




Terms of Use

Clicking on the “Agree and Print” button (below) means that I agree that:

- i-SAFE© lessons may NOT be shared with other educators (e.g., faculty or staff) in any school or district which is not currently covered by your school’s or district’s Subscription and License Agreement.
- i-SAFE© lessons may NOT be duplicated for any reason except for your classroom use.
- i-SAFE© lesson hand-outs may be printed for students ONLY for your current classroom use.

Duplication, sale, resale and any other form of unauthorized use of i-SAFE copyrighted materials is prohibited and, therefore, a violation of law.

(I understand and agree to above Terms of Use)

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—Online Personal Safety

Suggested grade level 2

Goal

Learners will develop an understanding of the need to make responsible choices to ensure personal Safety when using the Internet. Students will engage in a group discussion moderated by the teacher, to gain a basic understanding of the dangers of Cyberspace. Students will complete activities that foster an expression of ideas and reinforce concepts introduced.

Note: In the early elementary grades it is suggested that the lesson on Cyber Community Citizenship be completed before any other i-SAFE lessons.

Materials / Preparation

- Paper or strips for writing internet safety tips
- if available: play props for acting out modes of communication, such as notepaper, pencils, play telephone, bell, etc.

Assessment (Grades K – 2)

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

If ending the i-SAFE program with this lesson, administer the post-assessment online at **www.isafe.org** by clicking on “Surveys/Assessments” after to the lesson, and selecting the appropriate link. To verify school ID number, log in at **www.isafe.org**, go to the My Info page, and select “Find Your School ID.”

LESSON PLAN with EXAMPLE DIALOGUE

Implement the lesson by following the example dialogue, or use it as a guide to cover the concepts presented in your own words.

Introduce Internet safety

“Today, i-Buddy is going to help you learn to keep safe when you are in the cyber community and you are going to think up some Internet safety tips to help keep your friends safe. We are going to learn and use some words that some of you may not know. Be sure to let me know if you don’t understand a word.”

Note: After each question, provide time for student responses.

Question: “Let’s talk about that word communicate. How do we communicate in the community we live in?” (talk face-to-face, phone, send letters, intercom, etc.)

Activity

Pair up the students and have them demonstrate ways they can communicate. If available, encourage them to pretend with props (notepaper, pencils, telephone, bell, etc.)

Question: “Does anyone know of a way people can send messages to each other on the Internet?” *Provide time for students to respond. (Gauge this part of the discussion to your students’ Internet experience level: Briefly discuss that on the Internet, people can send messages through e-mail.)*

“E-mail messaging is a great way to communicate with someone you and your parents know.”

Optional Classroom computer extension activity

Log onto the Internet and bring up an e-mail program. Show the students what an e-mail message looks like. If possible open an unread message and/or send an e-mail to another class or teacher.

Question: “Think about who you would want to get an e-mail message from, and who you would want to send an e-mail message to. Who would it be? Is it someone you know already?”

Have every student respond, and provide appropriate feedback.

Relate e-mail communication to other forms of online communication

Question: “How many of you play games or go to other places on the Internet where you can send messages to other people?” *Web sites they may mention may include social networking sites for young children such as Webkinz and Club Penguin.*

“Sending messages online is lots of fun, especially when your online friends like to do the same games you

Reinforce: “ It’s good to remember though that you can’t really see the people you are messaging. It’s best to let your parents or teacher help you with messages to people you only know from the internet. As a matter of fact, they should help you any time you need to put personal information about yourself on the Internet – those are things like your full name, address, phone number, and e-mail address. Your parents, or the person who cares for you, must decide who will get to know you.”

Note: In today’s technology-driven world, it is not appropriate to teach children never to provide their personal information online. At some point we all need to provide it to engage in Internet activities. Very young children need to know that they need an adult’s help. As they grow older they should be taught how to safely take on more of the responsibility for knowing what to provide and when it is safe to provide this type of information.

Question: “Think about what you know about being safe in your community or neighborhood. Think about any rules that you follow in your community.”

Here’s a story about i-Buddy: i-Buddy loves to play games on the Internet. His parents helped him make online bookmarks so that he can get to his favorite online games. They are games that his parents think are good too! i-Buddy is learning to send messages back and forth with other kids who play the same games he likes. He thinks it is fun, and his parents say it is helping him learn to read and type better.

One-day i-Buddy was on the Internet when he got an Instant Message from someone. And it wasn’t a very nice message. It said: U R Dum. Where do U liv? (*optional: write the message on the board.*)

The message made i-Buddy feel bad – kind of uncomfortable too because he didn’t know who sent it.”

Question: “Who knows what *uncomfortable* means? Right, that’s like when something just doesn’t seem right. It’s when something makes you feel bad, yucky, or even scared! i-Buddy didn’t know what to do when he felt uncomfortable in Cyberspace.”

Question: “What do you think i-Buddy should do? You’re right! He should stop and tell a grown-up, like mom or dad. That’s exactly what he did. i-Buddy showed the message to his parents. His parents said he did the right thing! They said he should never answer a message or an e-mail that makes him feel bad on the Internet. There was no reason for that person to know where i-Buddy lives.”

“i-Buddy’s parents gave him good advice. If you don’t know someone in Cyberspace and they aren’t being nice, you shouldn’t write to them. Remember, Cyberspace is another community like the one we live in, so if you think someone is trying to send a bad message to you on the Internet, stop and tell a grown-up right away.”

Question: “Who are some of the grown-ups you could tell? Right! Examples of people you could tell are: your parents, your teacher, or any adult that you know.”

Classroom computer extension activity (OPTIONAL): If you have Internet access in the classroom, log on to the Internet at this time, and go to the FBI Internet Safety Tips at <http://www.fbi.gov/kids/k5th/safety2.htm>. This webpage is part of the FBI's safety fieldtrip for children in grades K through 5.

Reinforce: “ It's good to remember though that you can't really see the people you are messaging. It's best to let your parents or teacher help you with messages to people you only know from the internet. As a matter of fact, they should help you any time you need to put personal information about yourself on the Internet – those are things like your full name, address, phone number, and e-mail address.

Activity: Pass out a blank piece of paper to each child. As a group, brainstorm age-appropriate tips that reflect what has been learned about communicating in Cyberspace. Have the students express their ideas about Internet safety tips with a drawing. Have the students share their pictures with you and the class. Display them on a bulletin board, in the area around your classroom computer, or in the school's computer lab.

Empowerment in Action

Select one of the following to incorporate Youth Empowerment and Outreach:

- Have students display their safety tips on a bulletin board.
- Have students display tips around the classroom computer.
- Display safety tips in the school's computer lab or media center.

Conclusion

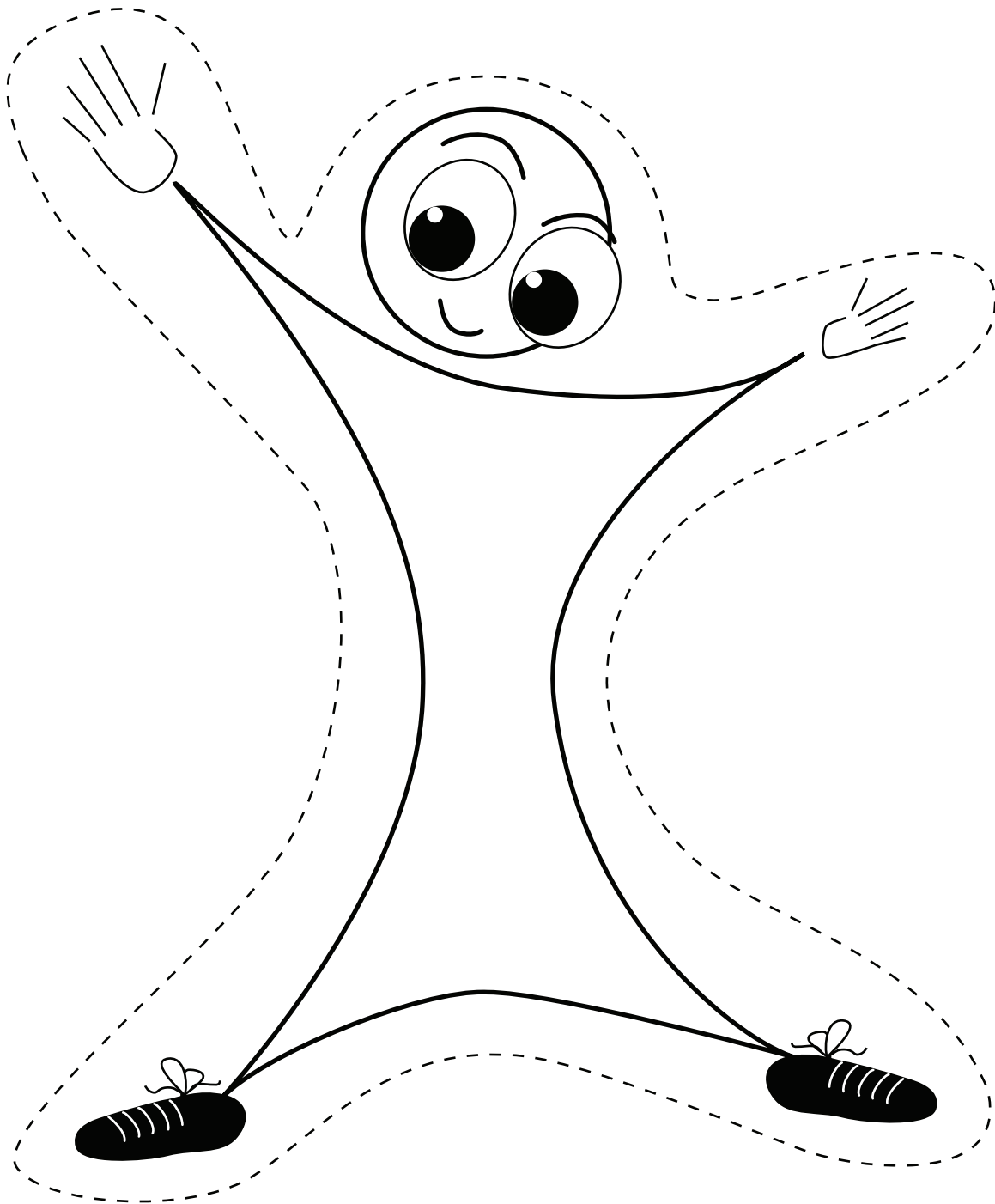
- Complete the Assessment activity if this is the last i-SAFE lesson to be implemented.



ADDITIONAL CLASSROOM ACTIVITY

i-Buddy Stick Puppet

Directions: color, cut on dotted line, and glue or tape to a craft stick or straw.



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.

