



## **Grossology: Web of Deception** Lesson Plan

**Brought to you by:**

# **KINSA**

Kids' Internet Safety Alliance

[www.kinsa.net](http://www.kinsa.net)

The Kids' Internet Safety Alliance (KINSA) was established as an aggressive and proactive response to the negative aspects of the Internet that harm young people. While addressing this grave social problem, KINSA also acknowledges and celebrates the positive, creative and inspiring ways children and youth are using the Internet.

KINSA's youth strategy is to work with well-known kids' properties to educate kids in the environments they know and love. For example, *Web of Deception* is based on a popular YTV show, *Grossology*. All communication is based on KINSA's five **Surf Smart** principles. These are also great discussion points for your class:

- Don't give out any personal information, such as your name, age, address and school online.
- Never make arrangements to meet with someone new you've met online.
- Only accept e-mails, files and instant messages from people you know.
- Don't trust everyone online because not everyone tells the truth.
- Tell an adult if someone or something makes you feel uncomfortable or threatened online.

*Web of Deception* is an action-packed comic that has a very important message for students. As you know, the Internet is a vast virtual world, full of games, blogs, chat rooms, and most of all, millions of people. Children need to know that as wonderful as it is, the web can also be a dangerous place where people don't always tell the truth. It's critical that they are given the skills they need to protect themselves against identity theft and other, potentially more serious crimes. Take the following steps to help your students understand how critical it is to "surf smart" on the Internet.

## Step 1 – Q&A

Before your students read *Web of Deception*, have a class discussion about the Internet. Here are several suggested questions to get the discussion going:

- a) Do you have any safety concerns about being online?
- b) Do you feel you could be in danger online, even though you are in your own home?
- c) Would you consider a person you have been chatting with online to be a friend or a stranger? Why?  
*- If they consider the person to be a friend, ask them the following: Would you talk to a stranger on the street? Would you talk to a stranger when you are online at home? Is there a difference? There is not a difference. They are still a STRANGER.*
- d) Do you feel it is safe to share private information with strangers because you are online at home? Even though they are at home, it is not safe. The people they meet online are STRANGERS and should NOT be given private information.
- e) What information do you feel comfortable giving new people you have met online?
- f) Have you ever given out your password to a friend?
- g) Do you always log off when you use a computer at school?
- h) Do you use your real name or a nickname when you are online?
- i) Do you tell your parents about the people you meet online?
- j) Do you think that your personal information can be stolen from you when you chat with people online?



## Step 2 – Read the Comic

Now, get your students to read the *Web of Deception* comic. Then, have each student fill out the Do you Surf Smart? survey provided at the end of the comic. Downloadable versions of the comic and survey can be found on [www.popmagazine.com](http://www.popmagazine.com).

## Step 3 – Survey Results & Class Discussion

Collect all the surveys and tally the results. Generate a discussion about web safety by highlighting some of the results with the class. For example:

- a) Did you know \_\_\_% of the class said they would meet someone they met online in a public place? Do you think it's OK to meet someone in person that you met online? Why or why not?

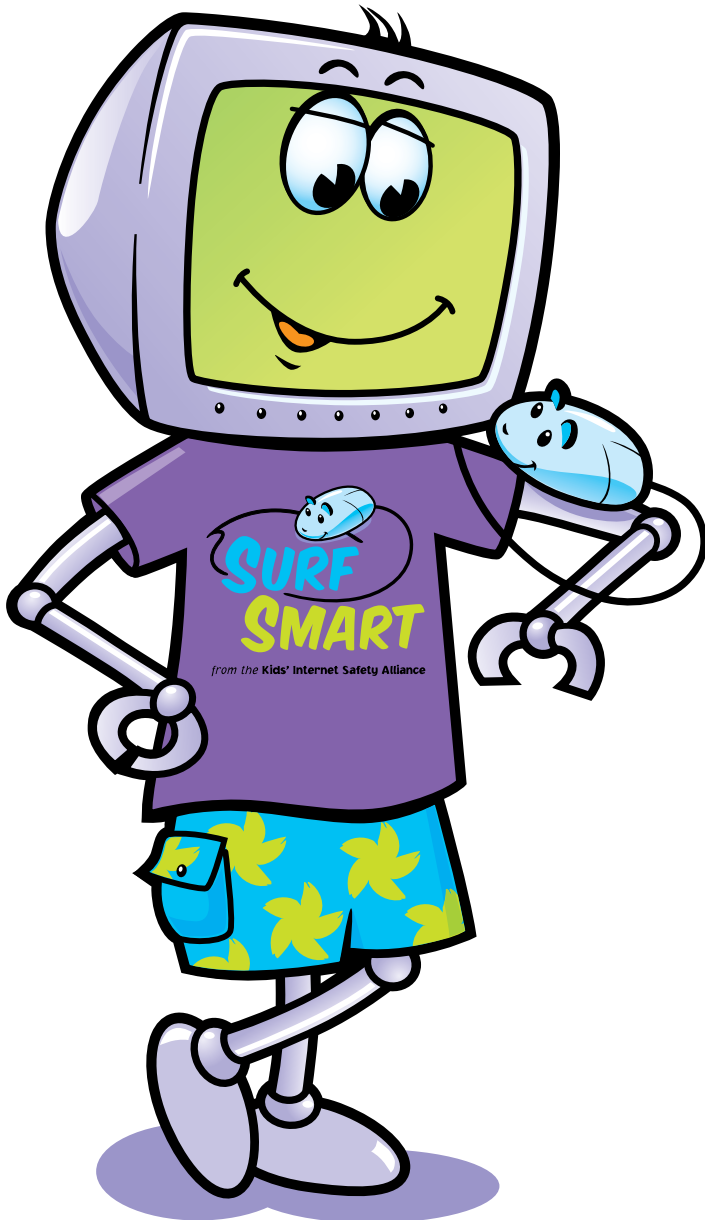
- b) \_\_\_% of the class said they have accepted an instant message friendship from someone they didn't already know. Do you think it's OK to do that? Why or why not?

**Ask your students questions related to the comic, such as:**

- a) Do you think Abby considered meeting Albee at the free concert because she trusted him? If so, why did she feel she could trust him?
- b) What made the kids at school want to go to the concert?
- c) How did Albee make the mass e-mail look like it had been sent by Abby?

**End your discussion with the following suggested questions:**

- d) What did Lab Rat learn while reading the website about safe Internet use? Lab Rat's findings are based on KINSA's SurfSmart principles.
- e) What did Abby say she learned from her experience with Albee?



**Other Suggested Resources:**

[www.kinsa.net](http://www.kinsa.net)  
[www.kidsintheknow.ca](http://www.kidsintheknow.ca)  
[www.internet101.ca](http://www.internet101.ca)  
[www.bewebaware.ca](http://www.bewebaware.ca)