tell them.
CLICKY (CONT'D): Hello, Hello, Hello! Welcome to "What Rule is it Anyway?" featuring the four NetSmartz Rules of Online Safety. Contestants, you will be playing for our studio audience today. Are you ready?
NETTIE AND WEBSTER: Ready!

**PRESENTER COMMENT**

Are you ready to play a game with Clicky? Listen closely so you can answer his questions and learn how to be safer online.

**VIDEO SCRIPT**

CLICKY: Rule #1 - What should you do if you see something online that makes you feel sad, scared, or confused?

A) wash your feet; B) hide in your tree house; or C) tell a trusted adult.
**PRESENTER COMMENT**

Can you guess the answer? Raise your hand if you think it's A) wash your feet (pause for response). Raise your hand if you think it's B) hide in your tree house (pause for response). Raise your hand if you think it's C) tell a trusted adult (pause for response). Good job. Let's see what Nettie and Webster say.

**VIDEO SCRIPT**

**WEBSTER:** I know it’s “Cl”
Tell a trusted adult.

**CLICKY:** I’m sorry to say... you are correct! Good job, Webster.

**PRESENTER COMMENT**

Who knows this one? Raise your hand if you think it’s A) your name and address (pause for response). Raise your hand if you think it’s B) Webster’s smelly gym socks (pause for response). Raise your hand if you think it’s C) a cat’s hairball (pause for response). I hope it’s not Webster’s gym socks!

**VIDEO SCRIPT**

**NETTIE:** The correct answer is “A.” Your name and address.

**CLICKY:** Nettie, you are right!

**CLICKY (CONT'D):** Rule #3 - Should you meet people from the Internet face-to-face?

**PRESENTER COMMENT**

Hmm. A tough one. Raise your hand if you think it’s A) sure, it’s good to make new friends; B) no, don’t meet anyone offline; or C) maybe, but only if you bring them a cheesecake.

**VIDEO SCRIPT**

**WEBSTER:** Oh, oh, oh! It’s the cheesecake one!

**CLICKY:** Wow! What enthusiasm! But, actually—

**WEBSTER:** Haha, I’m just kiddin’. It’s “B” – don’t meet anyone offline.

**CLICKY:** That is correct, although I could use some cheesecake right about now! And finally Rule #4 - What does it mean to use good netiquette? A) not being rude or mean online; B) not being rude or mean to Nettie; or C) being nice to bugs.
**PRESENTER COMMENT**

Raise your hand if you think it’s A) not being rude or mean online (pause for response). Raise your hand if you think it’s B) not being rude or mean to Nettie (pause for response). Raise your hand if you think it’s C) being nice to bugs (pause for response). Let’s see what Nettie and Webster think.

**VIDEO SCRIPT**

**NETTIE**: That would be “A” – not being rude or mean online.

**CLICKY**: Boys and girls, we are tied. Now, for the tie breaker, give me an example of a trusted adult.

**PRESENTER COMMENT**

A trusted adult is someone that you can talk to and who can help you when you are feeling sad, scared, or confused. Can you give me some examples of trusted adults (pause for response)? OK, now let’s see what the kids think.

**VIDEO SCRIPT**

**WEBSTER**: I know, I know! It could be a mom! A dad! A teacher! A police officer! A grandma! A grandpa! An aunt! An uncle!

**CLICKY**: Okay. Good job. Enough examples. Boys and girls, we have a winner! The little brother has finally outmatched his older sister!

**NETTIE**: I taught him well.

**CLICKY**: Thank you for playing “What Rule is it, Anyway?”

**CLICKY**: Hey, Router.

**ROUTER**: Whimper.

**CLICKY**: What are you trying to say? Do you have an appointment with the veterinarian today? I don’t get it. Is it time for your weekly bath?

**ROUTER**: Whimper.

**CLICKY**: Router, I don’t understand what you are trying to tell me. Router, where are you going? C’mon! Come back!

**CLICKY (CONTD)**: I don’t like seeing Router so sad, but how else are we supposed to surprise him without pretending we forgot his birthday?

**NETTIE AND WEBSTER**: E-mail!

**NETTIE**: Clicky! I think something is wrong!

**CLICKY**: Give me the facts.

**WEBSTER**: Look at all these e-mails, Clicky! Kids are reporting the Outlaws all over the Internet!

**CLICKY**: I knew it! It’s Meet-Me Mack and the Webville Outlaws. Gig, what’s the word on the net?

**GIG**: Beep, beep, beep.

**CLICKY**: What? The Outlaws broke out of jail?

**GIG**: Beep.

**CLICKY**: Again?

**GIG**: Beep, beep.

**CLICKY**: And they’re singing karaoke? I’ve had it! These Outlaws are not going to keep messing up the Internet for everyone else, not on my watch.

**CLICKY (CONTD)**: Kids, it is your right to have a great time on the Internet. It’s your right to learn, play games, and be safer online. But sometimes there are people who want to ruin your fun, and that’s why you have me.

**CLICKY (CONTD)**: I even got my own jingle.

**CLICKY (CONTD)**: Alright, Nettie and Webster. I need you two to keep an eye on Router. He thinks no one remembered his birthday, and I don’t want to see him getting too sad. Since I’m heading to Webville, I reckon I’ll wrangle up that yellow banana for him.

**CLICKY (CONTD)**: Yee-haw!

**NETTIE**: Bandana, Clicky!

**CLICKY**: That’s what I said, Nettie!
**PRESENTER COMMENT**

Do you know what an "outlaw" is? An outlaw is someone who doesn’t follow the rules. The Webville Outlaws don’t follow the rules of the Internet and try to ruin your time online. Sheriff Clicky has gone to Webville to catch them. He has them cornered in Stinky’s Burger Barn, so let’s take a look.

**VIDEO SCRIPT**

CLICKY: Shhhh!
POTTY-MOUTH PETE: I'm Potty-Mouth Pete, and my words are not sweet. I say dirty things, and I curse and cheat! My belly is full. I'm a cyberbully. Watch me do the wooly-booly!

LOOK-AT-DIS LOUIE: I'll show you the wooly-booly. Get outta here! Hey look at dis, and what about dis? I'm Look-At-Dis Louie. Look at dis pic. Look at dis. Look at dat. Take a peek. Give it back. I'm Look-At-Dis Louie and I like it like that!

WANTA-KNOW WALLY: Um, excuse me. It's my turn. Look at this face: it's not very jolly. I wanna know things. I'm Wanta-Know Wally. What's your phone number, and your address, too? I gotta know these things, 'cuz that's what I do.

MEET-ME MACK: That was embarrassing. Give me the mic. I want to meet you offline and make you mine. You better watch your back, 'cuz I'm Meet-Me Mack. I'm very, very tricky—hey, Sheriff Clicky! Sheriff Clicky!

CLICKY: Hold it right there, Outlaws!
MEET-ME MACK: Run, boys!
CLICKY: Kids, pardon the dust.

**PRESENTER COMMENT**

I'm sure glad that Sheriff Clicky caught all of those Webville Outlaws. He's taking them over to the jailhouse, so let's meet him there.

**VIDEO SCRIPT**

WANTA-KNOW WALLY: Wow, Mack! You were absolutely magnificent on the piano.
LOOK-AT-DIS LOUIE: Yeah, Mack. I was impressed.

POTTY-MOUTH PETE: Ah, me too.
MEET-ME MACK: Ah, no big deal. I took a year of lessons in the sixth grade. And my mother, I give her the credit.

CLICKY: Here they are: Potty-Mouth Pete, Look-At-Dis Louie, Wanta-Know Wally, and Meet-Me Mack. These Outlaws are guilty of crimes on the Internet. Alright kids, let's book 'em. Now listen up you smelly Outlaws, you've been accused of messing up the Internet for all the good kids in this world.

You should be ashamed of yourselves. So ashamed that I think I'm gonna call your mommas.

CLICKY (CONT'D): Oh, I'm sorry. I guess you aren't so tough after all.

CLICKY (CONT'D): Alright, we're gonna do this my way. Kids, it is your job to decide whether or not these Outlaws are going back to Webville Prison. Say guilty and they go back to jail. Say not guilty and they go free. We don't want that, do we?

Alright, who's first? Look-At-Dis Louie, no you look at me. You have been accused of showing kids things they don't want to see. Things that make them feel sad, scared, and confused.
PRESENTER COMMENT
Have you ever met anyone online that tries to show you things that you don’t want to see? Then you’ve run into a Look-At-Dis Louie! He tries to get you to look at things that can make you feel sad, scared, or confused. So, what do you think, kids? Should he go to jail? Is he guilty, or not guilty (pause for response)? Let’s check in with Nettie and Webster in the Control Room.

VIDEO SCRIPT
NETTIE AND WEBSTER: Guilty!
NETTIE: Tell a trusted adult!
WEBSTER: Oh yeah!
CLICKY: Potty-Mouth Pete, you stink. You have been accused of using bad language on the internet and being a cyberbully.
WEBSTER: And you see anything that makes you feel sad, scared, or confused...

PRESENTER COMMENT
A Potty-Mouth Pete is someone who has nothing good to say. He’s a cyberbully that says mean things online. Is this Outlaw guilty, or not guilty (pause for response)? Let’s see what Nettie and Webster think.

VIDEO SCRIPT
NETTIE AND WEBSTER: Guilty!
WEBSTER: Like a Potty-Mouth Pete?
NETTIE: Right, Webster!
CLICKY: Off to the potty with you! Wanta-Know Wally. I tell you what, I wanna know why you ask kids for their personal information when that stuff is supposed to be private?
WEBSTER: Always use good netiquette. Netiquette. That’s a funny word. Uh, what does it mean?
NETTIE: Netiquette means not being rude or mean online.

PRESENTER COMMENT
We call someone who asks a lot of questions about your personal information a Wanta-Know Wally. They might ask your name, your address, and where you go to school — but that’s all information that you should keep to yourself. So, should Wanta-Know Wally go to jail? Guilty, or not guilty (pause for response)? Let’s see.

VIDEO SCRIPT
NETTIE AND WEBSTER: Guilty!
NETTIE: If you ever run into a Wanta-Know Wally, always ask your trusted adult before sharing information.
WEBSTER: Like your name, address, or phone number.
NETTIE: Look at you!
WANTA-KNOW WALLY: This is not fair. Where’s my lawyer?
CLICKY: Meet-Me Mack. Nice wheels. Mack, you have been accused of trying to meet kids offline. What is wrong with you?
PRESENTED COMMENT
Anyone on the Internet who asks you to meet face-to-face is a Meet-Me Mack. You should tell your trusted adult about a Meet-Me Mack right away. Is this Outlaw guilty, or not guilty (pause for response)? Let's see if Nettie and Webster agree.

VIDEO SCRIPT

NETTIE AND WEBSTER: Guilty!
WEBSTER: Don't meet face-to-face with anyone from the Internet.

PRESENTED COMMENT
Good job putting those Webville Outlaws away. Don't forget the four rules of online safety, so that you will know what to do if you run into an Outlaw online. Number 1 - Tell your trusted adult if anything makes you feel sad, scared, or confused. Number 2 - Ask your trusted adult before sharing any information like your name, address, and phone number. Number 3 - Do not meet face-to-face with anyone from the Internet. And Number 4 - Always use good netiquette and do not be rude or mean online. Can you guys remember those? Great! Now let's catch up with Clicky as he does some shopping for Router’s birthday.

PRESENTED COMMENT

CLICKY: Hmmm, what was I supposed to get for Router's birthday? It was something yellow, right? Was it me? I'm yellow. No, it couldn't have been me. Where's Gig? He'll remember.

CLICKY (CONT'D): There you are old buddy. That's it! A yellow bench! It was right behind me the whole time, and it's on sale. What a deal! I think I'll grab a banana, too.

GIG: Beep, beep.

CLICKY: Nettie and Webster? Sure. Let's see how the party preparations are coming.

CLICKY (CONT'D): Yo, what's the latest?

WEBSTER: Yo, Click! We're almost done.

NETTIE: We finished all the decorations, Clicky, but we still need a chew toy and some clam chowder for Router.

WEBSTER: Clicky, can Nettie and I go to the store?

PRESENTED COMMENT

Good job, Webster! Did everyone see how Webster asked Clicky if it was OK for him and Nettie to go to the store? He was pracitcing real-world safety. Even if your trusted adult isn't a cool, yellow robot like Clicky, you should always check first and take a friend before going anywhere. These are just two of the real-world safety rules everyone should know. Let's catch up with Clicky, Nettie, and Webster in the grocery store to see what other real-world safety rules we should follow.
VIDEO SCRIPT

NETTIE: Okay, we have 20 cans of clam chowder and Webster got a whole bunch of party supplies for Router's doggie friends. Hey, where is Webster? He was just here!

MAN: Hey there, sport. I sure would like some help carrying these bags out to my car. I'll buy you a toy, or whatever you want.

WEBSTER: Check first, take a friend, tell people—
WEBSTER (CONT'D): No! My friends are waiting for me, I have to go.
WEBSTER (CONT'D): Clicky, some man asked me to help him carry his bags to his car, and I said no!
CLICKY: Good job, Webster. And then you told me, a trusted adult.

PRESENTER COMMENT

Webster made the right decision by saying "no" and telling a trusted adult what happened. If someone who is not your trusted adult asks you to go somewhere with them, what should you say (pause for response)? That's right, "No!" Then tell your trusted adult. And remember, it's also OK to just walk away.

VIDEO SCRIPT

WEBSTER: Thanks, Clicky, I learned it from your song. Remember? Check first, take a friend, tell people no, tell a trusted adult, and I'm ready to go!
CLICKY: You got it! You sure are ready to go.
CLICKY (CONT'D): These are the four rules of real-world safety. Everyone repeat after me.

PROMPT AUDIENCE

The presentation will not stop. Prompt the audience to join Nettie and Webster in repeating after Clicky.

VIDEO SCRIPT

CLICKY (CONT'D): Check first.
WEBSTER AND NETTIE: Check first!
CLICKY: Take a friend!
WEBSTER AND NETTIE: Take a friend!
CLICKY: Tell people no.
WEBSTER AND NETTIE: Tell people no!
CLICKY: Tell a trusted adult.

WEBSTER AND NETTIE: Tell a trusted adult!
CLICKY: Now I'm ready to go.
WEBSTER AND NETTIE: Now I'm ready to go!
CLICKY: Webster likes stinky burgers.
WEBSTER: Webster likes stinky bur—Clicky!
CLICKY: Gotcha! Great job, kids! Next stop is Petunia's Pick-a-Pet. While we're checking out why don't you check out this song? It's called "Know the Rules." Roll it, Gig!

PROMPT AUDIENCE

The presentation will not stop. Prompt the audience to clap and sing along with the song.
**PRESENTER COMMENT**

That song sure was fun. Now let’s meet our friends in the pet store.

**VIDEO SCRIPT**

**NETTIE:** Clicky! Clicky! Clicky! Look! Look!
**WEBSTER:** Hey guys, c’meere!
**NETTIE:** Yeah, I guess you’re right. Maybe when I’m older?
**CLICKY:** Maybe.

**WEBSTER:** CLICKY!
**CLICKY:** Okay, Mr. I-need-to-work-on-my-patience.
**WOMAN:** Excuse me little girl, I was noticing how much you liked that little puppy. I have two cute, little brown puppies outside in my car. Would you like to come pet them?
**NETTIE:** No way! I’m not going anywhere with you.
**CLICKY:** Nettie!
**NETTIE:** Coming, Clicky!

**PRESENTER COMMENT**

Wow! That was a close call for Nettie, but she used her NetSmartz and told the person “no.” Using your NetSmartz means making choices that will keep you safer online and in the real world. So what would you say if someone came up to you and tried to get you to go somewhere (pause for response)? That’s right. You would say “No!” That’s using your NetSmartz!

**VIDEO SCRIPT**

**WEBSTER:** Guys, watch this. Mr. Parrot, if I want to go somewhere, should I go alone?
**PARROT:** Rah! Take a friend.
**WEBSTER:** See that, Clicky? Mr. Parrot, if I want to go over to a friend’s house after school, what should I do?

**PARROT:** Rah! Tell a trusted adult.
**NETTIE:** Let me try one. Excuse me, Mr. Parrot. What is your real name?
**PARROT:** Rah! I beg your pardon madam, but I cannot give my name for it is personal information, you know.
**CLICKY:** Haha! That’s my kind of parrot.

**PRESENTER COMMENT**

I agree with Clicky. That’s my kind of parrot, too! He knows the real-world safety rules and he’s not afraid to use them. Say them with me now: check first (pause for response); take a friend (pause for response); tell people “no” (pause for response); and, tell a trusted adult (pause for response). You’ve got it! Now we’re ready to go and meet up with Clicky, Webster, and Nettie at Router’s party.
VIDEO SCRIPT

CLICKY: Okay guys, listen up.
CLICKY (CONT'D): Excuse me,
Larry, Fritz, quit licking the
cake! Down. Good boy! Now,
before we get started, let's
all remember that Router still thinks everyone forgot his
birthday. So when he gets here, we all need to give him the
biggest surprise ever!
GIG: Beep.
CLICKY (CONT'D): Okay. Gig said Router is right around the
corner, so everyone hide and be very quiet. Here he comes.

PROMPT AUDIENCE

The presentation will not stop. Prompt the audience to yell "surprise" with
the characters.

VIDEO SCRIPT

EVERYONE: Surprise!
CLICKY: C'mere, Router! You
really think we would forget
your birthday?

EVERYONE: Happy birthday, Router!
NETTIE: Router, I've got your yellow bandana! C'mere, boy!
CLICKY: Well, I'll tell you what, I had a lot fun today. We
learned how to be safer online and in the real world, but
even better, we had a great time doing it.
Whether you run into an Outlaw on the Internet, or
someone approaches you in the real world, always
remember to tell a trusted adult and Use Your NetSmartz!
Now on the count of three, can everyone give me one last
UYN?
EVERYONE: 1, 2, 3
CLICKY, NETTIE, AND WEBSTER: UYN!
CLICKY: Thanks for watching everyone! Be safer online.
NETTIE: And offline too!
WEBSTER: And always remember to Use Your NetSmartz!
CLICKY: Good job. Alright, everyone.
CLICKY, NETTIE, AND WEBSTER: See you next time!

PRESENTER COMMENT

That was so much fun! Thank you for being such a great
audience for me, Clicky, and his friends. Remember all that
you have learned today so that you can be safer online and in
the real world!

SUGGESTED ACTIVITY

Challenge students to raise their hands and share the Internet and/or
real-world safety rules. Give prizes to the students that get them right.
My Rules for Internet Safety

The Internet is where I learn and play
But I have to be careful everyday
So I pledge to be safer online
And follow these rules all of the time:

1. I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2. I will ask my trusted adult before sharing information like my name, address, and phone number.

3. I won't meet face-to-face with anyone from the Internet.

4. I will always use good netiquette and not be rude or mean online.

Signed .........................................................

Signed .........................................................

Watch videos and play games at NetSmartzKids.org

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My Rules for

Internet Safety

I will use the Internet responsibly. That means making smart decisions about what I look at, who I talk to, and what I say. I pledge to be safer online by following these rules:

1st
I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2nd
I will ask my trusted adult before sharing information like my name, address, and phone number.

3rd
I won't meet face-to-face with anyone from the Internet.

4th
I will always use good netiquette and not be rude or mean online.

signed ............................................

signed ............................................
Router’s Birthday Surprise

Overview

Students watch Router’s Birthday Surprise and discuss what kinds of fun things they can do online. They take a website tour of www.NetSmartzKids.org while learning about the four rules of Internet safety.

Materials / Preparation

- Router’s Birthday Surprise
- Computer lab or computer hooked up to an LCD projector
- Attachment 1 - NetSmartz Internet Safety Pledge

45 minutes

Introduction

Play Router’s Birthday Surprise and tell students that they are going to learn how to have fun on the Internet just like Nettie and Webster did.

Activity

If you are in a computer lab, show each student how to get to www.NetSmartzKids.org. If you are not in a lab, demonstrate this activity with an overhead projector. Explain that today they are going to explore the fun activities they can do online by taking a tour of Clicky’s website.

Website Tour

1. Ask students to look around the homepage. Explain to them that this is a kids’ site, but some websites are not for kids and may have pictures or words they don’t want to see. Tell them if they ever see a website like that, they should tell a trusted adult. Let them play one of the games as an example of what an online game for kids looks like.

2. Next, show students how to e-mail Clicky, Nettie, or Webster. Explain to them that talking to friends and family online can be fun, but that they shouldn’t tell anyone their name, address, phone number, or where they go to school. They should also never use mean or rude language online. Now ask the students to write Clicky an e-mail using those rules.

3. Finally, explain to students the difference between online “friends” and real friends. Tell them they should never meet their online friends face-to-face and if anybody online asks to meet them, they should tell a trusted adult right away.

Follow-Up

Give every student an Internet Safety Pledge (attachment 1) and read the rules aloud. Explain that these rules for online safety are the ones they just learned about, and that these rules will help keep them safer online. Ask them to take it home to sign with their parent or guardian and post it near the computer.
My Rules for Internet Safety

The Internet is where I learn and play
But I have to be careful everyday
So I pledge to be safer online
And follow these rules all of the time:

1. I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2. I will ask my trusted adult before sharing information like my name, address, and phone number.

3. I won't meet face-to-face with anyone from the Internet.

4. I will always use good netiquette and not be rude or mean online.

Signed ________________________________________

Signed ________________________________________

NetSmartz Workshop
A Program Of The National Center for Missing & Exploited Children

Watch videos and play games at NetSmartzKids.org

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Router’s Birthday Surprise 2

Overview

Students watch Router’s Birthday Surprise where they are introduced to the Webville Outlaws. They will complete a matching worksheet and learn what to do when they meet an Outlaw online.

Materials / Preparation

- Router’s Birthday Surprise
- Computer lab or computer hooked up to an LCD projector
- Attachment 1 - Webville Outlaws matching worksheet

40 minutes

Introduction

Show students Router’s Birthday Surprise and have a short class discussion about the Outlaws: What do the Webville Outlaws do on the Internet? Why does Sheriff Clicky need to put them in jail?

Activity

Give each student a copy of the Webville Outlaws matching worksheet (attachment 1). Each worksheet has a picture of the Outlaws and an example of what they might say in one column, and the four rules of Internet safety in the other.

Have the students match each Outlaw to their corresponding rule. Review the answers as a group and make sure students understand what to do if they ever meet an Outlaw online.

Follow-Up

Show students how to use Microsoft Paint, or a similar program, and have them draw a “Wanted” poster for their Outlaw. Print and display the posters in the classroom to remind them to follow the four rules of Internet safety.
"The Outlaws are people who try to ruin your time on the Internet, but if you follow these rules you'll know what to do. Draw a line from each Outlaw to the rule you should follow if you ever meet one online."

**Webville Outlaws**

**Meet-Me Mack**
"Hey, want to meet me at the park?"

**Look-At-Diz Louis**
"Look at this picture!"

**Potty-Mouth Pete**
"You're ugly!"

**Wanta-Know Wally**
"What's your phone number?"

**My rules for Internet safety**

1. I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2. I will ask my trusted adult before sharing information like my name, address, and phone number.

3. I won't meet face-to-face with anyone from the Internet.

4. I will always use good netiquette and not be rude or mean online.
Router's Birthday Surprise

**Overview**
Students watch Router's Birthday Surprise and discuss what kinds of things they can do online. They will play a game to help them learn the four rules of Internet Safety.

**Materials / Preparation**
- Router's Birthday Surprise
- Computer lab or computer hooked up to an LCD projector
- Attachment 1 - Possible Online Situations
- Attachment 2 - NetSmartz Internet Safety Pledge
- 2 bells or buzzers

**40 minutes**

**Introduction**
Show Router's Birthday Surprise and ask students: What kinds of fun things can we do on the Internet? E-mail, IM, blogging, watching videos, reading jokes, playing games, etc. Explain to students that even though there are some great things to do online, there are also some things they need to watch out for.

**Activity**
Tell students that they will now play “What Rule Is It Anyway?” just like Nettie and Webster did. Pass out the NetSmartz Internet Safety Pledge (attachment 2) and read the four rules aloud.
Place a table or desk at the front of the room and put two bells or buzzers on the desk with a copy of the safety pledge for reference. Have students come up two at a time. You will read the situations from attachment 1 aloud and have them buzz in when they know what rule they should use in that situation. Have them read the rule aloud to practice their reading skills. Continue the game until everyone has gone once or you have read all the possible online situations.

**Follow-Up**
Have students sign the pledge and take it home for their parent or guardian to sign. Explain that the safety pledge is like a promise and when they sign it they are promising to follow the four rules of Internet safety. Optional: show students how to send an e-mail at www.NetSmartzKids.org and have them send an e-mail to Cicky, Nettie, or Webster explaining what they learned.
Possible Online Situations

1. You are playing a really cool bowling game online. Suddenly a pop-up comes on the screen. It says that you can enter a contest to win a new Xbox if you type in your telephone number. What rule should you follow?

2. You're IMing your friend online about a new TV show that just came out. He says he watched it, but thought it was dumb and that you're dumb for liking it. You are really angry with him and hurt that he made fun of you. What rule should you follow?

3. You receive an e-mail from someone who says he is your friend's Dad. He says he has just cleaned out your friend's room and is giving away some old toys. He asks you to meet him outside so he can give you the toys. What rule should you follow?

4. All of your friends are talking about this great new website with the best games ever, but to play you have to sign up. You check out the website and find out that to sign up, you have to send them your name, telephone number, home address, and e-mail address. What rule should you follow?

5. You are writing an e-mail to your grandmother when you get a pop-up on your screen. The pop-up says that if you enter your e-mail address, you can win a trip to Disney World. You've never been to Disney World and you really want to go. What rule should you follow?

6. You are playing a sports game online and talking to the other players on your headset. One of the other players gets mad at you for winning and says he's going to come to your house and hurt you. You get really scared. What rule should you follow?

7. You are talking to someone online who says he really likes basketball, but he doesn't have anyone to play with. When you tell him that you play basketball every weekend with your dad at the park, he asks if he can come, too. He asks where you'll be so he can come and meet you. What rule should you follow?

8. Your sister stole $5.00 from your mom's purse. You didn't want to get blamed for it, so you told your parents about it and your sister got in trouble. She sent you a mean e-mail calling you names and says she's going to tell all your friends that you're a tattletale. You are really mad at her and you want to send a mean e-mail to her, too. What rule should you follow?
You've been playing a game online where you get to shop for virtual clothes and talk about new fashions with other players. One of the girls you're talking to is really nice and likes the same clothes you do. She says it would be so cool if you could meet and go shopping together in real life. What rule should you follow?

You are surfing the Internet looking for pictures of penguins for your science project. You click on a link that says it has lots of pictures of penguins. The pictures on the site are not penguins at all; they're inappropriate pictures of people. You feel really sad and confused when you see the pictures. What rule should you follow?

You are talking to your cousin online and she starts making fun of you. At first you laugh it off, but then she gets really mean and makes fun of your hair and the way you talk. You are really mad and want to say mean things to her, too. What rule should you follow?

You are watching videos of your favorite singer online. When you try to click on one of the videos, you accidentally click on something else and are taken to a website you didn't mean to go to. That website has pictures and words that you don't understand and make you feel scared. What rule should you follow?

You are a big fan of a TV show called Dino-Rock! You're playing on their website one day when you see that they have a new fan club. If you sign up for the fan club, you can get all kinds of free Dino-Rock! toys. The sign-up form for the fan club asks for your e-mail address. What rule should you follow?

You sign onto your e-mail account and see an e-mail from a girl in your class. In the e-mail, she makes fun of your hair and tells you that nobody likes you. The e-mail makes you very mad and you feel like sending her a mean message back. What should you do?

You are playing one of your favorite games online. Suddenly, you get a pop-up on your screen with a nasty picture. The picture makes you feel confused, so you click the "X" to close it, but then even more keep popping up. Your screen is full of nasty pop-ups. What rule should you follow?
My Rules for Internet Safety

I will use the Internet responsibly. That means making smart decisions about what I look at, who I talk to, and what I say. I pledge to be safer online by following these rules:

1. I will tell my trusted adult if anything makes me feel sad, scared, or confused.

2. I will ask my trusted adult before sharing information like my name, address, and phone number.

3. I won't meet face-to-face with anyone from the Internet.

4. I will always use good netiquette and not be rude or mean online.

signed ......................................................

signed ......................................................
Router's Birthday Surprise 2

Overview
Students watch Router's Birthday Surprise where they are introduced to the Webville Outlaws. They will play a guessing game using fill-in-the-blank Outlaw riddles and create a matching "Wanted" poster for each Outlaw.

Materials / Preparation
- Router's Birthday Surprise
- Computer lab or computer hooked up to an LCD projector
- Attachment 1 - Fill-in-the-blank Outlaw riddles
- Crayons or markers
- Drawing paper or poster board

40 minutes

Introduction
Show students "Router's Birthday Surprise" and review the Outlaws with the students so they understand which Internet risk each character represents.
- Potty-Mouth Pete is a cyberbully and says mean things to you online.
- Look-At-Dis Louie shows you things you don't want to see.
- Wanta-Know Wally tries to get your personal information, like your name, address, and phone number.
- Meet-Me Mack tries to get you to meet him face-to-face.

Activity
Divide students into four groups and assign each group one Outlaw. Give each group a fill-in-the-blank Outlaw riddle worksheet (attachment 1) and ask them to create a riddle that describes their Outlaw. Make sure they do not use their Outlaw's name in the riddle. Once the riddle is complete, have each group create a "Wanted" poster for their Outlaw. Ask each group to come to the front of the room and read their riddle aloud for the other groups to guess. Make sure they do not show the class their "Wanted" poster yet. Once the class makes a guess, have the group turn their poster around to reveal the correct Outlaw. Display posters in the room or hall to remind students to UYN!

Follow-Up
Have students go to www.NetSmartzKids.org and send a UYN e-card to a friend or family member reminding them to be safer online.
I am an Outlaw that likes to

I ___________________________
when I’m on the Internet.

You should follow Rule # ________
if you meet me online.

Who am I?
1 "!
I will always check first with my parent, guardian, or other trusted adult before going anywhere, helping anyone, accepting anything, or getting into a car.

2 🙋
I will take a friend with me when going places or playing outside.

3 ⚠️
I will tell people "NO" if they try to touch or hurt me. It's OK for me to stand up for myself.

4 🎉
I will tell my trusted adult if anything makes me feel sad, scared, or confused.

signed ..................................................

signed .................................................
Router's Birthday Surprise 3

Overview

Students watch Router's Birthday Surprise and complete a role-playing exercise to practice the real-world safety rules. They sing the chorus of "Know the Rules!" to help them memorize the four rules of real-world safety.

Materials / Preparation

- Router's Birthday Surprise
- Computer lab or computer hooked up to an LCD projector
- Attachment 1 - NetSmartz Real-World Safety Pledge
- Attachment 2 - "Act Aloud" story

45 minutes

Introduction

Show Router's Birthday Surprise and remind students about the four rules of real-world safety that they learned about from Clicky. Give every student a copy of the NetSmartz Real-World Safety Pledge (attachment 1) or display it on an overhead projector. Review the four rules with students.

Activity

Ask students to stand up and join you in a group. Remind students of when Webster and Nettie were both asked to go somewhere with someone they didn’t know. Both Webster and Nettie practiced rule #3 - telling people "NO!" Explain to students that they are now going to practice the four real-world safety rules by acting out a story together. Consider labeling parts of the room as destinations (ex. some desks as home, parks/playgrounds, etc.). Read the story (attachment 2) aloud. You will be acting as a guide, modeling the appropriate behavior and encouraging them to do the same.

Follow-Up

Write the lyrics to "Know the Rules!" on the blackboard or whiteboard: "Check first. Take a friend. Tell people "NO!" Tell a trusted adult. Now I'm ready to go!" Practice these lyrics together as a class. Encourage students to clap to the beat and repeat the song a few times to help them remember the four rules of real-world safety. Have students sign the safety pledge and take it home for their parent or guardian to sign as well.
My Rules for Real-World Safety

1. I will always check first with my parent, guardian, or other trusted adult before going anywhere, helping anyone, accepting anything, or getting into a car.

2. I will take a friend with me when going places or playing outside.

3. I will tell people "NO" if they try to touch or hurt me. It's OK for me to stand up for myself.

4. I will tell my trusted adult if anything makes me feel sad, scared, or confused.

signed ........................................

signed ........................................
“Act Aloud” Story

Directions: Read this story aloud and act as a guide for students. Explain to students that they are going to be using their imaginations. Pretend as if you are in a play and the classroom is your stage. Travel around the stage for each part of the story, acting out the appropriate behavior. Encourage students to follow your lead and practice the lessons you are teaching.

A Beautiful Day!

It’s a quiet day at home and we’re bored. Let’s look out the window together. The sun is shining. It’s a beautiful day! I want to go outside to play. Who else wants to go? But wait, we’re not supposed to go outside without checking first. Everyone has a trusted adult, like a mom, dad, an aunt, or a grandpa. A trusted adult is someone who protects you, listens to you, and makes you feel safe. Mine is my mom. Who’s yours? Let’s go find our trusted adults! There’s my mom! Can I go outside to play? Now you have to ask, too. Hooray, we can all go!

But wait, our trusted adults say we shouldn’t go anywhere alone because it’s safer to go with a friend. Friends can look out for each other and help each other if they’re hurt or in danger. Everybody, find a friend to go with. Are we ready? Let’s go!

We’re outside and playing a game of tag now. I love this game! A man just pulled up next to us in a big, blue car. Who is he? He’s looking at us, but we’ve never seen him before. Did you hear that? The man just asked us to get in the car with him. He said he has puppies at his house that we can come play with. I like puppies! But my trusted adult told me never to go anywhere with someone I don’t know. They might be mean and try to hurt me. No, leave me alone! I’m not going anywhere with you! Now you say it, too. In a big, loud, strong voice – No, leave me alone! I’m not going anywhere with you! Good job! He’s leaving now. It’s great that we’re with friends who can help us.

That man made me feel scared. I know what to do! I’m supposed to tell my trusted adult if something happens that makes me feel sad, scared, or confused. Do you remember where your trusted adults are? Let’s go find them! There they are! A man in a big, blue car asked me to go with him to his house. I didn’t know him, so I told him no. Now you tell your trusted adults what happened. Good job everyone! You were very smart and learned to check first, take a friend, tell people “No!” and tell a trusted adult.
Router's Birthday Surprise 3

Overview

Students will watch *Router's Birthday Surprise* and complete a role-playing exercise to demonstrate the four rules of real-world safety. Each student will write a letter to a trusted adult explaining why it is important to follow these safety rules.

Materials / Preparation

- *Router's Birthday Surprise*
- Computer lab or computer hooked up to an LCD projector
- Attachment 1 - NetSmartz Real-World Safety Pledge
- Attachment 2 - “Real-World Safety Skit” directions

45 minutes

Introduction

Show *Router's Birthday Surprise* and remind students that Clicky wants them to be safer online and offline.

Give every student a copy of the NetSmartz Real-World Safety Pledge (attachment 1). Review the four rules with students.

Activity

Explain to students that they are now going to practice the four safety rules by playing an acting game together. Divide students into four groups and give each group a copy of the “Real-World Safety Skit” worksheet. Assign each group one of the situations on the worksheet. They will demonstrate the appropriate safety rule to use in that situation by writing a skit and acting it out in front of the class.

Monitor each group and give suggestions for how they can better respond to their scenarios. Help them create a speaking role for every group member. Help suggest characters they should use like friends, teachers, or police officers. When the groups are finished writing and practicing their skits, have them perform them in front of the class. Be sure to reiterate which safety lesson is being demonstrated and why this was an appropriate response.

Follow-Up

Ask each student to write a letter to a trusted adult of their choice explaining why following the real-world safety rules is important. Have students deliver their letters to their trusted adults to show them what they learned. Be sure to send the Real-World Safety Pledges home with students for their parents or guardians to sign.
Router's Birthday Surprise 3

My Rules for Primary
Real-World Safety

Intermediate

1. I will always check first with my parent, guardian, or other trusted adult before going anywhere, helping anyone, accepting anything, or getting into a car.

2. I will take a friend with me when going places or playing outside.

3. I will tell people "NO" if they try to touch or hurt me. It's OK for me to stand up for myself.

4. I will tell my trusted adult if anything makes me feel sad, scared, or confused.

signed

signed
Real-World Safety Skit

Directions: Write a skit that demonstrates the NetSmartz real-world safety rule you would follow in each situation. Each member of the group should have a part in your skit. You can add characters like friends, teachers, parents, and even police officers.

Group #1 - Check First
I will always check first with my parent, guardian, or other trusted adult before going anywhere, helping anyone, accepting anything, or getting into a car.

Situation: You're walking home from school and it's a really hot day. Your arms are full with a heavy bag and your science project. A man you don't know pulls up next to you and asks you to get in his car. He says he'll drive you home. What should you do?

Group #2 - Take a Friend
I will take a friend with me when going places or playing outside.

Situation: Someone usually drives you to school in the morning, but you're getting older and you want to start walking. You only live a few blocks away. How can you convince your parents to let you start walking to school?

Group #3 - Tell people "NO!"
I will tell people "NO" if they try to touch or hurt me. It's OK for me to stand up for myself.

Situation: You're at a family party when an older family friend sits down next to you. He puts his arm around you and makes you feel uncomfortable. What should you do?

Group #4 - Tell a Trusted Adult
I will tell my trusted adult if anything makes me feel sad, scared, or confused.

Situation: Your neighbor is always inviting you into his house for snacks. Your family has known him for years, but sometimes he says things that make you feel scared. What should you do?
CERTIFICATE
I HEREBY CERTIFY THAT

HAS LEARNED HOW TO UYN,
AND IS AN OFFICIAL NETSMARTZ KID!

TRUSTED ADULT

CLICKY

NetSmartz® Workshop
A PROGRAM OF THE
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN®
NetSmartzKids.org

SAFETY PATROL
OFFICIAL NETSMARTZ KID

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Mac Troubleshooting FAQs

Q: What should I do if the CD doesn’t run automatically when I put it into my computer?
A: Follow these steps to run the program:
(1) Click on the “CD” Icon (2) Click “Internet Only RBS Presentation.pps” or “Complete RBS Presentation.pps”

Q: What should I do if the program freezes?
A: Follow these steps to re-start the program:
(1) Press “Escape” (2) Click on the CD Icon (3) Click “Internet Only RBS Presentation.pps” or “Complete RBS Presentation.pps”

Q: Why did the video stop playing?
A: You may have pressed the pause button or clicked the mouse. Click the pause button or the mouse again and the video will resume.

Q: Why is there no image on the screen, even though I have connected to the projector?
A: You may need to use a keyboard command to tell the laptop that something is connected to its external output port. Look for a symbol of a monitor on your function keys. For instance, on some laptops, the command is “Function key + F4.”

Q: I don’t have PowerPoint on my Mac. Will I still be able to play the presentation?
A: You must have PowerPoint installed on your Mac in order to play the presentation.

Q: How may I share the presentation files with others?
A: First, copy the DMG file to a thumb drive. Now you can transfer the file to another computer and mount the image. You can also create a CD. Sites such as mactipsandtricks.com can help walk you through the steps of burning a DMG file to CD.

Q: Why do the videos take so long to load and freeze while playing?
A: If you are running the presentation from the CD, you may need to “prime” the videos by clicking through each slide and video from the beginning to the end of the presentation. Allow each video to start playing but it is not necessary to play through to the end. This will allow the videos to cache and run smoother.

Q: Why does it take so long to open the presentation?
A: Due to the large quantity of videos in the presentation, it can take a few minutes for the presentation to open.

Q: When I open the presentation, pictures pop up in rapid succession. Is the presentation broken?
A: This is normal. The presentation is preparing to play and should work properly once you move through the slides.

Remember, all NetSmartz presentations may be downloaded for free from NetSmartz.org. If your question has not been answered, please e-mail NetSmartz_contact@ncmec.org.
PC Troubleshooting FAQs

Q: What should I do if the CD doesn’t run automatically when I put it into my computer?
A: Follow these steps to run the program:
   (1) Click on “My Computer” (2) Click on your CD drive (3) Open the “RBS Presentations” folder
   (4) Click “Play Internet Only RBS Presentation.bat” or “Play Complete RBS Presentation.bat”

Q: What should I do if the program freezes?
A: Follow these steps to re-start the program:
   (1) Press “Escape” (2) Click on “My Computer” (3) Click on your CD drive (4) Open the “RBS
   Presentations” folder (5) Click “Play Internet Only RBS Presentation.bat” or “Play Complete RBS
   Presentation.bat”

Q: Why did the video stop playing?
A: You may have pressed the pause button or clicked the mouse. Click the pause button or the
   mouse again and the video will resume.

Q: Why is there no image on the screen, even though I have connected to the projector?
A: You may need to use a keyboard command to tell the laptop that something is connected to its
   external output port. Look for a symbol of a monitor on your function keys. For instance, on some
   laptops, the command is “Function key + F4.”

Q: Do I need a password?
A: You do not need a password to use the NetSmartz presentations. However, all of the presentations
   are password protected in order to prevent the content from being altered. You may only open
   them as “Read-only” files.
   If your password prompt does not offer a “read-only” option, then you may have an administrative
   rights issue and will need to contact your IT department.

Q: Why have I received an error message stating that I do not have administrative rights when
   I am the administrator on this machine? (Windows Vista Only)
A: To bypass this error, right click on the file you are installing and click “Run as Administrator.”
   You should now be able to run the program.

Q: How may I share the presentation files with others?
A: If you simply copy the presentation file to a disc, the presentation may not run correctly. It is best
   to download the ISO version of the files from www.netsmartz.org/presentations and then burn
   them to a disc. For more information about this process, visit a tech site like cnet.com, which may
   also direct you to some free CD burner programs.

Q: Why do the videos take so long to load and freeze while playing?
A: If you are running the presentation from the CD, you may need to “prime” the videos by clicking
   through each slide and video from the beginning to the end of the presentation. Allow each video
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Get Involved!

Start by hosting a Take 25 event at your school. A Take 25 event can be any opportunity to engage students and their families on the importance of child safety, including:

- **Give a Take 25 Mini Lesson.** Mini lessons offer a quick 10-15 minute activity for students which reinforce the four rules of safety.
- **Educate Students and Parents about Internet Safety.** Visit [www.NetSmartz.org](http://www.NetSmartz.org) for downloadable Internet safety presentations. Give these during the school day or at evening parent nights.
- **Host an Assembly.** Discuss relevant child safety issues with students.
- **Share Take 25 Safety Tips.** Tips can be shared during morning announcements, parent meetings, and other social clubs. Safety pledges can also be sent home to be shared with parents.
- **Distribute Take 25 Bookmarks.** Make bookmarks available in your libraries, school office, before and after care, and extracurricular activities throughout the month of May.
- **Organize a Child ID Event.** Partner with local law enforcement to provide child ID kits to parents.

Take 25 resources are available in multiple languages and are **FREE** to communities. Request yours today!
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