



Hangin' On the Web . . . Safely!

2007

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Hangin' On the Web . . . Safely!

1. Description of Primary Learners: 3rd Graders, especially Brownies working on the "Safety Sense" Try It.

- | | | | |
|--------------------------|------------------|--------------------------|-------------------|
| <input type="checkbox"/> | Early Learners | <input type="checkbox"/> | High Schools |
| x | Primary Schools | <input type="checkbox"/> | Young Adults |
| <input type="checkbox"/> | Upper Elementary | <input type="checkbox"/> | Adult Learners |
| <input type="checkbox"/> | Middle Schools | <input type="checkbox"/> | Intergenerational |

2. Subject/Topical Areas of Inquiry: Technology & Daily Life Skills

- | | | | |
|--------------------------|----------------------|--------------------------|--------------------|
| x | Science/Technology | x | Daily Life Skills |
| <input type="checkbox"/> | Social Sciences | <input type="checkbox"/> | Business/Economics |
| <input type="checkbox"/> | Arts/Humanities | <input type="checkbox"/> | Local Community |
| <input type="checkbox"/> | Personal Development | <input type="checkbox"/> | Home, Garden, Auto |

3. Library Resources/Media Formats Used: books, magazines, websites

- | | | | |
|--------------------------|------------------|--------------------------|----------------------|
| x | Reference Books | <input type="checkbox"/> | Databases |
| x | Periodicals | <input type="checkbox"/> | Collections |
| x | Web Sites | <input type="checkbox"/> | Videos, Art Forms |
| <input type="checkbox"/> | Production Tools | <input type="checkbox"/> | Production Equipment |



Hangin' On the Web . . . Safely!

Program Description: This is a 4-hour experience for 3rd graders and it is ideally designed to match the "Safety Sense" Brownie Try-it. Minor adjustments can be made to accommodate the younger Brownies in the troop.

It begins by setting a learning context through an introductory game of hangman which introduces pertinent vocabulary.

The experience includes answering questions about their families' online activities in an informal discussion, an internet safety quiz; time spent researching important safety facts, and opportunities for creative expression.

The experience concludes with the group setting up a display in the host library during which the Brownies demonstrate proficiency with the real world application of their knowledge products.

Program Benefits: This program enables learners to participate in a group project and share their group learning experience with others in the community.

Past participants have valued the program because it helped them to learn a few things they didn't know before and have fun being creative in a way that could help others.

The Roles the Librarian Plays (check all that apply):

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

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LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
The definition and understanding of safe online behavior is the primary concept to master.	They will have the opportunity to research using a list of provided web, video and print resources.	They will understand responsible internet use & safety and choose effective presentation methods & format.
They will become informed about current issues and have the opportunity to share and discuss their opinions and knowledge.	They will become familiar with vocabulary and issues relating to internet safety and digital social networking environments. They will learn appropriate online behavior and what to do in case something uncomfortable arises while they are online.	They will practice organizing information and choosing an effective presentation method and format. They will practice making their contributions while working with others creating knowledge product in a collaborative group.
They will look at the assumption that the internet is a safe place to "hang out" and determine how to behave safely given the reality of life on the web.	They may be surprised by what they learn or what others share about their own online experiences. They may feel more confident when spending time online.	They will be able to confidently share their learning with the community through the development of a display that provides materials, resources and information about what they have learned about online safety.

These objectives correlate with established State standards.

INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

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This Instructional Guide contains these components, in order of use:

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INSTRUCTIONAL GUIDE

Program Format Overview

1	Welcome & Introductions Setting Expectations	Whole group	Greetings Overview – why are we here? Lay of the Land – supplies, restrooms, Schedule – sessions, breaks, snacks Methods – discussion, research, creative expression, decision-making, display
2	Internet Safety	Individually & then discuss	Pre-test – what do we already know?
3	Digital Social Networking	Whole group	Game – hangman – discuss the terms, what they mean separately and together
4	Research	Individually	Each choose a resource and a question to answer
5	Discussion	Whole group	Add a sentence to the white board/black board
6	Digital Social Networking	Small groups	Vocabulary --- to --- Collage
7	Gather & recap	Whole group	What have we learned?
8	Presentation Decisions	Whole group	What makes a good presentation? How will the questions & answers be incorporated into the display?
9	Create Display	Whole group	Place materials into cabinet, shelves, tables, etc.
10	Discussion & pictures	Whole group plus parents	Questions?
11	Evaluations	Individually	Exit surveys
12	Depart		Make connection with host library staff

INSTRUCTIONAL GUIDE

Methods – Internet Safety Quiz

There are many internet safety quizzes available online for kids to try. The online choice provided in this kit is a baseline quiz from a very reputable source.

The simplest method is to administer the quiz by having each child sit at a computer and go to the site online, answer the questions and check the answers electronically. This also provides an online experience for the participants.

If computers are not available and/or initially planned, but connectivity an issue, a printed version can be used for this opening exercise.

Following the internet safety quiz, the program guide should lead a relaxed discussion.

Examples of questions might be:

“The first time I took this quiz, I was surprised that the right answer for ____ was _____. Was anyone else surprised at that one?”

“Did anyone have trouble understanding the questions?” If so, “what can I help you with?”

“Now that you know all the right answers, is there someone else you know that maybe doesn’t know these things that you might help to teach?” (ex: younger siblings or friends)

“Can someone tell me something they learned by taking this quiz?”

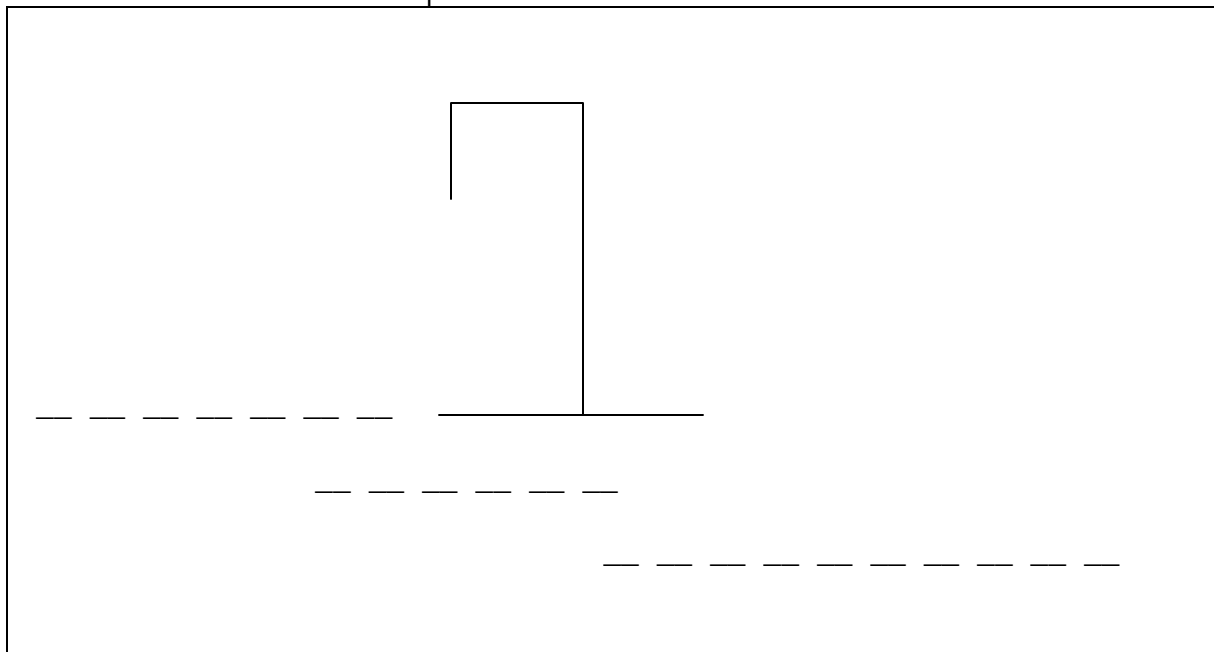
Tips and Tricks – depending upon how much time is and what resources are available, this can be made into a competition to see who can get all of the answers right first, or several different quizzes can be offered and kids can take more than one.

INSTRUCTIONAL GUIDE

Methods – Digital Social Networking

As a part of setup, a drawing of hangman, the game, should already be on a blackboard, white board, or large piece of paper on a wall where everyone can see and everyone can play.

Example:



The answer is: digital social networking. The game should be introduced with a question, like, “Has anyone ever heard of or used instant messenger, email, chat, or blogging?”

The guide might then say something like, “There is a term or phrase that people use when they are talking about all of these things together. We are going to play hangman to see if we can figure out what that term is.”

Following the game, a discussion about the meaning of each word separately and what they mean together should be held.

Tips & Tricks – Since this is the foundation for one of the information products, care should be taken that these words are fairly well understood at this point.

INSTRUCTIONAL GUIDE

Methods – Research

Using a list like the following, turn these answers into questions and give each child a question to research. Encourage each child to find the answer to her question in a resource, even if she is already certain of the answer.

1. Keep your password safe! You can tell your parents about it, but not anyone else — not even your best friend!
2. Don't share secrets, photos, or anything online that might be embarrassing if someone found out (like your entire school.)
3. Set up email and instant messenger accounts with your parents. Make sure not to put your name, age, address, or phone number in your profile or screen name.
4. Don't send messages when you're angry. Wait until you cool off so you don't say something you'll regret.
5. Let bullies know that cyber bullying is not OK. If your friends are cyber bullying, tell them that it's not funny and that cyber bullying hurts people.
6. Be as nice online as you are offline.
7. Don't respond to emails or messages that are mean to you or your friends.
8. Don't forward emails or messages that are mean or that spread rumors about other people.
9. Don't open emails or messages from someone you know is a bully.
10. Block anyone who acts like a cyber bully.
11. Save or print all messages from bullies.
12. Show the messages to an adult you trust—like a parent or a teacher—and ask for help. If the first adult you tell doesn't help you, keep telling until someone does.

Tips & Tricks – as an option, put each question on a separate slip of paper and let the kids draw out the one they will answer. Make sure the resources you supply (books, websites, etc.) have the answers to these questions so that the experience is not frustrating. Provide assistance with concepts such as index, table of contents and other means to find the answers.

INSTRUCTIONAL GUIDE

Methods – Discussion – questions for the board

Each child can present her question and answer along with the source for the answer. This can be done in a variety of ways.

- One quick way is to provide a bulletin board with pushpins. The child writes her answer on a 3x5 card along with the annotation of the source and pins the question to the card and the card to the board.
- Another option, if technology is available, each child can type her question, answer and source onto a Word document or a PowerPoint slide. Younger participants can have assistance with this part if there is a group helper to act as scribe.
- If a white board is available and time allows, they can each write out their questions and answers and resources using whatever bright color they choose.

Tips & Tricks – if there is a range of ages in the group, use the buddy system with pairs of older and younger so the older can assist the younger.

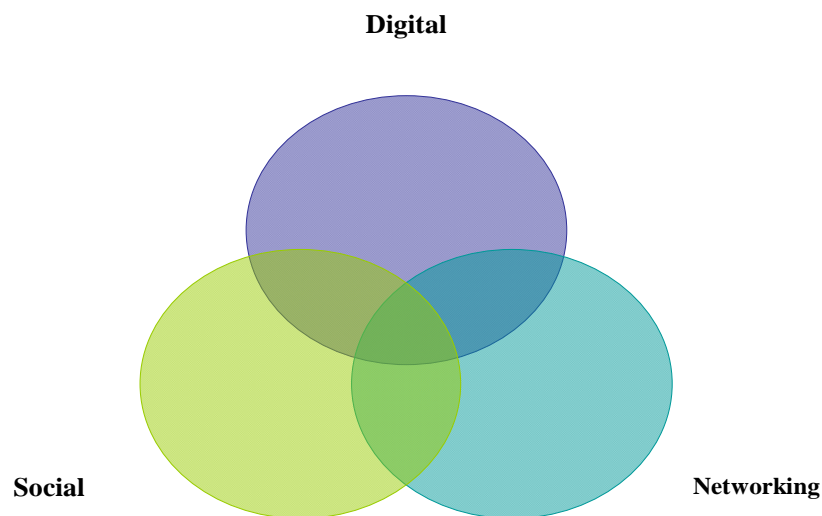
INSTRUCTIONAL GUIDE

Methods – Collage

Collage materials should be laid out and waiting for this activity. Computer magazines are useful for cutting out images. This is where the group takes their learning from the game of Hangman and works it into an information product to share with others by including it in their final display. The guide should remind the group of their discussion following Hangman and of the meaning of each of the 3 words and how they work together to make a new concept.

Tips & Tricks – the guide may want to show how a Venn diagram represents the blending of 3 words such as digital social networking and perhaps layout the areas of the collage base paper to hold each concept with blending toward the middle of the page.

Guides with experience in other areas such as interpretive movement or improvisation could play with these concepts in other ways, especially if more time is available or if the kit is being used over multi-sessions with a consistent group.



INSTRUCTIONAL GUIDE

Methods – Presentation

Prior to setting up a display of resources and the information products that the group has produced, a discussion about what will go into the display is appropriate. The guide may want to ask the group for suggestions, for example. Which books were the best? What websites do they like the best? What quiz would they recommend someone take?

Depending upon how the question/answer/resource piece was developed, the guide may want to question the group as to the best way to present those concepts. A bulletin board approach could be the backing of a set of resources. A technological approach could be that the questions and answers are in a PowerPoint and a laptop is on display with the PowerPoint available for viewers to play. If a scribe has been available, perhaps a set of bookmarks would be appropriate. Resources will determine the outcome of this piece.

If there are constraints on the space available or style of displays, this should be checked with the host library during planning stages and communicated to the kids as they prepare the display.

Tips & Tricks – sometimes a whole large wall is available for library displays. If a digital camera and color printer are available, a picture of each participant holding an internet safety resource could be posted along with her question and answer. The group may choose to create a safety motto for the library and post that with the resources, or a bulletin board could tell the story of the workshop: what they did, how they did it, and pictures of the process.

INSTRUCTIONAL GUIDE

Methods – Closing, Pictures, Parents, Evaluations

Once the display is created, the guide can bring the host library staff over to view the display along with parents who may be arriving to pick up their children. A small sign identifying the group who created the display should be included. If possible, a picture of the display should be taken as a record of the group's achievement. This could be emailed to the participants following the program so that they have a personal copy to share with friends and family.

As parents arrive, the group should be brought back together in the area where the workshop was held so that participants can fill out evaluation forms and gather belongings and handouts before going home.

LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

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The Learners' Materials are listed, in order of use:

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1. Internet Safety Quiz – online – printed, if necessary	5.1
2. Resource List – websites	5.2
3. Resource List – books and other library materials	5.3
4. Evaluation Forms	5.4

LEARNERS' MATERIALS

Internet Safety Quiz – online – print copy provided here as a reference, from National Center for Missing & Exploited Children:

http://www.missingkids.com/missingkids/servlet/PageServlet?LanguageCountry=en_US&PageId=714

Safety Quiz for Kids

1. Before I go anywhere, I:
 - a. Check first with my parents, guardian, teacher or person in charge
 - b. Go and play and check back later
 - c. Leave my family a note about where I am and when I'll be back.
2. When I walk to and from school:
 - a. I go alone... I'm big and can take care of myself.
 - b. I take a friend because it is safer and more fun.
 - c. I ride my bike, and if anybody bothers me, I can just ride away from them.
3. If I'm feeling really sad about something someone said or did:
 - a. I tell my Mom and Dad.
 - b. I tell my friend or teacher.
 - c. I keep it a secret, because I was told I should.
4. If I get lost and can't find my Mom or Dad in a store, I:
 - a. Run around yelling their names really loud.
 - b. Find a store clerk and ask for help.
 - c. Go out to the car and wait for them there.
5. If someone I don't know asks me for directions or to help them, I:
 - a. Get away quickly and tell an adult I trust.
 - b. Go over to their car and tell them where they need to go.
 - c. Offer to go with them and show them the way.

LEARNERS' MATERIALS

Resource List – Websites

Hangin' Web Resources for Kids – Websites current as of September 2007

ID the Creep Internet Safety Tutorial

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

Get Your Web License

<http://pbskids.org/license/>

NetSmartz Kids

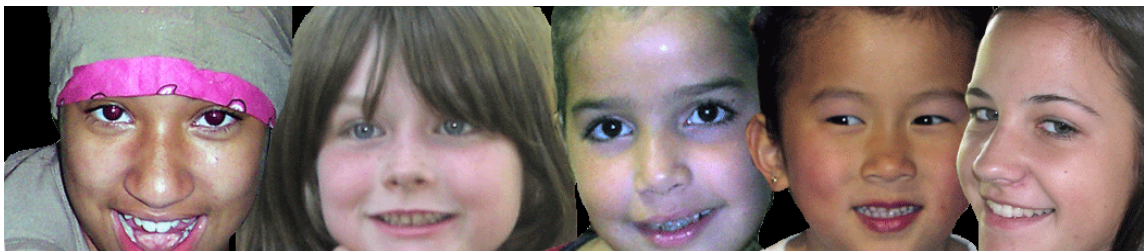
<http://www.netsmartzkids.org/indexfl.htm>

Yahooligans: Internet Safety

<http://kids.yahoo.com/directory/Computers--Games--and-Online/World-Wide-Web/Safety>

KidsClick!: Internet Safety

<http://www.kidsclick.org/cgi-bin/searchkids.pl?searchtype=subject&keywords=internet+safety&title=Internet+Safety>



LEARNERS' MATERIALS

Resource List – Library Materials

IMCPL Children's Materials – current as of September 2007

1.

Faux Paw meets the First Lady : keeping children safe online
by Leavitt, Jacalyn S. (Jacalyn Smith)
Indianapolis, IN : Wiley Publishing, Inc., c2006.
Call Number: j004.678 LEA

2.

Staying safe strangers, cyberspace & more
Wynnewood, PA : Schlessinger Media, c2005.
Call Number: jDVD 613.6 STA
Add to my list
DVD

3.

Faux Paw's adventures in the internet : keeping children safe online
by Leavitt, Jacalyn S. (Jacalyn Smith)
Indianapolis, IN : Wiley Publishing, Inc., c2004.
Call Number: j004.678 LEA

4.

Girl reporter bytes back!
by Ellerbee, Linda.
New York : HarperCollins Publishers, 2001.
Call Number: jFIC ELL

LEARNERS' MATERIALS

Resource List – Library Materials (pg. 1 of 4)

**IMCPL Library Resources for Parents, Teachers & Teens – current as of
September 2007**

1. The elementary teacher's guide to the best Internet resources : content, lesson plans, activities, and materials
by Cruz, Bárbara.
Columbus, Ohio : Pearson Merrill Prentice Hall, c2007.
Call Number: 372.1334678 CRU

2. What in the world are your kids doing online? : how to understand the electronic world your children live in
by Melton, Barbara.
New York : Broadway Books, c2007.
Call Number: 004.69 MEL

3. MySpace for moms and dads : a guide to understanding the risks and the rewards
by Neal, C. W. (Connie W.), 1958-
Grand Rapids, Mich. : Zondervan, 2007.
Call Number: 025.040835 NEA
<http://www.loc.gov/catdir/enhancements/fy0707/2006039554-d.html>

4. Logged on and tuned out : a nontechie's guide to parenting a tech-savvy generation
by Courtney, Vicki.
Nashville, Tenn. : B&H Publishing Group, c2007.
Call Number: 248.845 COU

5. MySpace unraveled : a parent's guide to teen social networking
by Magid, Larry
Berkeley, Calif. : Peachpit Press, c2007.
Call Number: 025.040835 MAG
<http://www.blogsafety.com/> Connect to related web site

LEARNERS' MATERIALS

Resource List – Library Materials (pg. 2 of 4)

**IMCPL Library Resources for Parents, Teachers & Teens – current as of
September 2007**

6. Connected : Christian parenting in an age of IM and MySpace
by Kendall, Peggy.
Valley Forge, PA : Judson Press, 2007.
Call Number: ON ORDER

7. Generation MySpace : helping your teen survive online adolescence
by Kelsey, Candice M.
New York : Marlowe & Co., 2007.
Call Number: 305.235 KEL
<http://www.loc.gov/catdir/toc/ecip0710/2007005262.html>

8. Internet protect your kids : keep your children safe from the dark side of
technology
by Arterburn, Stephen, 1953-
Nashville : Integrity Publishers, c2007.
Call Number: 004.678 ART
<http://www.loc.gov/catdir/toc/ecip073/2006033660.html>
<http://www.loc.gov/catdir/enhancements/fy0704/2006033660-d.html>

9. Cyber-safe kids, cyber-savvy teens : helping young people learn to use the
Internet safely and responsibly
by Willard, Nancy E.
San Francisco : Jossey-Bass, c2007.
Call Number: 025.04 WIL
<http://www.loc.gov/catdir/toc/ecip076/2006100388.html>

10. Fans, bloggers, and gamers : exploring participatory culture
by Jenkins, Henry, 1958-
New York : New York University Press, c2006.
Call Number: 302.23 JEN
<http://www.loc.gov/catdir/toc/ecip0610/2006008890.html>

LEARNERS' MATERIALS

Resource List – Library Materials (pg.3 of 4)

**IMCPL Library Resources for Parents, Teachers & Teens – current as of
September 2007**

11. The dark side of the Internet : protecting yourself and your family from online criminals

by Bocij, Paul.

Westport, Conn. : Praeger, 2006.

Call Number: 005.8 BOC

<http://www.loc.gov/catdir/toc/ecip0620/2006026800.html>

12. The rough guide to MySpace

by Buckley, Peter, 1971-

New York : Rough Guides : Distributed by the Penguin Group, 2006.

Call Number: 025.040835 BUC

13. Caution! Music & video downloading : your guide to legal, safe, and trouble-free downloads

by Shaw, Russell, 1947-

Hoboken, N.J. : Wiley, 2005.

Call Number: 004.678 SHA

14. Cyber Safety For The Whole Family : How To Protect Yourself and Your Children Online

by Sullivan, Mike

Natl Book Network 2004

Call Number: ON ORDER

15. Cyberstalker

Add to My List

Princeton, NJ : Films for the Humanities & Sciences, c2004.

Call Number: DVD 364.153 C994h

LEARNERS' MATERIALS

Resource List – Library Materials (pg. 4 of 4)

**IMCPL Library Resources for Parents, Teachers & Teens – current as of
September 2007**

16. A rose for Livvy a story about Internet safety for teens

Add to My List

Plainview, NY : Baden Street Settlement of Rochester, Inc. ; distributed by
Bureau for At-Risk Youth, c2003.

Call Number: DVD 025.040835 ROS

17. Your official America Online guide to Internet safety

by Willett, Edward, 1959-

Dulles, VA : AOL Press, c2001.

Call Number: 005.8 WIL

18. Cybersafety : surfing safely online

by MacDonald, Joan Vos

Berkeley Heights, NJ : Enslow Publishers, c2001.

Call Number: 025.04 MAC

LEARNERS' MATERIALS

Resource List – Websites (pg. 1 of 2)

Resources for Parents, Teachers & Teens – Websites current as of September 2007

MySpace – <http://www.myspace.com/modules/common/pages/safetytips.aspx#>

Flick-r – <http://www.flickr.com.guidelines.gne>

IM – http://www.microsoft.com/athome/security/quiz/im_safety.msp

Email – http://www.wiredsafety.org/safety/email_safety/

Blogging – <http://www.blogsafety.com/index.jspa>

BlogSafety, SafeKids, Parry Aftab's crew, or My Space Unraveled,
CyberBullying: <http://teachdigital.pbwiki.com/cyberbullying>

Safety

for adults ends with a suggestion to hand write a diary

<http://money.cnn.com/2005/04/08/technology/personaltech/blogging/index.htm?cnn=yes>

“The Leader in Internet Safety Education” includes videos, training, mentor
program, sections for law enforcement, educators, kids & teens, and parents –
links to latest news about internet safety

<http://www.iSAFE.org>

basic info and tips – i-SAFE America, Inc.

<http://www.isafe.org/imgs/pdf/education/Blogging.pdf>

<http://xblock.isafe.org/>

Electronic Frontier Foundation (EFF) – about work for adults

<http://www.eff.org/Privacy/Anonymity/blog-anonymously.php>

LEARNERS' MATERIALS

Resource List – Websites (pg. 2 of 2)

Resources for Parents, Teachers & Teens – Websites current as of September 2007

12 safety tips from Microsoft

<http://www.microsoft.com/athome/security/children/kidblog.mspix>

Blog Safety Community – Tech Parenting Group – started by 2 journalists

<http://www.blogsafety.com>

Australian Government

<http://www.netalert.net.au/02582-How-can-children-stay-safe-using-blogs.asp>

Parent Resources:

<http://teentechweek.wikispaces.com/online+social+networking>

<http://www.bewebaware.ca/english/default.aspx>

<http://teen.secondlife.com>

virtual reality, teen section of an adult virtual reality site

<http://www.ala.org/ala/yalsa/yalsamemonly/savvysurfers.pdf>

ALA's Yalsa publication about being safe on the web – list of sites

<http://www.ala.org/ala/yalsa/yalsamemonly/findgoodsites.pdf>

ALA's Yalsa publication – finding good sites – all topics

<http://www.speedofcreativity.org>

deep and broad blogging site, highly used by educators, discusses technology in the workplace, education, etc.

LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

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Library Resources contains these components, in order of use:

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4. Library Equipment	6.4
5. Supplies Outside of the Collection	6.5

LIBRARY RESOURCES

The Librarian's Role in the Program

This program was designed with the librarian as the expert and the guide/leader for the workshop. This may require some reading for preparation on the part of the librarian, but it is necessary for public librarians to familiarize themselves with internet safety in order to serve their regular patrons. Using the resources provided in this kit and performing basic internet and catalog searches for "internet safety" and/or "online safety" should provide a wealth of reading material.

The librarian could also easily choose a partner to be the expert in internet safety since programs are springing up in many places and the police department has a particular interest in the topic. A visiting police officer might change the general structure of the workshop to some degree, but might also provide an exciting bit of pizzazz as well. Perhaps a visiting police officer would be newsworthy enough to attract publicity either prior to the workshop or afterward to see the display.

Navigating the internet safely is an information literacy skill in itself, but woven into this workshop are other information literacy skills and the librarian is the expert here. Research, vocabulary, integrating terms to find new meaning, choosing "the best" resources for the display, and creating a pleasing display to attract other patrons are all areas where the librarian is the best guide.

In the event this program is used for a Brownie Try-It, the librarian might share some of the program guidance with the troop leader and should include the leader in the planning stages. If the Brownie troop usually has a snack during their meetings, perhaps the troop leader could provide some refreshment which would further enhance the experience for the Brownies. The troop leader should be treated as a partner in the program to the extent she is interested in being one and may excel in an area that would relieve some of the responsibility of the librarian. The librarian and the troop leader can brainstorm during the planning stages to tweak the information products and experiences to best suit their own skills, perhaps turning the collage into a dance or a game. Imagination is encouraged.

LIBRARY RESOURCES
The Materials from the Library's Collection

A resource list should be compiled during the planning of this workshop and the materials pulled together ahead of time. Two lists are provided within this kit on pages 16-20 (5.3 in the table of contents) which can be used as a baseline, but new lists should be generated since collections change constantly. Although some materials suited for older readers should be included in the display, care should be taken to have enough younger reader level materials available for the participant to use in their actual research phase. Check in advance that questions and answers are there.

DVD's and CDs should not be overlooked for the display, but may be too lengthy to watch in a shorter workshop. If a multi-session workshop is being done, media may be a great way to add additional information in a relaxing format.

Magazines often have articles that are useful for displays as well as for the research phase of the workshop.

Current websites can be used to supplement the library's collection and may be necessary to be sure that all of the questions and answers can be found in at least one source. Care should be taken to find these materials and have a copy printed and available in the event internet access is not available during the workshop.

LIBRARY RESOURCES

Library Space

Ideally, the workshop can be held in a large auditorium or meeting room space within the library where there is room to set up stations for the different activities, room for children to spread out on the floor if desired, and a space separate from the other patrons. Some troops and other groups have regular meeting places and might provide the space, but if so, at the end of the program, the group would need to visit the library to do the display and the librarian would have to bring the resources to the group's location.

Ideally the library space would have one or more computers with access to the internet, but a non-online workshop would work if necessary.

If the library space has relatively close access to a restroom and allows for snacks, the participants will be all the more comfortable throughout the workshop.

LIBRARY RESOURCES

Library Equipment

Depending upon the level of technology used, one or more computers with internet access and potentially the ability to project onto a screen or wall (in the event a PowerPoint is chosen) and/or a laptop for both the workshop and the display would be best suited for this program. If done in a classroom, each child could sit at a computer for sections of the workshop such as the internet safety quiz and looking at the website resources.

A projector and screen would be used for the PowerPoint and the internet safety quiz and possibly to discuss research if technology allows.

A bookcase or one or two rolling book carts would work for library resources.

A large table or large floor space would work for the collage with a large plastic table cloth for protection of the library furniture and/or carpet.

Chairs are needed for the participants with room at tables or desks if desired for researching their questions.

Tips & Tricks – flexibility with the environment helps make this workshop go more smoothly, so plan to check out the space and the equipment well in advance so that equipment can be gathered, if needed.

LIBRARY RESOURCES

Supplies Outside of the Collection

at least 1 large sheet poster board or illustration board

3 or more glue sticks

12 or more large colored markers and/or lots of crayons

cardstock and/or colored paper to add to the collage

pens and pencils

notebook paper (or blank paper)

blank disks – if participants get a copy of PowerPoint – optional

folders – to organize handouts – optional

colored paper – to print handouts – optional (white will work)

lots of old magazines (will be cut up)

dry erase markers if a white board is being used

chalk if a blackboard is being used

push pins if a bulletin board is being used

use of a digital camera if available

access to a printer, if possible

PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures.

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PROGRAM ADMINISTRATION

Project Timeline and Resources with Budget Impact (pg 1 of 2)

#	Memo	Activity List	Activity Owner		
			LEL	Partner	Group Contact
1		Determine Library Partner	x	x	
2		Identify Brownie Troop, contact leader & discuss	x		x
3		Schedule workshop	x	x	x
4		Meeting: check space & equipment	x	x	
5		Determine Provider of Supplies	x	x	x
6		Publicity	x		
7		Find and Request Library Materials	x		
8		Print Handouts & Program Materials	x		
9		Workshop	x		x
10		Send Notes (thank you, follow up, pictures...)	x		
11		Evaluate	x	x	x
12		Revise (if necessary)	x		
13					
		NEW BUDGET ITEMS			
Staffing:					in kind
Space:					in kind
Equipment:					in kind
Collections:					in kind
Food/Transit/ Materials/Supplies:		snacks and drinks depending upon session time length			in kind
Administration/Other:					

PROGRAM ADMINISTRATION

Project Timeline and Resources with Budget Impact (pg. 2 of 2)

Week 1				Week 2				Week 3				Week 4				Week 5			
█	█																		
	█	█	█	█	█														
					█	█													
						█	█												
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█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█				
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																█			
																	█	█	█

LEL and partner(s)
 library public computers, school computer lab, or other public space provided by group, meeting rooms with tables for meetings and seating for presentation(s), library display space

school computer lab, or library public computers with internet access, PowerPoint, projector, projection screen

library and internet materials about internet safety, social networking

markers, printer paper, white board & dry erase markers, or blackboard & chalk, or bulletin board and pushpins, scissors, tape, glue, crayons, markers, old magazines

PROGRAM ADMINISTRATION

Partners' Roles/Profiles

Both the host library staff member and the Brownie Troop Leader can be partners in this project.

The role of the host library staff member is to provide information concerning space in the library, availability of meeting rooms, equipment and supplies, to determine an appropriate display area, and to serve as a logistics support person during planning and implementation.

An ideal candidate as a host library staff member is enthusiastic about library service, willing to contribute ideas and contacts in the community for post-workshop publicity, and knowledgeable about the library's available assets.

The role of the Brownie Troop Leader (or other group leader) is to schedule the troop meeting to accommodate and coincide with the workshop, to coordinate the transportation of the Brownies to the chosen site, to assist during implementation and to provide supplies and possibly refreshments.

An ideal candidate as a Brownie Troop Leader is one who is enthusiastic about providing opportunities for the Brownies to participate in a new way of doing their Safety Sense Try It and willing to assist where necessary.

PROGRAM ADMINISTRATION

Measurement Guidelines

Pre-test and post-test of awareness of specific internet safety rules

Everyone takes an online internet safety quiz and records personal score. (The specific test is to be determined by most recent available.

One example: http://www.missingkids.com/en_US/other/InternetSafety.htm.

Post-test taken after the research section – everyone discusses what they've learned about internet safety rules.

Pre-test and post-test of understanding of the meaning of Digital Social Networking

Hangman introduces the terms. Discussion helps to clarify. The collage, which is also an information product, shows what they know and can point out gaps if participants are having difficulty or do not seem to be appropriately interpreting the terms using the images in the collage.

Observation – States of Being – Confidence in Participating

Observations are made that each child indicates a desire to participate in the process of creating the display.

Each child is observed participating in the final display with confidence.

Observation – Concepts Learned

Children are observed sharing information with their parents as they come to pick them up, or with patrons and/or staff who come over to see the display.

Exit Survey – Knowledge Gained and Enjoyment Gauged by Answers

1. I would/would not (circle one) recommend this program to friends and family.
2. I expect that I will/will not (circle one) use the information we gathered and/or tools we created here today in the future. (If so, how might you use what you've learned?)
3. I am more/less (circle one) comfortable talking about internet safety issues now.

PROMOTION TO AUDIENCES

This is a guide for the librarian and the project partner who jointly take responsibility for attracting a capacity audience for the program. It is important that all participants are a good match for the program's information literacy and content objectives.

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PROMOTION TO AUDIENCES

Sample Advertisements

To the Brownies who are planning to attend:

Every Girl Scout knows the motto "Be Prepared". Read pages 62-75 in the Brownie Girl Scout Handbook and you'll be ready when you come to the Library for your Safety Sense Try It.

To the local/community newspapers – a press release:

Libraries partner with local Brownie Troops to make sure kids are safe online. While earning the Safety Sense Try It Brownie Troop #___ will create (or has created) a special display to share what they've learned with you!



PROMOTION TO AUDIENCES

Distribution Plans

Most of the publicity for this program can be done through the networking within the Brownies and in person or on the phone. An enthusiastic presenter offering a solution to one of the Try Its will be hard to turn away.

Pre-workshop press releases can be sent to local newspapers to alert the community that something of interest is occurring at the Library. Creating the display in the Library could qualify as community service or volunteering which would give the paper another interest angle.

Although this workshop is presented in this kit as a means for Brownies to earn part of their Safety Sense Try It, there is no reason it cannot be done with Cub Scouts, a primary grade classroom, or any other group of children near the age of third grade.

If a particular librarian or library wants to make a commitment to offer this workshop regularly, a promotional blurb should be sent to local Brownie troops and any standard avenues of advertisement (such as the library's website) should promote the workshop on a regular basis as well.

Since Fire Stations and Police Departments also participate in safety workshops for groups of primary grade school children, posters or flyers that tell about the workshop and provide a contact number to schedule a workshop can be given to local Fire and Police.

Local schools should be contacted with a flyer for third-grade teachers offering the opportunity to partner on a classroom workshop.

PTA/PTO organizations should be included in the list of groups to inform about the workshop. With a bit of flexibility, this workshop could be done as a piece of a meeting or offered at the same time as a scheduled parent night for the third grade so that students have something to do while their parents are visiting with teachers.

PROMOTION TO AUDIENCES

Start to Finish Promotional Timetable

Promotion for this workshop is literally ongoing as long as the librarian is interested in providing the workshop whenever a group can book time in the schedule.

In the months before the first workshop:

In order to get participation in a first workshop, start by asking coworkers and friends with young children if they know any Brownie Troop Leaders and make the first contact through your networking.

As soon as the workshop is scheduled:

Once the first workshop is scheduled, news outlets should be contacted for announcements and press releases. The library's promotional group should be alerted for photo opportunities as well as posting on websites or in newsletters.

About 5 days to a week before the workshop:

Provide the Brownie Troop Leader with pre-printed letters to the parents that explain what Internet Safety is and what their child will be learning and doing in the workshop. This is a very important piece of promotion.

During the week following the workshop:

Follow up after the workshop with thank you notes to all partners and helpers, but also at least one to the Brownie Troop for their hard work in creating the display for the library. Include copies of any digital photos taken during the workshop or photos of the display. This may not seem like promotion, but when people feel appreciated, they are likely to tell others about it.