

# Session Two: The Scene

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**Project I:** The Big Picture (continued)

**Objective:** Members will learn guidelines for appropriate use of the Internet and will locate different Web sites, rating each site's content.

**Technology Skills:**

- Learn safety guidelines and Club policy for appropriate Internet use
- Navigate the Internet

**Life Skills:**

- Empathy
- Goal orientation
- Responsibility

**Time:** 50 minutes (This session could be expanded to two 50-minute lessons.)

**Materials:**

- Paper and pencils
- Poster-making supplies
- Life Skills Tip Sheet
- *Rating the Web Scene* handout

**Leaders' Note:** This may be the first time many members have used the Internet. In addition to technical instruction on using Internet Explorer, it is very important to establish specific guidelines for safe use of the Internet before they log onto the Web. You should create an official appropriate use policy for your Club, including signed parental permissions and/or consequences for failure to follow all Internet safety guidelines. See the appendix section of this CD-ROM for guidance on developing such a policy and sample parent permission forms.

**Warm-Up Activity: What is Safety?**

Read the following scenario (or have members role-play) and begin a discussion about safety.

Vanessa has just moved to a new town and hasn't made any friends yet. One of her favorite things to do on the Internet is to use a chat room. One day, she is chatting on the Internet with a new person named Susie who says she is the same age as Vanessa. Susie asks Vanessa all kinds of questions, like, "What kind of music do you like? What's your address? What's your favorite food? What are your parents' full names? What school do you go to?"

Since Vanessa really wants a new friend, she answers all these questions and makes plans to meet with Susie in person.

After reading this scenario, start a discussion about the safety of Vanessa's actions on the Internet. Ask the members how they would respond if someone asked them such personal questions. Which questions should they answer online? Ask members to practice empathizing by pretending to be Vanessa, and discuss how they would handle this situation in order to stay safe.

Have the group make a *Stay Safe! Online* reminder poster listing the ideas they generate in this discussion.

After they talk about online safety, let members make their first Web site visit by reviewing the Boys & Girls Clubs of America Internet safety program at <http://www.msn.staysafeonline.com>. Talk with the members about how the principles and behaviors represented in *Stay Safe! Online* compare with their own definitions of safety.

### **Activity: Rating the Scene**

Have members break into groups of three and create their own charts for rating Internet sites. Pass out the *Rating the Web Scene* worksheets. For this activity, members can create their own rating symbols. Have them rate the sites on fun, safety and usefulness of information, and record the scores on their worksheets. They can add other criteria to their charts if they wish. As part of the rating activity, they should also predict the ratings of other Club members.

Lead the group through several different Web sites, and have members complete their evaluation/prediction charts. Members' evaluation sheets can be kept as a reference guide to Web sites for other Club members. Some examples of age-appropriate Web sites include:

Yahooligans: <http://www.yahooligans.com>  
Surf Monkey: <http://www.surfmonkey.com>  
Ask Jeeves for Kids: <http://www.askjeeveskids.com/>  
Nickelodeon: <http://www.nick.com/>  
Discovery Channel: <http://www.discovery.com>

See **Step-by-Step Ready Reference Sheet: Using Internet Explorer**

See **Step-by-Step Ready Reference Sheet: Using a Web Page Address (URL) on Internet Explorer**

See **Step-by-Step Ready Reference Sheet: Using Web Page Links**