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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—Cyber Citizenship and Safety Online

Suggested grade level 3-4

Lesson Guide

This lesson introduces the concept that the Internet is part of an online community that necessitates certain safety rules on the part of participants along with cyber citizenship.

Learning Objectives

Learners will:

- explore the concept of the Internet as an online community comparable to the physical community
- be introduced to the concept that there are rules one must follow when online
- understand the concept of cyber citizenship
- share what has been learned with a family member

Materials

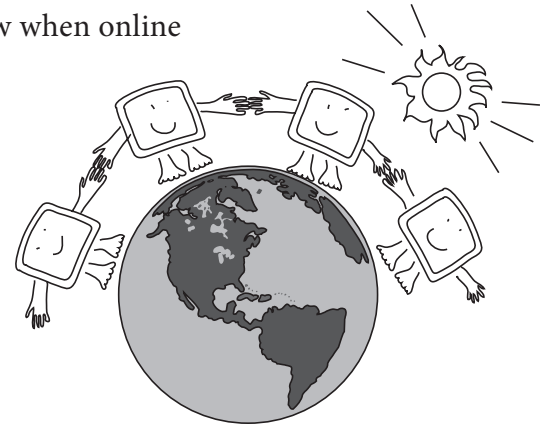
- a copy of the cyber citizenship license for each student

Procedures

Discussion

Guide a brief discussion about the analogy of the physical community to the cyber community (Internet) and cover the following:

1. Ask the students to define the term “community.” (The community is the physical area where we live, comprised of places we know and interactions with real people. Community is also a group of people who enjoy the same things or engage in the same activities, such as a club, team, or school.)
2. Present the question: Why is Cyberspace (the Internet) called the cyber community? (Both the physical community and the cyber community contain places in which real people interact.)
3. Ask the students to: (a) give examples of places in the community that have counterparts on the Internet; and (b) give examples of ways Internet use for certain activities has become as popular as use of the physical community for the same activities. Example: research for school projects online rather than at the library
4. Discuss modes of communication in Cyberspace: How do they communicate on the Internet, and where? How does Internet communication compare to communication in the physical community?
5. Discuss rules of communities. Ask students about rules they have in their communities (such as the school community). Ask students why rules are important in communities.
6. Have students brainstorm a list of rules to keep themselves safe when in the cyber community. Use the scenario list located at the end of this lesson plan to guide brainstorming. Read through each scenario, and discuss with students a good rule for cyber citizenship to reflect the scenario. Guide discussion and brainstorming so that the following are covered in the list of rules:
 1. Don't talk to strangers (remind them that people met online are strangers).
 2. Ask for help from an adult.
 3. Be polite.



7. Introduce the concept of cyber citizenship. Explain that, as members of the cyber community, it is up to each person to be a good citizen online and to follow the rules (like the ones they brainstormed.) Reinforce: Online behavior should reflect good cyber citizenship.

Activity

1. As a class, decide on a final list of five rules that good cyber citizens should follow when online.
2. Write out the rules as a class, and post somewhere in the classroom.
3. Hand out a “Cyber Citizenship License” to each student.
4. Students write the five rules down on their cyber citizenship card.
5. Students decorate and sign card showing that, as citizens of the cyber community, they agree to be good cyber citizens.



Students take their cyber citizenship cards home and share with their parents.

Scenario List

Scenario 1:

You are excited—your friend told you about a cool Web site with lots of games to play. You go to the Web site and choose a game to play. However, before it will let you play, it wants you to fill in your name, age, location, and more. What should you do? Why?

Scenario 2:

You just got your own e-mail account. You’ve been checking it every day, but not much comes in except a letter from family every once in awhile. Today, however, your box is full. There are tons of e-mails from people you don’t know, including one that says, “You’ve won. Claim your prize here,” and it has a link. What should you do? Why?

Scenario 3:

You and your friends have been IMing every day. Today, while on IM, one of your friends keeps saying mean things about other people at school. You are tempted to say a few things yourself so you don’t feel left out. What should you do? Why?

Scenario 4:

While in a chat about your favorite movie star (your older sister helped you get all set up), you met some cool people. One of them wants to e-mail you and call you outside of the chat to talk. What should you do? Why?

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.

CYBER CITIZENSHIP

CYBERSPACE LICENSE TO SURF ONLINE

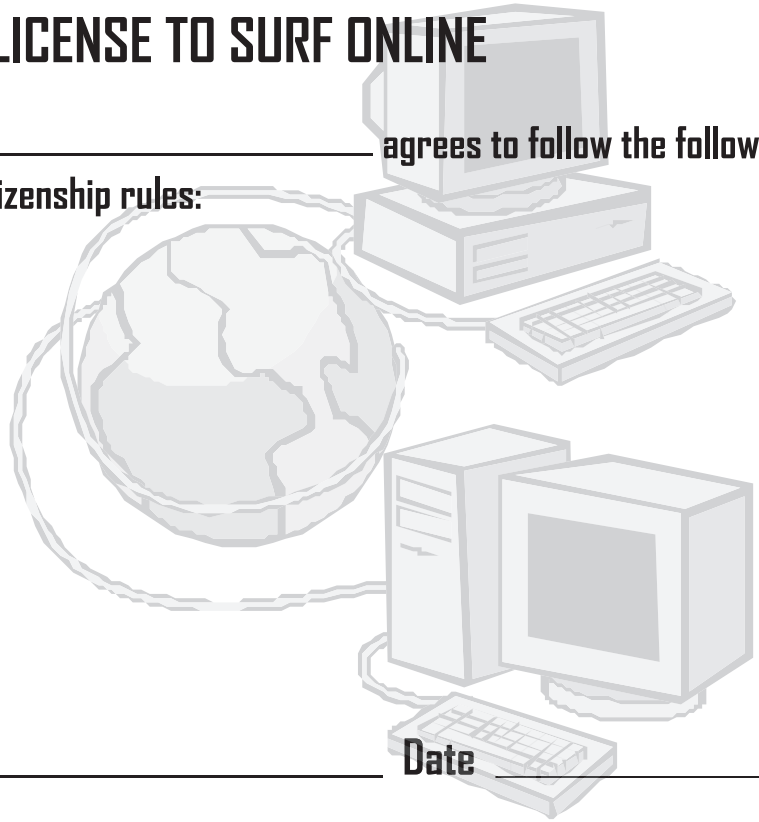
_____ agrees to follow the following

cyber citizenship rules:

- 1.
- 2.
- 3.
- 4.
- 5.

Signature _____

Date _____



CYBER CITIZENSHIP

CYBERSPACE LICENSE TO SURF ONLINE

_____ agrees to follow the following

cyber citizenship rules:

- 1.
- 2.
- 3.
- 4.
- 5.

Signature _____

Date _____

