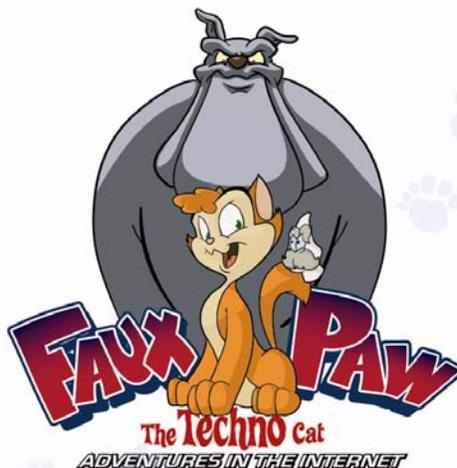


FAUX PAW THE TECHNO CATSM

Internet Safety Program



Presenter Instructions



INTERNET KEEP SAFE COALITION
and Optimist International

Table of Contents

INTRODUCTION	1
BACKGROUND.....	1
METHODS OF PREDATORS.....	1
<i>Grooming</i>	1
<i>Fishing</i>	2
<i>Mirroring</i>	2
PITFALLS FOR CHILDREN ONLINE.....	3
<i>Modified Definition of Stranger</i>	3
<i>Chat rooms</i>	3
<i>Instant Messaging/ Private Chat Rooms/ Live Audio or Video Connections</i>	3
<i>Online Language: Elevated Comfort Levels through Lingo</i>	3
<i>Online Games</i>	3
<i>Internet Filters and Parental Controls</i>	3
THE PRESENTATION	4
HOW TO PLAN	4
<i>Step One: Contact the Principal</i>	4
<i>Step Two: Promote the Message to Parents and Public</i>	4
<i>Step Three: Prepare the Presentation</i>	5
HOW TO PRESENT	5
<i>Presenter Companion</i>	5
<i>Attire</i>	5
<i>Check in Properly</i>	6
<i>Setup</i>	6
<i>Hand Out Evaluations and Book Advertisement</i>	6
<i>Speaking</i>	6
<i>Child Group Dynamics</i>	6
<i>Check Out</i>	7
HOW TO FOLLOW UP	7
THANK YOU.....	7
APPENDIX A: TECHNICAL NOTES.....	8
EQUIPMENT NEEDED	8
PREPARATION AT HOME	8
<i>Moving Documents from Your CD to Your Hard Drive</i>	8
<i>Running the Presentation</i>	9
PREPARATION AT SCHOOL	10
TROUBLESHOOTING AUDIO PROBLEMS (FOR WINDOWS)	10
<i>Hardware Checks</i>	10
<i>Software Checks</i>	10
APPENDIX B: WORKING WITH THE MEDIA.....	13
HOW TO PUBLICIZE AN EVENT	13
<i>Tips for working with the media</i>	14



INTERNET KEEP SAFE COALITION and Optimist International



Presenter Instructions

Introduction

Welcome to the Optimist International presentation of *Faux Paw the Techno Cat: Adventures in the Internet*SM! Thank you for your commitment to our shared priority of protecting children. This program is a product of the Internet Keep Safe Coalition; it is designed for use in elementary school settings.

Our mission is to protect children from the growing threat of Internet predators and online dangers and to help children remember the three essential rules of online safety: **Keep Safe•Keep Away•Keep Telling**SM. The material you will present features the Internet safety icon, Faux Paw the Techno CatSM. She is the new partner of McGruff the Crime Dog[®]: together they are “taking a BYTE out of Internet crime.”

Internet predators are a rising, lethal risk to children, but unlike other threats to children, *the problem of Internet predators is preventable, through education*. If children learn early to protect themselves, they will not become victims of Internet crimes. Recent studies indicate these alarming statistics:

- **84%** rise in formal complaints from 2004-05 that predators enticed minors online or *traveled* to meet them in person (Office of Juvenile Justice and Delinquency Prevention, 2005).
- **56%** of teens receive requests for personal information; **12%** of tweens (8-12) (Polly Klaas Foundation, 2006)
- **54%** frequently have private conversations with online strangers through instant messaging; **10%** of tweens (ibid.)
- **42%** said they have posted personal information online; **5%** of tweens (ibid.)
- **30%** reported that they have talked with a cyber-stranger about meeting in person; **4%** of tweens (ibid.)
- **27%** said they have talked with an online stranger about sex (ibid.)
- **16%** discovered that someone online was an adult pretending to be much younger (ibid.)
- **1 in 4** children inadvertently views online pornography each year (University of New Hampshire, 2001)

Young children are increasingly computer and Internet savvy and, therefore, are at a greater risk of becoming a victim of Internet crime.

This presentation was carefully simplified for an elementary school audience. The following information will aid the presenter with background knowledge in the event that questions arise from children or in case of an unusual setting or context for the presentation. *Please read carefully through this instruction packet and the **Presentation Script** before giving the presentation.*

Background

Methods of Predators

Grooming

Presenters must understand that predators view the process of finding and tracking down a child as a hunt and a game. They spend a lot of time, over many months, breaking down barriers to get the child to feel comfortable enough to divulge personal information. We refer to this process as “grooming.”

Grooming includes fishing, mirroring, luring, and any other means by which a predator prepares a child to become a victim. Predators develop relationships by offering whatever a child seems to need, emotionally or literally luring them with gifts. Some children who are sad, bored, or lonely will turn to the Internet to have an emotional need met. These children are particularly vulnerable to “grooming” and need to internalize the importance of protecting their personal information.

Fishing

Personal information is much more than just a name, address, or phone number—it includes anything that lets a predator know something specific about the child: the name of their school, soccer team, favorite professional sports team, or specialized hobbies. An online predator will “fish” for information by asking basic questions, followed by more specific questions.

A combination of unrelated bits of information can direct a predator to a very narrow area. For example:

“The White Sox is my favorite baseball team.”

“It hailed today at my school.”

With these two pieces of information a predator can check specific weather maps and narrow down the child’s possible location to a very small area. The predator will then search for details about the area in an attempt to draw more out of the child. When the predator’s area is small enough, a simple detail such as, “my teacher won’t let me climb the big willow tree,” can be enough for the predator to find the child.

Parks and schools and their surrounding areas are favorite places for predators to make contact with children; if possible, predators avoid a child’s home and street—where they are more easily identified as out of place. In some tragic cases, children were victimized during recess and returned to the playground before anyone knew the child was missing.

Note: During the presentation, if a dialogue with a child arises, please limit your comments in this area to:

“Please protect every little bit of information about yourself, even small details are not for people on the Internet.”

We want children to be extremely cautious, but too much detail will instill fear in them.

If a child indicates to you that he/she has had an experience with someone asking for information or attempting to meet him/her in person, direct the child to a teacher. The teacher will contact a parent. Suspicious incidents may be reported to the National Center for Missing & Exploited Children 1-800-THE LOST or www.MissingKids.org. Thank you for using care in this matter.

Mirroring

Online predators are skilled in playing back emotionally what they see in the child. This “mirroring” creates an illusion of camaraderie designed to break down the barriers of “stranger danger.” For example, if a child is lonely, the predator will mirror that emotion and try to fill the void by telling the child that he understands how it feels to be lonely and that he would like to be his/her friend. In our story, Faux Paw doesn’t realize that she has disclosed her loneliness to Happy Fluffy Kittyface by saying, “everyone is so busy here.” Predators will mimic the child’s emotional language and play back the emotions they see in an attempt to diminish his/her inhibitions.

Pitfalls for Children Online

Modified Definition of Stranger

Children need to understand exactly what is meant by the word “stranger.” They generally are taught that they should not talk to strangers when they are out in public, but “talking” to someone on the Internet feels different because they cannot see the stranger’s face, and the setting is usually a safe place like a home or school. A comfortable, home setting for online chatting and instant messaging materially effects a child’s comfort level.

Also, adults may forget that children do not have the same life experience that adults have about strangers. They may not instinctively react when someone attempts to contact them online. Children should understand that it is generally unsafe to talk to anyone online unless they have been introduced to that person by a trusted adult.

Chat rooms

The single most unsafe place for children online is chat rooms. The FBI asserts that there is a “100 percent chance” that kids will encounter a sexual predator in one of the 40,000+ chat rooms that criminals visit. Lt. Bob Lozito, Operations Commander for Sacramento Valley High-tech Crimes Task Force and Program Director for the Sacramento Internet Crimes Against Children Taskforce reports that “all chat environments have the potential to become a dangerous environment.” The Internet Keep Safe Coalition recommends that young children avoid chat rooms.

Instant Messaging/ Private Chat Rooms/ Live Audio or Video Connections

A child who enters a public chat room *will* receive an invitation to join a private chat (instant messaging conversation) with a stranger. Children should *always* decline these invitations. This is where predators can ferret out information, undetected by any other Internet presence.

Any child who is set up with an Instant Messaging (IM) account may receive a pop up invitation to join a live audio or video chat connection. *Children should always decline this kind of invitation; they are extremely dangerous.* Aside from the obvious dangers intrinsic in an open audio/video conversation with a cyber-stranger, the establishment of this kind of connection makes the child traceable to savvy users with high levels of access. This connection is very simple to initiate (two clicks) and is highly likely to occur: children need to be prepared to decline.

Online Language: Elevated Comfort Levels through Lingo

Children and teens have developed an online language—loaded with acronyms—to communicate with each other. Many adults do not understand this Internet vocabulary and, consequently, do not know what their children are saying online. The bond that is created between those who share a specialized language may create a level of familiarity that “disinhibits” or breaks down the natural barriers to contact with strangers that would otherwise be in place. For more information about online language, see the links on our website www.iKeepSafe.org.

Online Games

Many online games for children have a chatting component. This leads children into “conversations” with strangers who may use the familiarity of the game to begin a relationship. Children must understand that a game partner is still a “stranger.”

Internet Filters and Parental Controls

Internet filters block websites with inappropriate content from your computer. They limit content through keywords and graphic analysis and allow for multiple-user settings to provide more restricted access for

younger children. They can also disable or put time limits and time of day restrictions on chat rooms and instant messaging.

Filtering can take place on the home computer with filtering software, installed by the user, or parents can subscribe to a filtered Internet service provider (ISP) that filters the Internet before the user sees it. For a detailed explanation of filtering options, how they work, and product recommendations, visit the iKeepSafe.org website, Safety Tips link.

Pop-up Ads

The Internet is a very stimulating environment where pop-up ads and banner ads entice children to respond in ways that they normally would not in their everyday, off-line lives. Children do not naturally perceive the conspiring nature of Internet advertising and must be gently steered away from it where possible.

Clicking through an ad to a website may establish unwanted “cookies” (information packets) and advertising on the user’s hard drive. For this reason, we recommend that children be taught to get express permission from a parent before clicking through on pop-up or banner advertising.

The Presentation

How to Plan

Presenters may give the presentation in many settings: libraries, health care facilities, county centers, clinics, schools. For the purpose of this discussion, we will explain the most common presentation: the elementary school assembly. All initiatives are welcome, and much of the following information applies to other settings.

Step One: Contact the Principal

Most elementary schools are independent from one another, even within the same school district. This is likely to be the case in your area, so your first point of contact will be the principal of the target elementary school.

Secure an appointment (usually through the secretary) with the principal. During your meeting, present the materials that give the principal a chance to review the program at a glance (***Principal Letter, About iKeepSafe.org, and Brochure***, make sure to add contact information on the back). Leave the materials with the principal to peruse. If possible during this meeting, secure an appointment to give the presentation. If necessary, arrange for a future visit (perhaps in a week) to determine a date together. Completely fill out the ***Scheduling Agreement*** and fax it to the iKeepSafe fax number shown at the bottom of the form. The school secretary can assist in collecting the correct information, if necessary.

Invite the librarian(s) and computer teacher(s) to the presentation by leaving copies of the ***Librarian and Computer Teacher Invitations*** to be delivered to their boxes.

Ask the school for the contact name of the person who will be able to assist with the school auditorium audio system.

Step Two: Promote the Message to Parents and Public

Creating community awareness of this Internet safety program is an exciting piece of our national effort and a rewarding opportunity to see the benefit of your hard work. In order to receive the support of the entire community, you will need to communicate your mission and objectives clearly and effectively. *Appendix B: Working With the Media* contains several “how-to” lists to assist you in contacting your local

media. The **Media Kit** document contains media templates that will aid you in providing the local media with the appropriate information.

The Internet Keep Safe Coalition welcomes pursuing media coverage. Some presenters may not be able to generate this publicity in some regions, and this process is optional. See *Appendix B: Working with the Media* for easy ways to create community awareness. If you feel extremely uncomfortable working with the media, contact Coalition headquarters. They may be able to direct you to a local contact with media experience.

Find out if the school will provide the parent letter for children to take home. One week before the presentation, give the **Parent Letter** to the school secretary or librarian and arrange for printing and distribution. The letter should go out a day or so before the presentation. Some schools may have resource constraints that will make distributing the fliers difficult. Three possibilities may present themselves: 1) you provide one copy of the **Parent Letter**, and the school copies and distributes it; 2) you provide the total number of copies of the **Parent Letter** to the school, and the school distributes them, and 3) the school does not have the manpower to count and distribute the fliers, and no **Parent Letter** goes out. The final scenario is acceptable, but notification to the parents will reinforce our program within the family. Work with the school to create the best possible outcome for everyone.

Step Three: Prepare the Presentation

Thoroughly prepare yourself with the technical requirements for this presentation. Consult *Appendix A: Technical Notes* for information on running the presentation on your laptop. Download the PowerPoint presentation and QuickTime movie well in advance so that you can develop smooth transitions for the presentation.

Be sure to read the presentation script out loud several times with the book. Make sure that you can operate the laptop with the book, movie and remote, if you have one.

A few days before the presentation, call the school and make sure that everything is in order for your arrival.

Have the following items prepared for presentation day:

- ◆ **Presentation Script**
- ◆ **Two-Minute Evaluation Form** (6-10 copies)
- ◆ **Book Advertisement** (3 copies)
- ◆ One set of masters of the **Coloring Pages** and **Worksheets** to leave at the front office
- ◆ Optional giveaways: **Bookmarks, Posters**, etc.
- ◆ Laptop and CD

How to Present

Presenter Companion

When possible, make presentations with more than one presenter in attendance. Not only will others learn from your presentation, but you will be able to concentrate on your presentation while the other presenter fields questions and helps with unforeseen disruptions or technology glitches.

Attire

For the presentation, please wear clean, modest clothing suitable for the setting. *Bare skin is a distraction to children and could materially affect their retention of the information.*

Check in Properly

Most schools have strict guidelines about visitors on campus. Park in the place specified on the *Scheduling Agreement*. Check in at the front desk, and wear an official “Visitor” badge if provided.

Setup

Arrive early enough to test the equipment. If you are the person running the slide show and movie, follow all of the instructions in the *Appendix A: Technical Notes*. Make sure that all electronic equipment is functioning properly and queued up before the children enter for the presentation.

Hand Out Evaluations and Book Advertisement

Before the presentation, pass out the *Two-Minute Evaluation Form* to several teachers in the audience. You will NOT collect the forms. Have teachers return the forms to the office for the school secretary to fax, following the instructions at the bottom of the form.

Give a copy of the *Book Advertisement* to the school secretary. Ask her to place them in the boxes of the librarian, computer teacher, and principal.

Speaking

Children learn best with a clear, repetitive message using more than one modality. (Aural, visual, and oral are used in this presentation.) Please read through the presentation and script thoroughly before the assembly. Your presentation will be most effective if you maintain *eye contact* with the children throughout.

For groups larger than about 25 people, you will need to use a microphone. Be sure to speak slowly and carefully into the microphone. The microphone should be at chin level, not covering your mouth, to allow children and adults with hearing loss to be able to read your lips.

Some children who will view this presentation will have already made some of the mistakes that Faux Paw makes. We do not want these children to feel ashamed because they have made a mistake online: rather, we want to encourage them to disclose mistakes to a parent or trusted adult. Children should gather from the Faux PawSM story that anyone can make mistakes, and we learn from them. *This presentation has been purposely created not to foster fear or discouragement about the Internet but rather to stay informed, upbeat, and hopeful throughout.*

Child Group Dynamics

Inevitably during the presentation there will be pockets of children who whisper or even talk loudly to each other. They will be excited to be at an assembly, sit by their friends, and watch Faux Paw. Most schools have "assembly behavior" taught to the students, but the following behavior modification tips may help you maintain the attention of the room:

Remain Silent. Most children will eventually become silent and attentive if the presenter will remain silent until the children notice. This takes patience on the part of the presenter. You will want to continue the presentation, but it is more effective for the student body if there is general quiet.

Use Proximity. If only a few children are being loud or disruptive, start moving slowly toward the children. If the child or children notice you, they may quiet down. You may have to continue until you are almost touching the child. Use eye contact or a gentle touch on the shoulder if the child is reachable. With practice this can be a very effective tool for gathering their attention.

Motion to another presenter. Use eye contact to direct another presenter to a problem area. Your partner can use the proximity technique in hard-to-reach areas.

Check Out

To check out, return to the office and follow the same procedures you did to check in.

How to Follow Up

The Internet Keep Safe Coalition wants to know of your completed presentation. The IKSC will track the presentations based on the *Scheduling Agreement* and the *Two-Minute Evaluation Forms*. If for some reason after submitting the *Scheduling Agreement* the presentation did not occur, please notify the IKSC.

Thank you

Thank you for presenting the Faux Paw the Techno CatSM Internet Safety Program. We are convinced that each presentation given by Optimist International reduces the potential for suffering facing every child and community. Thank you for your contribution to our shared priority of protecting children.

If you would like additional resources, please visit our website at www.iKeepSafe.org. Send questions to info@ikeepsafe.org. Send any technology questions that are not addressed in **Appendix A: Technical Notes** to help@iKeepSafe.org. Your presentation will be a hit with the children!

Thank you again,
INTERNET KEEP SAFE COALITION
Optimist International

If you are interested in hosting an Internet safety presentation for middle school children, contact your local Internet Crimes Against Children Unit at:
<http://www.icactraining.org>

© 2006 Internet Keep Safe Coalition.

“Faux Paw”, “Faux Paw the Techno Cat”, “the Techno Cat”, “iKeepSafe”, “Internet Keep Safe Coalition”; the stylized six-toed paw print; and the slogan, “Keep Safe. Keep Away. Keep Telling.” are legally protected service marks and trademarks of the Internet Keep Safe Coalition.

Appendix A: Technical Notes

Equipment needed

- ◆ Computer or laptop with Windows PowerPoint 97 or higher installed or with free Windows PowerPoint Viewer 97 installed (<http://www.microsoft.com/downloads>)
- ◆ QuickTime (<http://www.apple.com/quicktime/download/>) installed on the computer (or if that is not possible, use free Windows Media Player (<http://www.microsoft.com/windows/windowsmedia/download/>)). The *Faux Paw Movie* for QuickTime will run at a significantly higher quality when projected than will the *Faux Paw Movie* for Windows Media Player.
- ◆ Remote control or manual method (pushing spacebar of keyboard) to change the slides
- ◆ CD with *Presentation for Students* and *Faux Paw Movie*
- ◆ Computer projector with necessary cables to connect to the computer or laptop and auditorium speakers (the cables should come with the computer projector)
- ◆ Projection Screen
- ◆ Microphone (for groups of larger than 25)

NOTE: Use *QuickTime* to play the *Faux Paw Movie*. The *Faux Paw Movie* for *QuickTime* will run at a significantly higher quality when projected than will the *Faux Paw Movie* for *Windows Media Player*. Use *Windows Media Player* as a last resort.

Preparation at Home

Moving Documents from Your CD to Your Hard Drive

The *Faux Paw* movie is a large file that will run better from your computer's hard drive than it will from the CD. To copy the contents of the CD to your computer, see the instructions below:

IMPORTANT NOTE: The presentation file (*Presentation for Students.ppt* in the Presentation Bundle folder) is a large file that has many linked files attached to it. This presentation **MUST** run out of a directory that contains all the linked files. (This is how it is bundled on the CD). It is essential that the presentation file not get separated from its bundle.

To simplify, we recommend that you play the Presentation directly from the CD—this will prevent any problems with the audio files. However, if the presentation hesitates as you use it, play it from your desktop—like the movie. The following instructions will prepare you for either scenario.

Copy files from the CD to your computer's hard drive: for Windows98 and above:

1. Insert the CD in your CD drive.
2. **RIGHT-CLICK** on the Start button. Select Explore.
3. From the directory structure in the left column, click on "My Documents." Create a folder by clicking **File...New**. Name the folder "Faux Paw" or some other name.
4. Locate the CD drive from the list of folders in the left column. Double-click on the CD drive to view the contents. The contents will appear in the right column.
5. Click anywhere **IN** the right column. Then push **CTRL-A** to select all the files. You will see the files highlighted.
6. Push **CTRL-C** to copy all of the files.
7. Return to the "Faux Paw" folder, and **DOUBLE-CLICK** to open.

8. Now push **CTRL-V** to paste all of the files to the new folder.
9. Locate the QuickTime Faux Paw movie. **RIGHT-CLICK** on the file and click **Send To...Desktop**.
10. Locate the **Faux Paw Presentation Bundle** folder. **RIGHT-CLICK** on the folder and click **Send To...Desktop**. This will copy the whole folder to the desktop.

To locate your files in the future, click on the desktop for the presentation or movie, and click on **Start...Documents...My Documents...Faux Paw** to select any other file.

Running the Presentation

Use the following instructions to run the presentation until you are comfortable with it:

1. Plug the school audio system into your computer.*
2. Turn on the school audio system.*
3. Turn on your microphone.*
4. Turn on the computer projector.*
5. Turn on your computer speakers (the computer's speakers must be on in order to play through the school audio system).
6. Open the **Faux Paw Movie** file using QuickTime. (See Appendix A: Technical Notes about QuickTime.) This file should be on your hard drive—on the desktop or in a Faux Paw folder. Do NOT run the movie from the CD: the CD runs more slowly than your hard drive and could cause the movie to hiccup. Do not start the movie, just leave it open in the background, ready to play.
7. Open the PowerPoint file **Presentation for Students** from the CD, or to run the presentation from the desktop, double-click on the **Faux Paw Presentation Bundle** folder, find the file **Presentation for Students.ppt**. Double-click on it to run.
8. To begin the slide show, push the **F5** key.
9. Move from slide to slide using the **space bar**, or a **mouse click**, or the **Page Down** key (to go forward), **Page Up** key (to go backward). Some computer systems have a remote control that can run the slide show.

NOTE: *To exit the slide show at any time and return to the menu-driven PowerPoint (Normal View), push the **Esc** key.*

10. Proceed through the presentation until you reach the slide instructing you to play the movie.

NOTE: *Do **not** close PowerPoint at this point. If you do, you will have to re- open the presentation from the beginning and forward through all the completed slides to get to slide #30 (current slide). The sound for each slide truncates with a click; another click moves you to the next slide.*

11. Switch to your QuickTime viewer by using the **Alt-Tab** function. Hold down the **Alt** key, then push the **Tab** key to toggle through all open programs. Let go of the **Alt** key when you have selected the QuickTime icon.
12. Click on the right arrow graphic ("Play") to run the movie.
13. After the movie, use the **Alt-Tab** feature again to toggle back to the PowerPoint window and proceed to the next slide.
14. Continue through the presentation to the end of the slide show. You will automatically return to the Normal view of PowerPoint.
15. Turn off the projector.*
16. Turn off school audio.*
17. Turn off your microphone.*
18. Turn off both computer programs.

**Only available at the school.*

Practice running the PowerPoint slide show from start to finish. Play the movie all the way through on the computer that you will use.

NOTE: It is critical that you play the movie on the laptop that you will use for the presentation, as your computer may require you to download "plug-ins" from the Internet in order to play the movie. Your computer screen will prompt you to the correct Internet source at either QuickTime or Windows Media Player if this is the case. You will be offered "plug-in" downloads that you need. Choose the correct download for your operating system (OS) and follow the instructions. Most of the time a simple click is all that is required to update your system.

Preparation at School

1. Get the assistance of the audio/sound system person at the school. Follow all of the above steps for running the presentation. Make sure that all electronic equipment is functioning properly for each step of the presentation. **Do not forget to turn on your computer speakers.** Test your microphone, the audio from the movie and book through the school audio equipment, and the projection from the computer projector.
2. If possible, preview the entire presentation using the school equipment before the students arrive.
3. Open QuickTime (or Windows Media Player) and queue the *Faux Paw Movie*. Open the *Presentation for Students* and queue the first slide (the logo). Turn off the microphone until you are ready to begin. Good luck!

Troubleshooting Audio Problems (for Windows)

Sound problems may be hardware or software related. Check your hardware first: the computer, speakers, plugs, etc. Microsoft Windows has many places where volume can be adjusted and muting turned on and off (instructions below). As you do the following tests, have the movie playing, so you can hear when you get it right.

A good way to figure out where a sound problem is occurring is to play something else on your computer (a song or .wav file) that usually works. If other sounds play, then the problem is with a specific program: PowerPoint, QuickTime, or Windows Media Player. If you continue to have problems after doing the following checks, send questions to help@iKeepSafe.org.

Hardware Checks

1. Check power to the speakers: make sure the speakers are on. If you are using speakers that plug directly into your computer, make sure the power supply is plugged in, and the speakers are turned on. There is usually a power button on the speakers. If you are using a school sound system, make sure all the power sources are on. Get help from the person at the school who usually runs the sound system.
2. Check the volume knob on the speakers. Make sure it is set high.
3. Check Plug-ins: make sure the wire coming from the speakers is plugged into the right place on your computer.

Software Checks

1. In **QuickTime Player**:
 - a. Check the volume slider. This is found in the bottom left corner of the screen. Click and drag the button to the right.
 - b. Check the mute button: this is the little speaker/megaphone icon found just left of the slider. NOTE: It doesn't really look like a button, but when you click on it, you will see

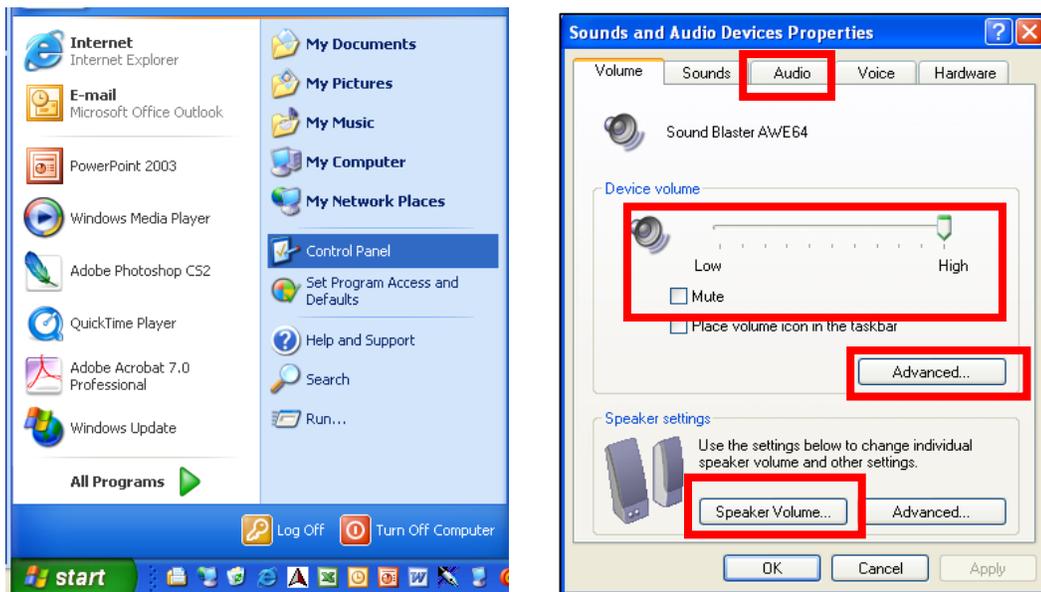
the mute turn on and off. When the sound is muted, a minus (-) sign appears next to the icon; when the sound is playing, sound waves appear next to the icon. The volume slider and mute button together should look like this:



2. In **Windows Media Player**: the same volume and muting instructions apply. The volume slider and mute button should look like this:

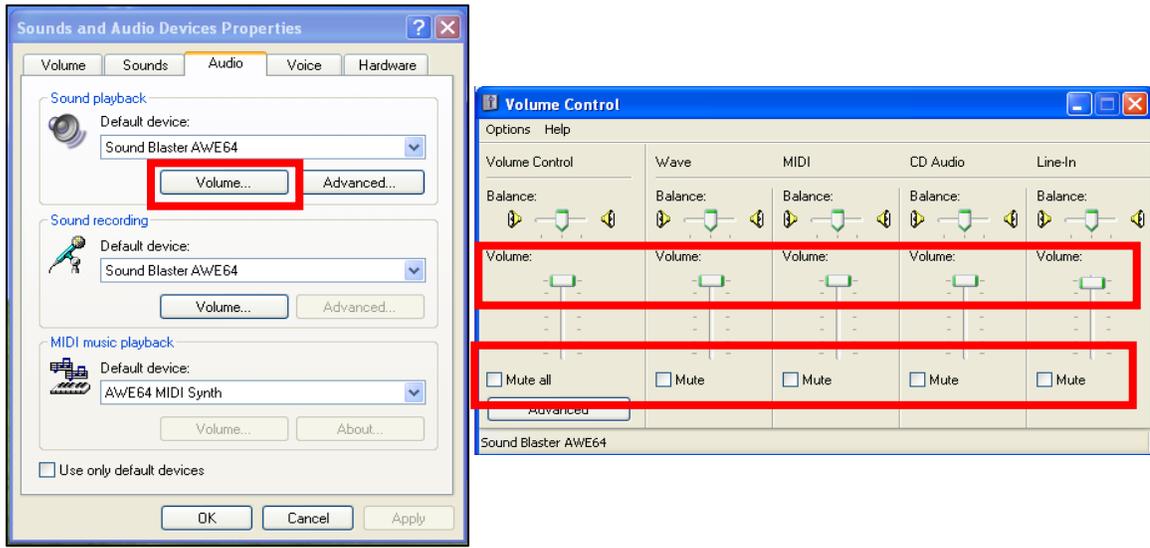


3. Check the general audio settings on your computer
 - a. From the **START** menu (bottom left of screen) go to the Control Panel. See left graphic, below.
 - b. In the Control Panel, select **SOUNDS** and **AUDIO DEVICES**. See graphic below.



- c. Within the **SOUNDS** and **AUDIO DEVICES PROPERTIES** box there are several places to check for volume and muting. *These are boxed in red above.* Go to these areas and set volumes to **HIGH** and make sure that all mute boxes are **NOT** checked. (Other mute boxes are found in the **AUDIO** tab.)

d. In the AUDIO tab (below), click the volume button for Sound Playback (in red):



Any questions not answered in these notes may be sent to info@iKeepSafe.org. We will reply as quickly as possible.

Appendix B: Working with the Media

This information is also found in the *Media Kit* document: *Working with the Media.pdf*

Determine the media outlets you would like to target. Especially consider small, regional papers that have high interest in local events. For these smaller papers, send your presentation schedule as soon as you know it—even if it is subject to change. If they print monthly papers, they may have early deadlines. Send a *Media Advisory* (**Template Media Advisory** in the *Media Kit* folder) to each of the local news media outlets (TV and print) and request local coverage (Send the media advisory no earlier than one week in advance for large media outlets and several weeks ahead for a small local paper). If the media accepts, be prepared for a photograph by the news outlet at the time of your presentation. Notify the Internet Keep Safe Coalition when your story runs.

Remember: the golden rule of good press is “make it easy on the editor.” Your media kit should be sent early by e-mail and ready to print. Below are instructions for how to publicize events and templates for you to modify:

- Media Advisory
- Press Release (short and long)
- Community Calendar Notice
- Broadcast Public Service Announcement
- Print Public Service Announcement

How to publicize an event

Working with the media is a simple process that consists of making contacts and sending media advisories and news releases. If your local organization has a publicity chairperson in charge of working with the media, coordinate your actions with her/him. If not, consider appointing a publicity chairperson for your event(s).

Follow these directions for publicizing your event and making media contacts:

1. In radio and television, news directors and public affairs directors are key contacts. The easiest way to identify your contact is to call the newspaper, television or radio station, explain the type of information you'll be offering, and ask with whom should you work. Most of these places have a specific reporter who covers all stories of this nature. Use the approved news release templates to fit each assembly. Carefully read through the news release and fill in any section that says **<insert information>**

As soon as an assembly date, time and location have been confirmed, begin contacting media outlets. Contact assignment desks at all local media outlets to determine press cycles. Ideally, the story will run in the local paper the week of the assembly.

For **large media outlets** with daily news cycles (daily papers and TV news stations): send a **Media Advisory** three days before the event; send the **News Release** the morning of the event. (If you send Advisories too early to large papers/news stations, they will be forgotten.)

For **smaller, local papers** with weekly, monthly, or quarterly news cycles: send a **Media Advisory** as soon as your assembly is booked, even if it is months early. Send a **News Release** 1-2 weeks before the event. (Weekly or monthly papers will not be able to print news stories that they receive within a week of distribution—when in doubt, call and ask.)

2. Don't assume the media received the news release. It's important to follow-up with a phone call. Ask if they received the release and if they have any questions. Be courteous and helpful. However, don't insist that they run a story. Each outlet will decide whether it will cover the event.
3. The Internet Keep Safe Coalition Presentation CD includes an electronic media kit (also available at www.iKeepSafe.org). E-mail this with your *Media Advisory* and *News Release* as background information on the Faux Paw Internet safety program and your membership in the Internet Keep Safe Coalition.
4. Monitor the local media for stories regarding the assembly. E-mail stories to press@iKeepSafe.org.

Tips for working with the media

1. Contact the media as soon as you have determined a date, time and location for a presentation. This will allow you plenty of time to determine news cycles and establish a relationship with reporters.
2. Provide the media with a number to reach you at if they have questions. Remember the media works on deadline so it's important to quickly respond to all requests.
3. Accommodate requests by the media to attend an assembly.
4. Choose your words carefully. Remember, anything you say to the media may end up in the story.
5. If you are working with a group of presenters, have only one person contact the media, so that your contacts will have continuity, and you can develop a working relationship.
6. If an event is cancelled or rescheduled let your contact know immediately.
7. Don't ask for clippings or tear sheets. Arrange to get these yourself.
8. Don't ask to see a story before it is published.
9. Don't miss deadlines: smaller, monthly papers have earlier deadlines. Email your presentation schedule with a brief media advisory to the editor as soon as you have it.
10. Never send the same release to two people at the same newspaper or broadcast station. It will create confusion and possible conflict between editors.