



# Play and learn: Being online



Supported by:



ins@fe

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upc

# About this book

Today, children are going online at an increasingly young age; therefore this book aims at introducing concepts of modern technology in their daily vocabulary and activities.

Whilst this activity book offers children from 4 to 8 years of age 30 pages of fun and games, it also leads them to sharpen their basic language and mathematical, social and cultural skills. It gives them a glimpse of the impact modern technology can have on their everyday life. Above all it offers an opportunity for parents and teachers to sit together with their children and discuss these important issues.

Although the activity book was created in such a way that young children can enjoy and do the games alone, many of the exercises do have a deeper level. The booklet endeavours to encourage parents and teachers to talk about topics such as privacy and modern technology with their children and pupils starting from a very young age as these issues undoubtedly already play an important role in their lives.

The table on page 4 offers parents and teachers an overview of the themes that are touched upon and the exercises that go with them. Additional information can be found at [www.saferinternet.org](http://www.saferinternet.org). We encourage you to read these guidelines as they will provide more ample information about the pedagogical objectives behind each game and the messages the children will hopefully pick up.

# About Insafe

Insafe was established in 2004 as the awareness raising network in the framework of / spearheading the European Commission's Safer Internet Programme.

Today Insafe comprises an awareness centre, a helpline and a youth panel in 30 countries across Europe and beyond, as well as a pan EU-youth panel that meets once a year. Additional information can be found at [www.saferinternet.org](http://www.saferinternet.org).

The Safer Internet Programme of the European Commission, initiated in 1999, sets out to protect young people online and promote safe, responsible use of online technology.

The programme comprises lines of action to:

- raise public awareness;
- fight against illegal harmful content online;
- ensure a safer online environment;
- establish a knowledge base about online safety.

Additional information can be found at <http://ec.europa.eu/saferinternet>.

**Welcome to your  
Activity Book.  
Join us to have fun**

**This book belongs to:**

**my first name:** .....

**my surname:** .....

# About the contents of “Play and learn: Being online”

Each page of the book is rated with one, two or three ★ according to the level of difficulty and to cater to the broadly varying needs of 4 - 8 year-olds

★ = easy / ages 4-5    ★★ = moderate 6-7    ★★★ = difficult +8

Themes	Pages	ICT facets	Exercises	eSkills/Objectives
Back to school	p.6*, p.7	Possession of IT-devices	Matching pairs, comparing and spotting differences	Visual discrimination, status symbols and bullying
Families and friends	p.8, p.9*	Profiles and privacy online	Matching profiles, creating your own profile	My profile data: understanding public/private. Encouraging critical thinking about choice of information you spread
Healthy living	p.10*, p.11*	Finding balance in your daily activities	Time slots and activity stickers, storytelling	Reflecting on/ordering activities, critical thinking on time spent on study, gaming, chatting, hygiene,...
Actions and capabilities	p.12, p.13	Multi-functional devices, convergence	Matching appliances with qualities and capabilities	Understanding that different devices can perform a same action and one device can often perform many actions
Show and tell	p.14, p.15	Manipulating data	Investigation: how it happened	Encouraging critical thinking, making the distinction between what is real and what is virtual
Sharing	p.16*, p.17	Privacy – protecting data	Giving away and keeping safe	Learning about tangible and intangible, real and virtual; critical thinking about protecting information and/or objects
Learning	p.18	Online and offline skills	Measuring and identifying skills and capabilities	Self knowledge, metacognition (reflecting on own actions)
Technology today	p.19*	Evolution in technology	What did my parents and grandparents use?	Talking about past and future, evolution in technology
Values	p.20*	Cost of technology	Ordering and counting, discovering the values	The value of IT devices, critical thinking about cost of these devices, which children often taken for granted
Language	p.21	Computing symbols	Matching countries and objects	Understanding cultural differences
Keeping things safe	p.22, p.23, p.28, p.30	Protection of your computer	Constructing passwords, matching objects with their key, word and “find it” games	Problem solving, learning about new symbols, decoding
Keeping me safe	p.24*, p.29*	Help functions and Location Based Services (LBS)	Safety crossword puzzle, maze	Language development, metaphors; understanding anonymity and LBS
Emotions/responsibility (action/reaction)	p.25, p.26	Online communication	Matching emoticons to incidents, responding to messages	Dealing with bullying online, learning to express/show (your) emotions and empathy
Bullying	p.27*	Online and offline communication	Story telling	Distinction between real and virtual, asking for help, talking about problems

\* Exercises with extra level. Complementary explanation for parents and teachers to work with their children is available at [www.saferinternet.org](http://www.saferinternet.org)



# Meet the family and their friends

Grandpa

Mum

Dad

Helen  
the babysitter



Ben  
a friend

Anna

Tom  
a friend

Alex

Sarah  
a friend



# Back to school

Today Anna, Tom, Alex and Ben are starting school. Look at their backpacks, lunch boxes, mobile phones and computers.



Can you find the matching pairs?





# Spot the 5 differences!





# Connect the profile with the right person

I like to eat pizza  
I like to play my guitar  
I dream of becoming a fire fighter  
I like to listen to music

1

I like to play on the computer  
I would like to be a vet  
I live with my mother and my two sisters  
I like stickers

2

I love my mum and dad  
I like to eat ice-cream  
I like to go to the beach  
I like to watch cartoons

3

I like to play football  
I like to eat spaghetti  
Blue is my favorite colour  
I have a dog, his name is Rocco

4



Ben



Alex



Sarah



Anna



# My family, my friends and me!



I can tell everything to:



I can tell most things to:



I can tell some things to:

## Fill in your profile

What's your **name**? \_\_\_\_\_

How **old** are you? \_\_\_\_\_

Where do you **live**? \_\_\_\_\_

\_\_\_\_\_

What is your **phone number**? \_\_\_\_\_

Where do you go to **school**? \_\_\_\_\_

Who is your **friend**? \_\_\_\_\_



## Circle the images

I like to eat



I like to go to



I like to



I have



Now tick one of the    to show us who you would tell this to.



# My day:

What did you do today? Put the right stickers (A) in the time window



Blank space for drawing or writing



Blank space for drawing or writing



Blank space for drawing or writing



Blank space for drawing or writing



Blank space for drawing or writing



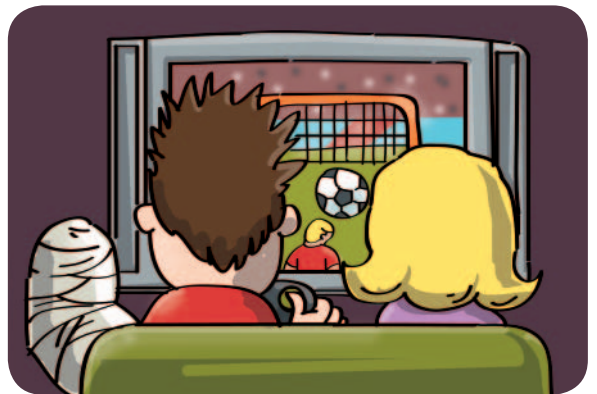
Blank space for drawing or writing



Choose a time.  
Draw what you did then.



# Tell the story







# Which objects can...

make a picture?



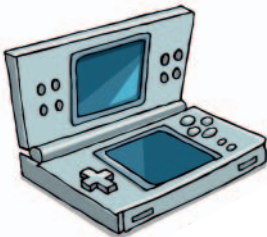
send a photo?



play music?



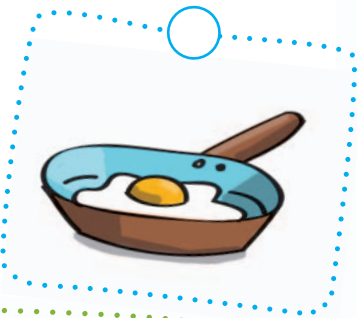
help you write a letter?





# What can you do on the computer?

Tick the circle to show what is possible





# SHOW and TELL

Connect the dots and see what the pictures look like when they are put together

A green-bordered puzzle featuring a dog and a house. On the left, two small panels show the completed line drawings: a dog's head and a house. On the right, a larger panel shows the same dog and house with numbered dots and lines for connecting. The dog is numbered 1 through 39, and the house is numbered 1 through 38.

A blue-bordered puzzle featuring a man and a shark. On the left, two small panels show the completed line drawings: a man's face with glasses and a shark's head. On the right, a larger panel shows the same man and shark with numbered dots and lines for connecting. The man's face is numbered 1 through 12, and the shark is numbered 1 through 20.

An orange-bordered puzzle featuring a boy and a UFO. On the left, two small panels show the completed line drawings: a boy and a UFO. On the right, a larger panel shows the same boy and UFO with numbered dots and lines for connecting. The boy is numbered 1 through 19, and the UFO is numbered 1 through 15.



Circle  
the pictures  
you think are  
not real



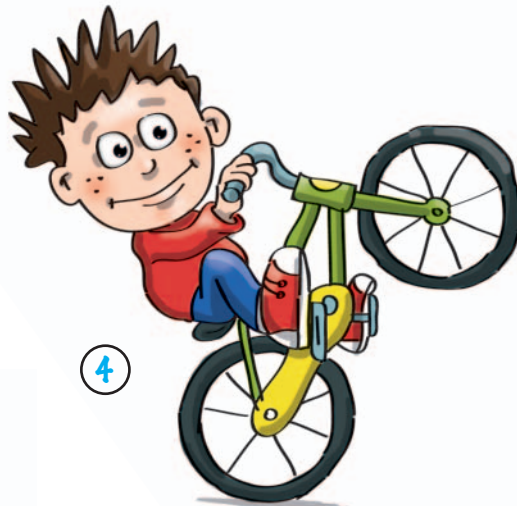
1



2



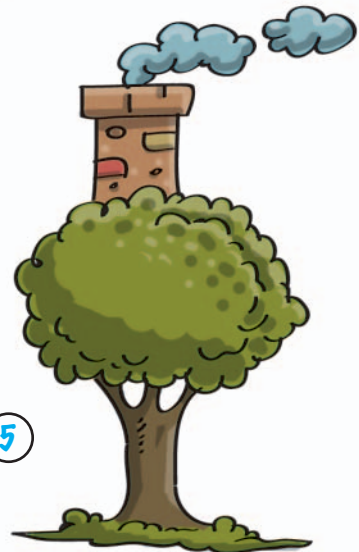
3



4



6



5





# Protect your privacy

Colour the frame to show who you would give this to



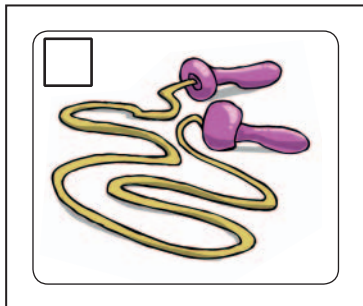
family



family and friends

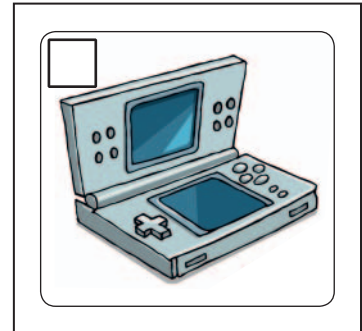


everybody



A secret

My name



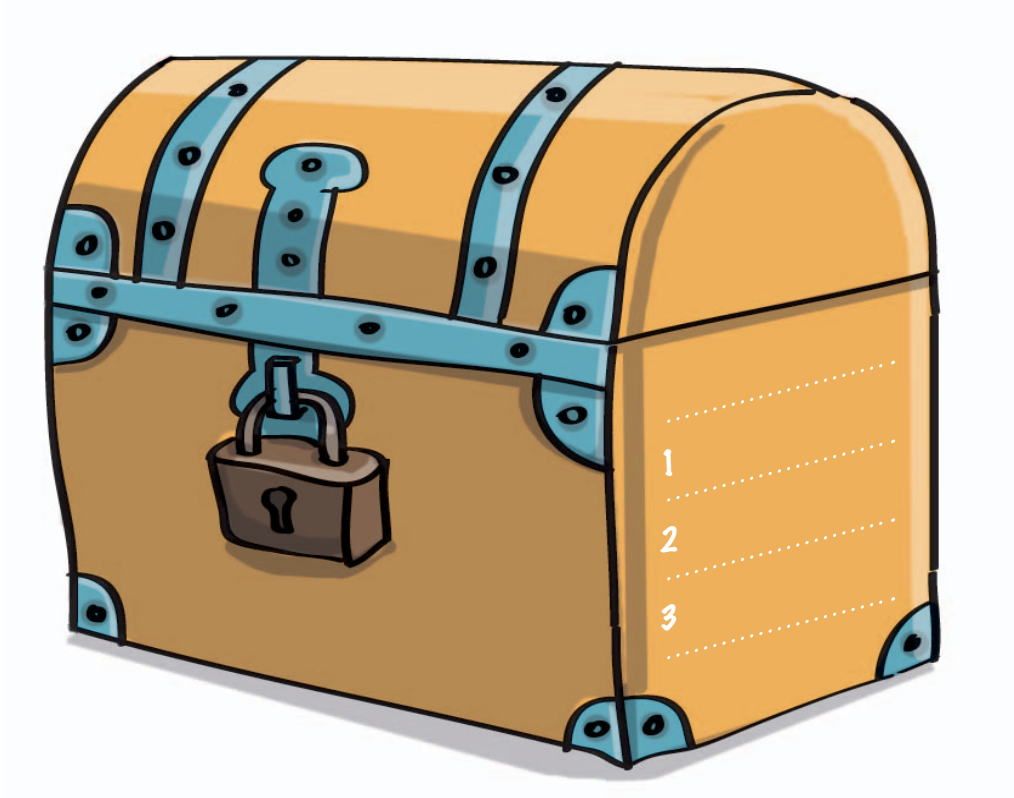
My password



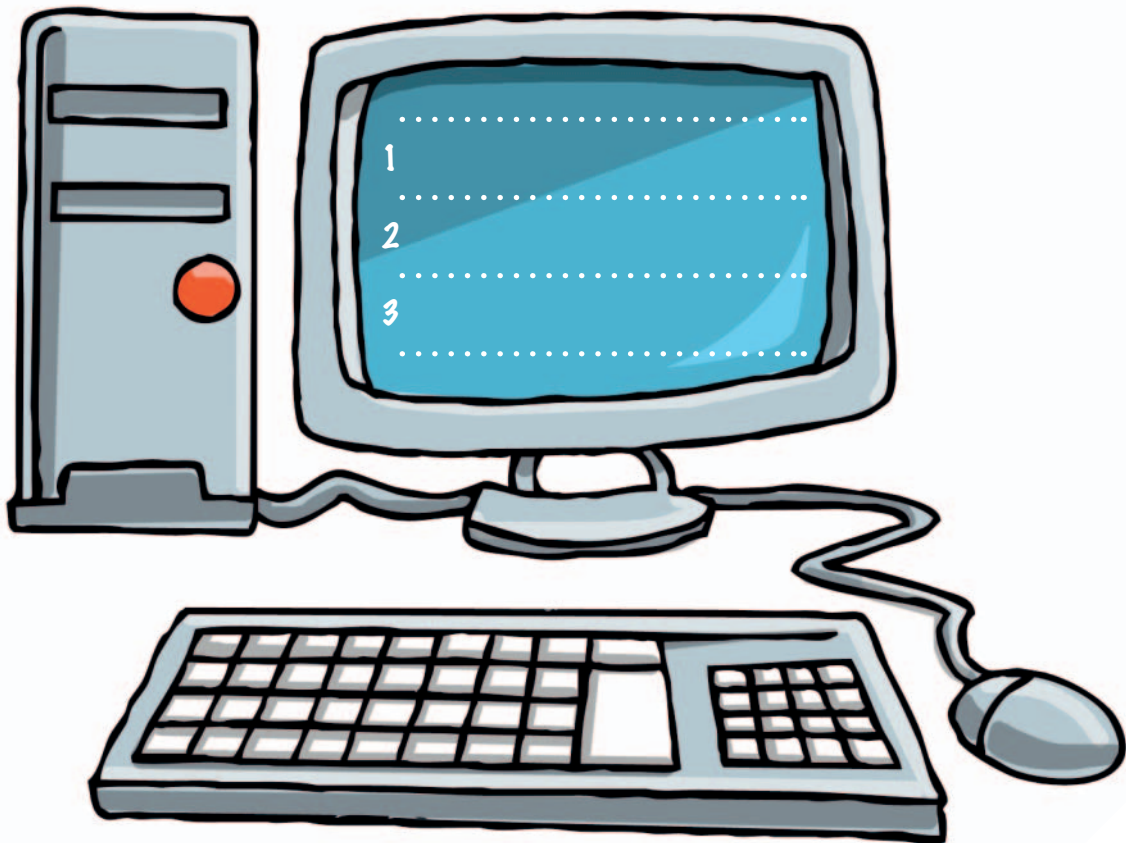
Now, tick the  to show which things you can always take back.



Write 3 things you would keep safe in a treasure chest



Write 3 things you would keep safe on your computer





# What are you good at?

Tell us by putting the stickers  in the 3 sections

I am good at

I am quite good at

I'm less good at

# Tick the circles and show us if...



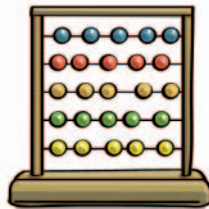
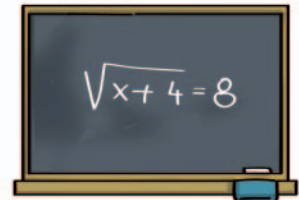
... your grandparents used it



... your parents used it

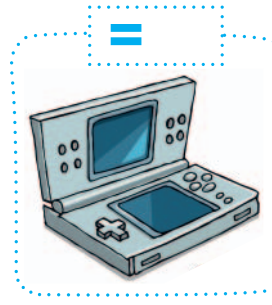
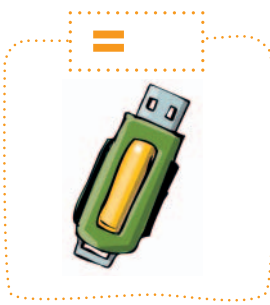
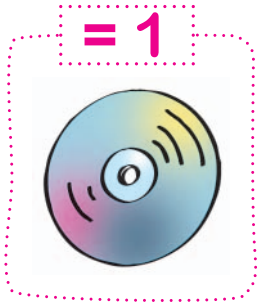


... you use it





A CD equals 1,  
a mobile phone equals 3.  
Can you find the other values?



Now, let's try some calculations

= + =

= + =

= + + + =

= + + =





# the @ symbol



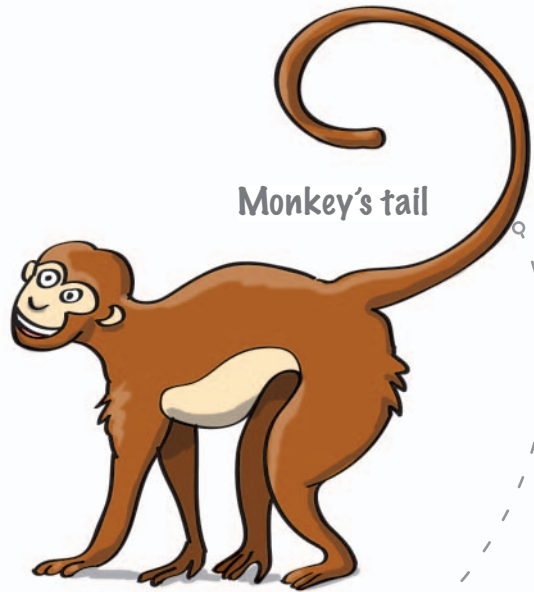
Follow the lines and find out what the @-symbol is called in these countries



Denmark



Little duck

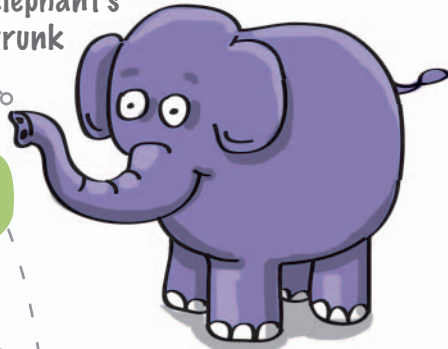


Monkey's tail



Norway

Elephant's trunk



Korea



The Netherlands

Pig's tail



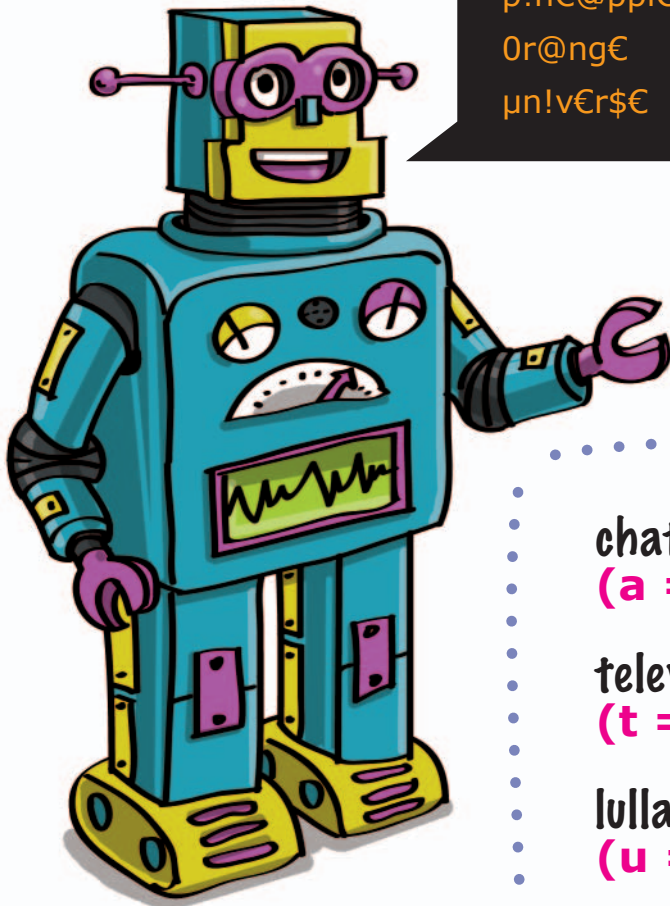
Snail



Greece



# Can you help the robot to create **new passwords**?



p!n€@ppl€ = pineapple

0r@ng€ = orange

µn!v€r\$€ = universe

chat

(a = @)

television

(t = +)

lullaby

(u = µ)

energy

(e = €)

Sarah

(s = \$)

zero

(z = 7, o = 0)

exit

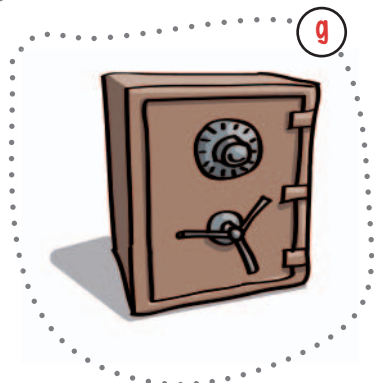
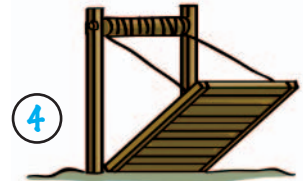
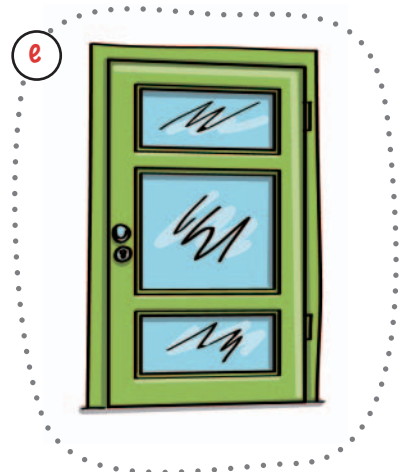
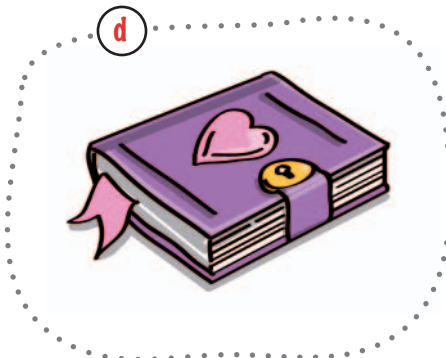
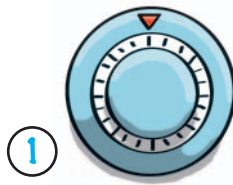
(i = !, t = +)



# Lock up!



Connect the right key to the object it locks







# CROSSWORD puzzle

Fill in the words



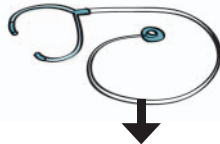
F \_ \_ \_ T \_ \_ \_



\_ \_ \_ O \_ \_ \_  
\_ \_ \_ \_ \_ P \_ \_ \_



\_ \_ P \_ \_ \_  
\_ \_ \_ \_ \_



\_ \_ \_ L \_ \_

\_ \_ A \_ \_ \_ R \_



\_ \_ \_ \_ \_  
\_ \_ \_ \_ \_  
\_ \_ \_ \_ \_  
\_ \_ \_ \_ \_  
\_ \_ \_ \_ \_

\_ \_ \_ \_ \_  
\_ \_ \_ \_ \_  
\_ \_ \_ \_ \_



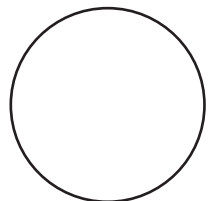
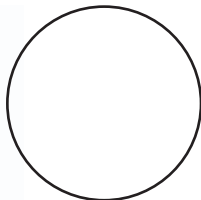
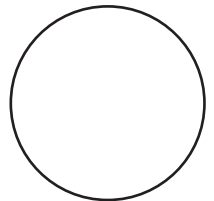
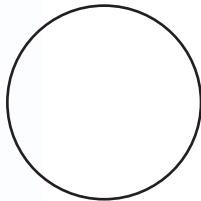
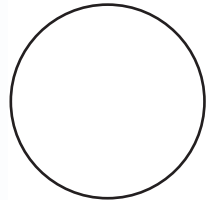
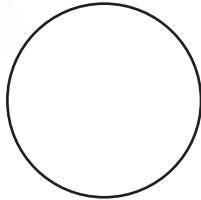
- policeman
- danger
- exit
- help
- sos
- fire
- stop
- doctor
- firstaid

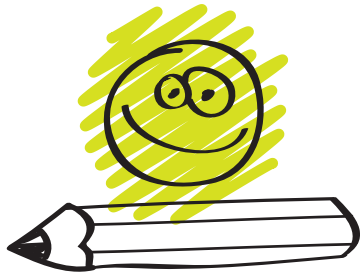


# EMOTICONS

How would you feel?

Match the right emoticon stickers (C) with the images





# How would you feel?

## Draw your own symbol!





# Tell the story






Cross out the words 'SPAM' and 'VIRUS' and complete the message in the box by using the remaining letters

H	V	I	R	V	S	I	S	D	V
S	P	A	M	O	V	Y	P	O	I
U	P	W	A	V	I	S	A	N	R
T	T	A	I	V	R	P	M	S	U
O	S	R	M	I	U	A	C	P	S
O	U	S	M	R	S	M	E	A	O
S	R	P	V	U	E	S	R	M	V
U	I	A	A	S	N	P	M	S	I
R	V	M	P	D	P	A	A	P	R
I	L	A	S	P	A	M	P	A	U
V	M	A	Y	M	A	P	S	M	S

Hint: look for the words left to right, right to left, up and down and diagonal

 Alex

.....

H\_

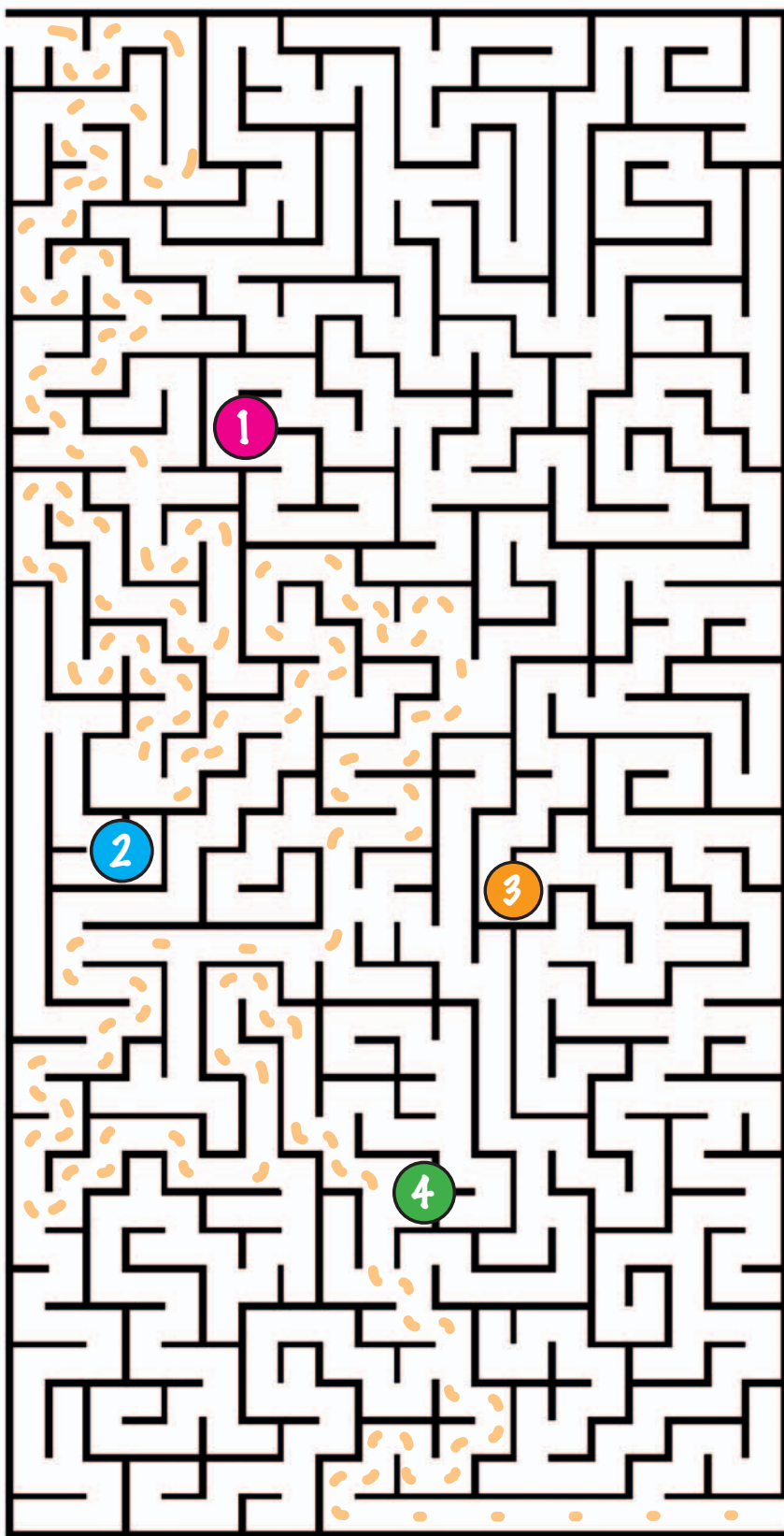
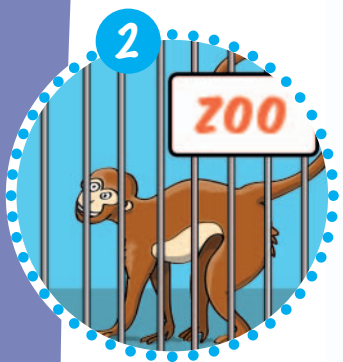
\_\_\_ Y \_\_\_ \_ \_ O \_

\_\_\_ \_ D \_\_\_ Y?

# STAY SAFE!



Find where Anna is going. Follow her footsteps







# PROTECT

## YOUR COMPUTER!

Viruses are invading your computer. Can you find all 10?



# Insafe in your country

Austria	<a href="http://www.saferinternet.at">www.saferinternet.at</a>
Belgium	<a href="http://www.clicksafe.be">www.clicksafe.be</a>
Bulgaria	<a href="http://www.safenet.bg">www.safenet.bg</a>
Cyprus	<a href="http://www.cyberethics.info">www.cyberethics.info</a>
Czech Republic	<a href="http://www.saferinternet.cz">www.saferinternet.cz</a>
Estonia	<a href="http://www.targaltinternetis.ee">www.targaltinternetis.ee</a>
Denmark	<a href="http://www.medieraadet.dk">www.medieraadet.dk</a>
Finland	<a href="http://www.ficora.fi">www.ficora.fi</a>
France	<a href="http://www.internetsanscrainte.fr">www.internetsanscrainte.fr</a>
Germany	<a href="http://www.klicksafe.de">www.klicksafe.de</a>
Greece	<a href="http://www.saferinternet.gr">www.saferinternet.gr</a>
Hungary	<a href="http://www.saferinternet.hu">www.saferinternet.hu</a>
Iceland	<a href="http://www.saft.is">www.saft.is</a>
Ireland	<a href="http://www.webwise.ie">www.webwise.ie</a>
Italy	<a href="http://www.easy4.it">www.easy4.it</a>

Latvia	<a href="http://www.drossinternets.lv">www.drossinternets.lv</a>
Lithuania	<a href="http://www.draugiskasinternetas.lt">www.draugiskasinternetas.lt</a>
Luxembourg	<a href="http://www.bee-secure.lu">www.bee-secure.lu</a>
Malta	<a href="http://www.mca.org.mt">www.mca.org.mt</a>
Netherlands	<a href="http://www.mijndigitalewereld.nl">www.mijndigitalewereld.nl</a>
Norway	<a href="http://www.medietilsynet.no">www.medietilsynet.no</a>
Poland	<a href="http://www.saferinternet.pl">www.saferinternet.pl</a>
Portugal	<a href="http://www.internetsegura.pt">www.internetsegura.pt</a>
Romania	<a href="http://www.sigur.info">www.sigur.info</a>
Russia	<a href="http://www.saferunet.ru">www.saferunet.ru</a>
Slovakia	<a href="http://www.zodpovedne.sk">www.zodpovedne.sk</a>
Slovenia	<a href="http://www.safe.si">www.safe.si</a>
Spain	<a href="http://www.protegeles.com">www.protegeles.com</a>
Sweden	<a href="http://www.medieradet.se">www.medieradet.se</a>
United Kingdom	<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>

## PEGI

PEGI, also supported by the European Commission's Safer Internet Programme, informs parents on age suitability of videogames using a set of icons that provide information about the content as well. The system is available in 30 European countries. Further information is available at [www.pegi.info](http://www.pegi.info)



## CREDITS

### Creation

European Schoolnet publication

Insafe (European network cofunded by the EU Safer Internet programme), supported by Liberty Global/UPC

Created in 2011

### Illustration and design

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Iddifix

### Special thanks to

Webwise, Anna Karidi Pirounaki, Marianne Kant-Schaps and the teachers, parents and pupils who contributed to the testing and development of this publication.

## COPYRIGHT

**Title:** Play and learn: Being online

**Prefix:** 9789490477

**ISBN-Number:** 9789490477448

**EAN :** 9789490477448

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