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Student assessments are an important component of i-SAFE. When beginning the i-SAFE program with these lessons, i-SAFE strongly encourages educators to administer the pre-assessment online at <http://auth.isafe.org/selftest/index.php>.

To verify a School ID#, login at www.isafe.org, go to the My Info page and select “Find your school ID.”

Upon completing the i-SAFE lessons, please direct your students to take the online post-assessment. Assessment data can be used by your school/district as a reliable measurement of its Internet safety education policy.

LESSON PLAN—Our Cyberspace Community

Suggested grade level 1

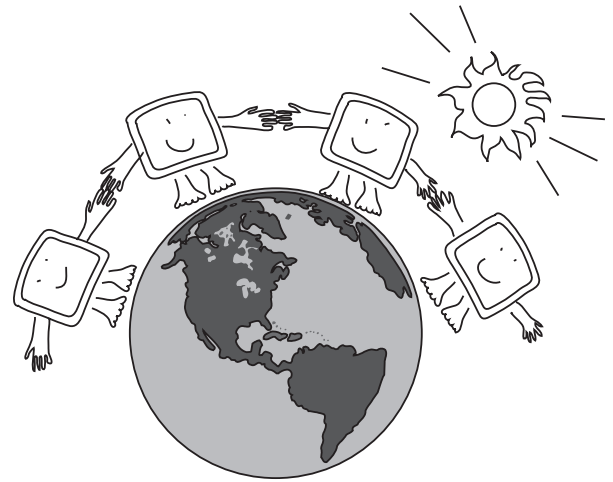
Lesson Guide

This lesson uses the concept of Cyberspace as a community containing the same people, resources, and services as the physical community to reinforce the need for adult help when using the Internet.

Learning Objectives

Students will:

- develop an understanding of Cyberspace as a community of real people
- demonstrate an understanding that children need to have the help of an adult when exploring the cyber community
- use the vocabulary terms: community, Cyberspace, online, and Internet
- engage in an activity with a family member to share what has been learned



Materials

- a copy of the activity page for each student
- materials for drawing and coloring

Procedures

Discussion

Compare the physical community to the cyber community by providing open-ended questions to prompt discussion. Include the following:

1. What is a community? (the area where we live, which contains places where we know real people)
2. Have students identify places they like to go to in the community.
3. How do we get from place to place in our community? (example 1: walking, types of vehicles and types of roadways, etc.; example 2: with help from trusted adults, i.e. parents, guardians, teachers, or people designated by them).
4. What does the word Cyberspace mean? (a community, which contains places to visit, just like in the real community, is called the cyber community)
5. Have students who have been on the Internet share things they like to do in Cyberspace.
6. How do people get to Cyberspace? (example 1: by using the Internet; example 2: with adult assistance)
7. Identify people who help us follow rules about where to go in the community we live in (law-enforcement officers, parents, coaches, teachers, etc.).
8. Have students share their ideas about why these people help them in the real community.
9. Identify the similarity between community rules and laws, and Cyberspace rules (include parents as the primary educators—they make rules to keep their children safe).
10. Ask students to think about and identify the adult(s) who would help them go places in Cyberspace.

Activity

Use the activity page to reinforce the concept that children need to have the help of a trusted adult when using the Internet to visit places in Cyberspace.

Have students complete the activity page.

- Students think about a place they like to go to, or would like to go to, in Cyberspace. On the activity page, draw a picture of it in the space on the computer screen.
- Students think about who will help them use the Internet and draw a picture of that person on the page.
- Students share the activity with their parents.

Review

- Give students an opportunity to share the places they chose to visit on the Internet and who will help them in Cyberspace.
- Ask students who they will share their activity page with at home.



Have students take their activity pages home and share what they have learned with a family member.

Children who participate in activities and share what they have learned about Internet safety are more likely to practice safe habits online.

Additional materials and support for students, teachers, and parents on Internet safety topics are available from i-SAFE Inc. www.isafe.org.

ACTIVITY—Our Cyberspace Community

Name: _____

