

**Zoe &  
Molly Online™**



# **STUCK IN A WEIRD SPOT**



CANADIAN CENTRE for CHILD PROTECTION®  
Helping families. Protecting children.

**GRADE 3**



is a part of the Canadian Centre's



**kids in the know**® safety education program

## ABOUT THIS COMIC

The *Zoe and Molly Online: Stuck in a Weird Spot* comic book was created by the Canadian Centre for Child Protection Inc., a national charity dedicated to the personal safety of all children. The comic reinforces one of the seven root safety strategies that form an integral part of the *Kids in the Know* safety program, a program designed to empower children and reduce their risk of victimization.

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# GRADE 3 LESSON PLAN

## OUTCOME

- Students will distinguish between appropriate vs. inappropriate information available online
- Students will understand they may be exposed to inappropriate content online
- Students will know what to do if they come across inappropriate content online

## ACTIVATE PRIOR KNOWLEDGE

### BRAINSTORM

- Ask students what they like to do online. Record on chart paper.
- Give each student a star sticker to put by the activity they enjoy the most.

## DIRECT INSTRUCTION

Explain to students that the internet is a wonderful place that allows people to do many things. People can find information, connect with other people, play games, shop, etc. There are a lot of great things online, but there is also information, pictures, and videos that are inappropriate and not good for kids to see.

Ask students what type of things online might be inappropriate for kids. For example, there is information, pictures and videos that aren't true, that are hurtful towards people, that are scary, and that are not okay for kids. Ask if they have seen anything online that isn't okay.

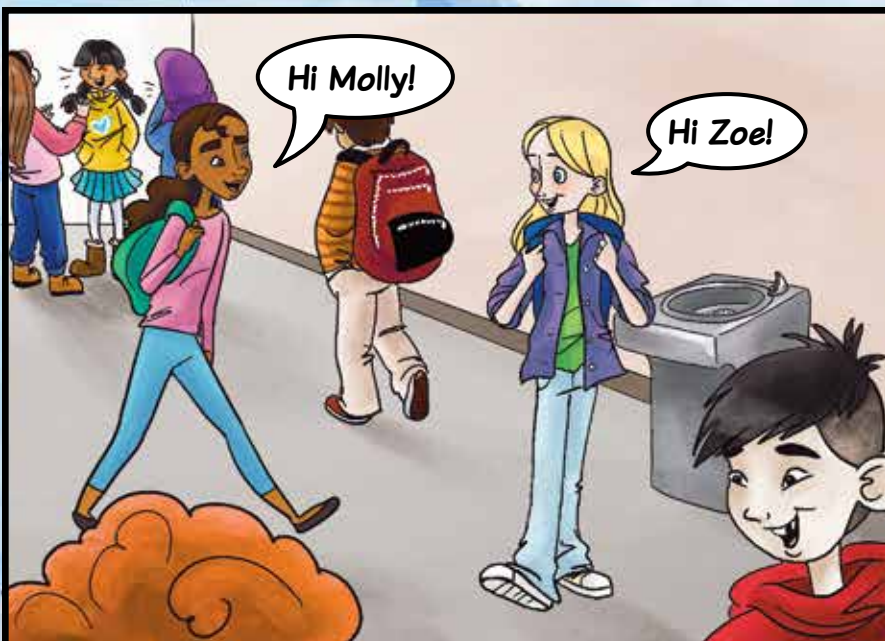
## GUIDED PRACTICE

Hand out the comic to students. Explain to students that the comic *Zoe and Molly Online: Stuck in a Weird Spot* is about two friends who like playing online games together. One day when they are playing online, they come across inappropriate videos. Ask students to read the comic individually. Then read the comic together as a class.

\* Lesson Plan continues on p. 11



**Zoe and Molly are best friends.  
They love to play games online.  
Their favourite game is House Pets.  
It's super fun!**





Molly calls her mom from school and asks if she can go over to Zoe's house after school. Her mom says it's okay.

After school, the girls walk to Zoe's house.





I want bunk beds,  
but I don't have  
enough points.

Thanks!

I'll help you  
get some.



Grandma, we're home!  
We're hungry. Can we  
have a snack?

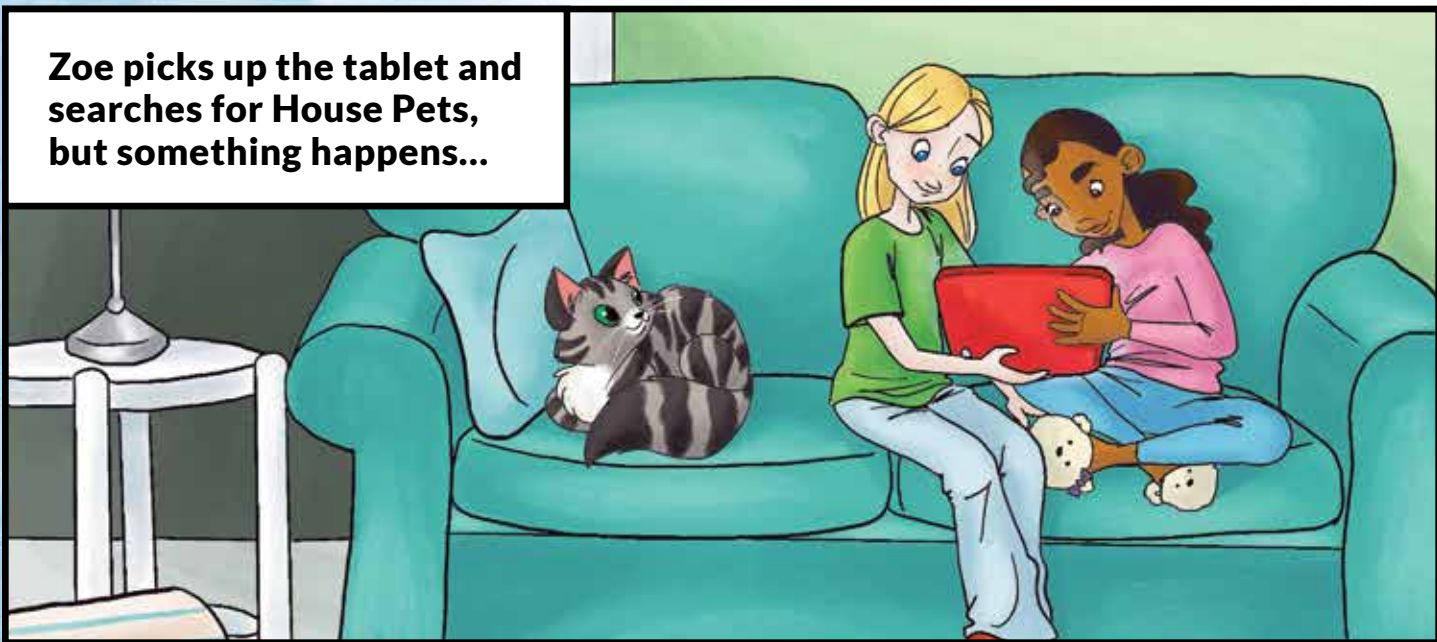


Hi girls.  
Help yourself to  
some cookies.



The girls bring the cookies into the family room.

**Zoe picks up the tablet and searches for House Pets, but something happens...**



**When Zoe searches House Pets, lots of links come up. Zoe isn't sure which one to choose and taps the wrong one. It's a site that isn't appropriate for kids.**



Zoe keeps tapping, trying to get out. Instead, videos keep popping up.

EWWW!

I CAN'T GET OUT OF HERE!

YUCK!

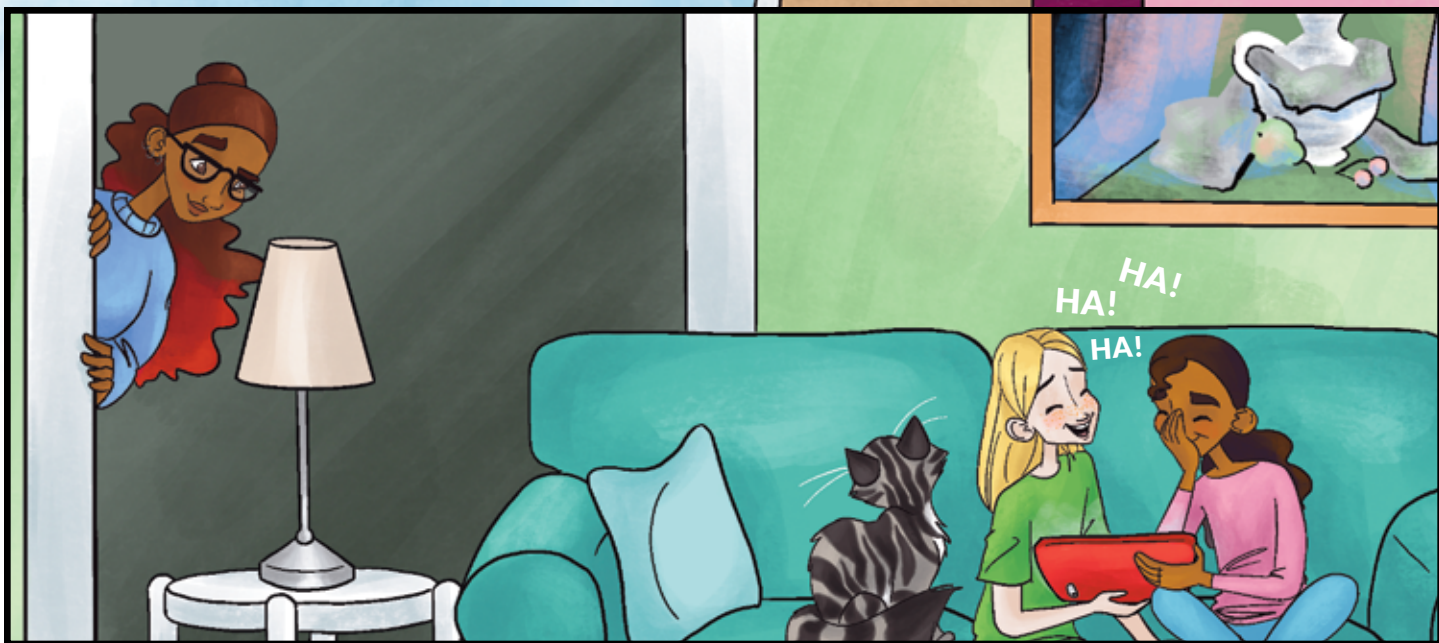
TAP!  
TAP!

Then Zoe and Molly start laughing.

HA!  
HA! HA! HA!



Just then, Zoe hears her older sister come into the family room.





Hey, what are you laughing about?



Zoe, what are you two doing?

These aren't videos for kids.

The girls get quiet and their faces turn bright red.



GRANDMA!

## AFTER READING THE COMIC

### THINK/PAIR/SHARE

Ask students to think about the following questions. Then ask them to turn to a partner to discuss their answers. Finally, share as a class.

1. What did Zoe and Molly come across online that wasn't okay?
2. What do you think the girls were laughing about?
3. Why do you think the girls' faces turned red after Zoe's sister spoke to them?
4. Was it the girls' fault that they came across inappropriate videos? Why or why not?

Explain to students that there is information, pictures, and videos online that are not appropriate for kids. Sometimes kids find inappropriate things when they are searching for games or looking for other information online. If this happens, it is not a child's fault. It can be uncomfortable and upsetting for them when they come across something like this. Kids should walk away from the computer/tablet and tell an adult who can help them get out of it. Adults want to know when kids see inappropriate pictures or videos, or something that makes them feel uncomfortable, so they can help them.

### CLOSURE ACTIVITY

Ask students to think about the following questions:

1. What do you think Zoe's sister told her grandma?
2. What do you think her grandma did?

In pairs, ask them to write an ending to the comic. Share as a class.

### EXIT ACTIVITY

What should kids do if they come across inappropriate videos online?

### ADDITIONAL ACTIVITIES

Access additional activities at [zoeandmolly.ca](http://zoeandmolly.ca).

The Kids in the Know safety program is designed to empower children and reduce their risk of victimization. It focuses on building self-esteem through teaching critical problem-solving skills. The program uses an inclusive, community-based approach to heighten safety awareness. The core premise of the curriculum is based on key root safety strategies and environments, which are reinforced and practiced throughout each grade level.

To access online activities related to this comic, visit [zoeandmolly.ca](http://zoeandmolly.ca).

For more information on the Kids in the Know safety program, visit [kidsintheknow.ca](http://kidsintheknow.ca).



DEDICATED TO KEEPING KIDS SAFE.  
**ZOEANDMOLLY.CA**

FIND MORE BOOKS LIKE THIS AND OTHER ONLINE SAFETY RESOURCES AT [KIDSINTHEKNOW.CA](http://KIDSINTHEKNOW.CA)