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. 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.

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

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<td>Matching pairs, comparing and spotting differences</td>
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<td>Multi-functional devices, convergence</td>
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<td>Learning about tangible and intangible, real and virtual; critical thinking about protecting information and/or objects</td>
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<td>p.19*</td>
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<td>Talking about past and future, evolution in technology</td>
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<td>Ordering and counting, discovering the values</td>
<td>The value of IT devices, critical thinking about cost of these devices, which children often taken for granted</td>
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<tr>
<td>Language</td>
<td>p.21</td>
<td>Computing symbols</td>
<td>Matching countries and objects</td>
<td>Understanding cultural differences</td>
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<tr>
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<td>Protection of your computer</td>
<td>Constructing passwords, matching objects with their key, word and “find it” games</td>
<td>Problem solving, learning about new symbols, decoding</td>
</tr>
<tr>
<td>Keeping me safe</td>
<td>p.24*, p.29*</td>
<td>Help functions and Location Based Services (LBS)</td>
<td>Safety crossword puzzle, maze</td>
<td>Language development, metaphors; understanding anonymity and LBS</td>
</tr>
<tr>
<td>Emotions/responsibility (action/reaction)</td>
<td>p.25, p.26</td>
<td>Online communication</td>
<td>Matching emoticons to incidents, responding to messages</td>
<td>Dealing with bullying online, learning to express/show (your) emotions and empathy</td>
</tr>
<tr>
<td>Bullying</td>
<td>p.27*</td>
<td>Online and offline communication</td>
<td>Story telling</td>
<td>Distinction between real and virtual, asking for help, talking about problems</td>
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</tbody>
</table>

* Exercises with extra level. Complementary explanation for parents and teachers to work with their children is available at www.saferinternet.org
Meet the family and their friends

Grandpa
Mum
Dad
Helen, the babysitter
Ben, a friend
Anna, a friend
Tom, a friend
Alex
Sarah, a friend
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!
I like to eat pizza
I like to play my guitar
I dream of becoming a firefighter
I like to listen to music

I like to eat pizza
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

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

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

Sarah
Ben
Alex
Anna
My family, my friends and me!

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.
What did you do today? Put the right stickers in the time window.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8:00</td>
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<td>1:00</td>
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</table>

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

SHOW and TELL
Circle the pictures you think are not real.
Protect your privacy

Colour the frame to show who you would give this to

- **family**
- **family and friends**
- **everybody**

Now, tick the □ to show which things you can always take back.
Write 3 things you would keep safe in a treasure chest

1
2
3

Write 3 things you would keep safe on your computer

1
2
3
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

A USB drive equals 1,
A CD equals 3.
A mobile phone equals 1.
A TV equals 1.

Now, let’s try some calculations:

<table>
<thead>
<tr>
<th>USB drive</th>
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<th>Game console</th>
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<th>CD</th>
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Follow the lines and find out what the @-symbol is called in these countries:

- **Denmark**: Little duck
- **Norway**: Elephant’s trunk
- **Korea**: Pig’s tail
- **The Netherlands**: Monkey’s tail
- **Greece**: Snail
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
Fill in the words

policeman
danger
exit
help
sos
fire
stop
doctor
firstaid
How would you feel?

Match the right emoticon stickers ☺ with the images.
How would you feel?

Draw your own symbol!

I'm coming over to play!

You look silly

I love you

pter@nbvm qwrszet
Tell the story
Cross out the words ‘**SPAM**’ and ‘**VIRUS**’ and complete the message in the box by using the remaining letters.

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</table>

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

Alex

```
_H,
____ _Y_ ____ ____ _O_ __
____ ____ _D ____ Y?
```
S T A Y  S A F E!

Find where Anna is going. Follow her footsteps.
Viruses are invading your computer. Can you find all 10?
Insafe in your country

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

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

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

CREDITS

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