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Agree and Print 

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—Safety with Online Personal Information

Suggested grade level 1

Lesson Guide

This lesson reinforces the concepts that each person is special and unique, which makes them identifiable from every other person, and that children should have the help of an adult when doing online activities that require personal information.

Learning Objectives

Learners will:

- differentiate between common information and personal information
- be able to identify and comprehend basic dangers of revealing personal information to strangers
- demonstrate the ability to make informed choices about revealing information while online
- use the vocabulary terms: personal information, communication, Internet, online
- engage in an activity to share what has been learned with a family member



Materials

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

Procedures

Activity

Tell your students you are going to do an activity to learn about things that make each person special and different.

1. Begin by asking students to group themselves according to general attributes many have in common, such as those who are wearing blue, or those who have two eyes.
 - Discuss: How many are in the group? Does wearing blue (refer to grouping attribute) make you completely different from every other person? (no)
 - Repeat this step with another common attribute for reinforcement.
2. Ask students to group themselves according to same first names (you may have some students with the same name).
 - Discuss: How many are in each group? Is your first name something special about you? (yes)
 - What if two children have the same first name? Bring this up even if it has not occurred in the class. (reinforce that it is still special)
 - Extend the concept: Have the children think about two children with the same first name. Ask for ideas on how we would be able to tell them apart. Accept all answers. Lead the discussion to include that the two children would have different last names, parents, family members, addresses, etc.

3. Connect the concepts. Have students review the activity by discussing why the first grouping attribute was not enough to describe any one student in detail. Discuss how first names are considered to be personal information— something that gives detail to who a person is. Ask the students to conclude the thought by asking them what types of information make each person even more “special” (adding more details to the person, such as last name, family members, etc.).

Discussion

Connect the concept of personal information to Internet use.

Example: Now you are aware of certain things about each of you that make you different from every other person.

We call this personal information. It is information about you that makes it easy for another person to find you.

- Sometimes you want another person to find you. (you might want a friend from your class to know where you live so that you could get together)
- You and your parents would never want a stranger to know personal information about you.
- Think about what could happen if you put your personal information in a message and sent it over the Internet, such as through an e-mail or text message. (allow time for discussion)
- Reinforce: Someone you don't know might get information about you that you don't want them to have.
- Tell students that there is a rule to follow that will help them stay safe on the Internet by keeping their personal information private: Always have the help of a trusted adult (parent, teacher, or person designated by them) when using the Internet. Only post personal information that your parents approve of.
- Provide time for students to color the parent page that accompanies this lesson plan. Explain that the page will tell their parents what they learned today about personal information and use of the Internet.
- Have students take the parent page home.

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.

PARENT PAGE—Personal Information on the Internet

Your child has been learning that it is important not to give out personal information over the Internet without permission from a trusted adult.

To make this a successful learning experience, it is important for parents to become involved by reinforcing this concept at home.

Your child has learned that to be safe, he or she should always have the help of a trusted adult when using the Internet. A trusted adult is a parent, guardian, or teacher, or someone designated by one of them to oversee the child's Internet use. This is especially true if children are using Web sites to communicate with others.

Safety Tips for Families

- Have the family computer in an open area, never in your child's bedroom.
- Respect your child's privacy. Rather than "policing" your child's online behavior, keep the lines of communication open with him or her.
- Talk to your child about the importance of being careful when posting personal information on the Internet in profiles and when messaging. Let your child know that if there is a need to give out some information to complete an activity, you will work on it together. Your child will learn how to gradually take on more responsibilities online.
- Let your children know that they can come to you if they ever find themselves in an uncomfortable situation while on the Internet.
- Become a part of your child's online experience—it can be a fun journey to explore the wonders of the Internet as a family. As computer savvy as children are today, they may even teach you a thing or two!
- Learn about the Internet—the more you know about how the Internet works, the more you can be informed about how online predators and identity thieves work, and can find out what you can do to stop them.



ASSESSMENT

Post-assessments should be completed after implementation of the final i-SAFE lesson. (Assessment instructions and the Student Assessment questionnaire are also located in the curriculum folder.)

Materials needed:

- A copy of the Student Assessment page for each student.
- Online access to the K-2 assessment, used to summarize input from individual student forms.

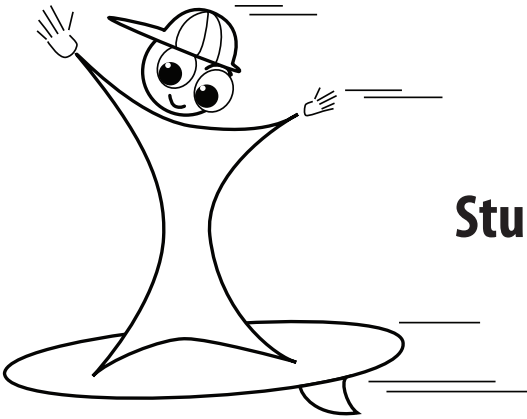
Directions for Student Assessment Pages:

- Have each student complete the Student Assessment page (4 questions).
- Read each item out loud, and provide time for the students to circle their answers before going on to the next. Reinforce that it is okay if they do not understand a question, or are not sure of an answer.
- 1. **Question 1:** Have the students look for the picture of the house next to the #1. Read the question and instruct the students to circle “YES” if they use a computer at home, or “NO” if they do not have or do not use a computer at home.
- 2. **Question 2:** Have the students look for the #2 in the box with the pictures of the girl using a computer. Read the question and instruct the students to circle “YES” if they go on the Internet, “NO” if they do not go on the Internet, or “I DON’T KNOW” if they are not sure or do not understand the question.
- 3. **Question 3:** Have the students look for the picture of the e-mail (just like i-Buddy’s email from the lesson) next to the #3. Instruct the students to circle “YES” if they use email, “NO” if they don’t use e-mail yet, or “I DON’T KNOW” if they are not sure or do not understand the question.
- 4. **Question 4:** Have the students look for the picture of the boy and girl using computers next to the #4. Instruct the students to circle “YES” if they chat on the Internet, “NO” if they don’t chat, or “I DON’T KNOW” if they are not sure, or do not understand the question.
- When completed, collect the pages.
- Ask the students how many have shared what they have learned about Internet safety with their parents (shared their activity booklets, etc.). You will need this information for the online assessment form.

Complete the online assessment form

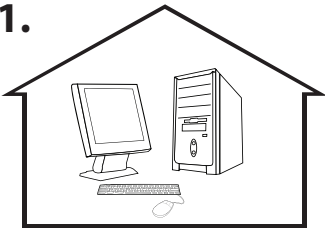
Your participation in the assessment process is of vital importance in underscoring the need for Internet safety education, assessing the effectiveness of the program, developing future needs, and providing validation to our funding organizations. Your participation helps to ensure that i-SAFE can continue to provide the program to all students on a cost free basis.

- Complete the online assessment form after completion of i-SAFE program, based upon the answers provided by the students and your experience implementing the curriculum.
- **Do Not send Student Assessment pages to i-SAFE.**
- Access the online assessment at **www.isafe.org** (click on Online Assessments).
- NOTE: Use 1 online form for every 100 students or less. If you are responding for more than 100 students, please complete more than 1 online form as necessary.



Student Assessment Grades K-2

1.



Do you use a computer at home?

YES

NO

2.



Do you use the computer at home by yourself?

YES

NO

By myself

I have help

3.



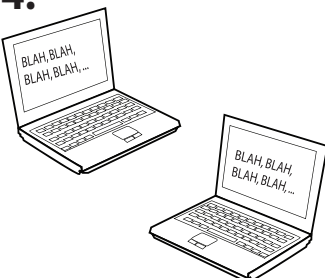
Do you use e-mail?

YES

NO

I DON'T KNOW

4.



Do you chat on the Internet?

YES

NO

I DON'T KNOW