Basic *Children's Internet Protection Act* (CIPA)

—R E Q U I R E M E N T S—

Stage 1 ONLINE SAFETY REQUIREMENTS

Administrator's Guide
Grades K-5

Children's Internet Protection Act

Background

The Children's Internet Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA Requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measure must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must **provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.**

Federal Communications Commission
445 12th Street SW, Washington, DC 20554
Phone: 1-888-225-5322

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Basic *Children's Internet Protection Act* (CIPA)
Implementation Guide

common sense
media

Common Sense Media's free, comprehensive E-rate Toolkit at www.commonsense.org/erate provides you, your teachers, and your school community with all of the resources you need to educate your students about three CIPA-required topics: 1) appropriate online behavior, 2) safety and privacy, and 3) cyberbullying. The Toolkit contains lessons organized by grade, complete with supporting student handouts, videos, assessments, and parent tips, as well as a Teacher Verification Document.

ELEMENTARY SCHOOL
One 45-minute lesson per grade per year

Grade	Lesson
K	Going Places Safely
1	Sending Email
2	Show Respect Online
3	Follow the Digital Trail
4	The Power of Words
5	Talking Safely Online

MIDDLE SCHOOL
Two 45-minute lesson per grade per year

Grade	Lesson
6	• Safe Online Talk • Strong Passwords
7	• Trillion Dollar Footprint • Cyberbullying: Crossing the Line
8	• Which Me Should I Be? • Cyberbullying; Be Upstanding

Access these lessons from the Toolkit's Teacher Page: www.commonsense.org/erate-teachers.

www.commonsense.org

Administrator
Implementation Checklist

common sense
media

ADMINISTRATOR NAME: _____

TITLE: _____

SCHOOL: _____

DISTRICT: _____

SCHOOL YEAR: _____

I verify that I have...

❏ Introduced my staff to Common Sense Media's online safety resources and have implementation of required lessons.

❏ Compiled Teacher Annual Verification Documents and stored them in a secured location on the school site.

I hereby certify that the above actions have been carried out during the 20____ – 20____ school year.

SIGNATURE: _____   **DATE:** _____

Teacher Verification Document

TEACHER NAME: _____

TITLE: _____

GRADE/CLASS: _____

SCHOOL: _____

DISTRICT: _____

SCHOOL YEAR: _____

I verify that I have...

❐ Understood and embraced the district-wide Internet Safety Policy and the education requirements related to Children's Internet Protection Act (CIPA).

❐ Educated my students according to the lesson requirements.

I hereby certify that the above actions have been carried out during the 20____ – 20____ school year.

SIGNATURE: _____   **DATE:** _____

Teacher, please sign and turn in this Teacher Verification Document
and any other pertinent paperwork required by your district.

ACCEPTABLE USE AGREEMENT

English

Spanish

BAKERSFIELD CITY SCHOOL DISTRICT
1300 Baker Street
Bakersfield, CA 93305

ACCEPTABLE USE AGREEMENT (AUA):
DISTRICT TECHNOLOGICAL RESOURCES

Background Information, Commitments, and General Requirements

The Governing Board of the Bakersfield City School District's ("District") has adopted a policy (Student Use of Technology, BP 400.43) describing rules and procedures to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of, or access to, sensitive information, and to comply with the: (1) Children's Online Privacy Protection Act (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Broadband Data Improvement Act. (Pub.L. 110-385.); (3) Protecting Children in the 21st Century Act (15 USC 6551); (4) Children's Internet Protection Act (20 USC 6301 et seq); (5) Enhancing Education Through Technology Act of 2001 (20 USC 6751 et seq.); and (6) the internet safety provisions of the No Child Left Behind Act (20 USC 6777). This *Acceptable Use Agreement* (*AUA*) brings together information from several District policies describing user obligations and responsibilities. The term "user" means anyone using District technological resources (e.g., computers, Internet, email, other forms of direct electronic communications, and equipment provided by the District regardless of the physical location of the user).

The District will use technology protection measures to block or filter, to the extent possible, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor use of the District's technology resources for improper use without advance notice or consent and to take immediate corrective action regarding any improper activities. As the District deems necessary, authorized employees will: (1) monitor users' online activities; (2) access, review, and copy; (3) store or delete any electronic communication or files; and (4) disclose files and documents to others. Users have no expectation of privacy regarding their use of District technological resources.

Users shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on race or ethnicity, ethnic group identification, physical or mental disability, medical condition, marital or parental status, sex or gender, gender identity, gender expression, genetic information, age, color, ancestry, national origin or nationality, religion, limited proficiency in English, or sexual orientation.

District staff will provide age-appropriate instruction to students about the safe, proper, and appropriate behavior while using technological resources. Although student use of District technological resources to access public social networking sites is prohibited, such instruction shall include, but not be limited to: the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, interacting with other individuals on social networking web sites and in chat rooms, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Use of District Technological Resources

Before a student is authorized to use the District's technological resources, the student and his/her parent/guardian shall sign and return this *AUA* to acknowledge and agree to all the conditions specified here. Each District school will keep a copy of the *AUA* signature page on file. Annually and before each student uses District technology, the principal/designee will verify the presence of a fully executed *AUA*. Once signed, the *AUA* acknowledgement/permission page remains in effect until: (1) revoked by the parent; (2) the student has a cancellation of user privileges; or (3) the student is no longer enrolled. Even without a signature on the *AUA*, employees, students, and all other users are required to follow applicable laws, policies, procedures, including

the requirements described within this *AUA*. By using the District resources, each user agrees to comply with all rules. Each user is required to report any misuse of the District's technological resources to the appropriate employee (e.g., teacher, supervisor, or other District personnel). If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor, or other appropriate District personnel.

Students are authorized to use District technological resources or equipment to access the Internet or other online services in accordance with Board policy, the user obligations, and responsibilities specified in the District's *Acceptable Use Agreement*.

Accessing Technological Resources Outside of School Setting. Students will access the District technological resources outside of school only if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use outside of school.

Penalties for Improper Use

Students who violate District or school rules and regulations, to include the unacceptable uses of the District's technological resources may be subject to consequences including, but not limited to: (1) legal action; (2) suspension; (3) expulsion; (3) transfer to alternative programs; (4) cancelling or limiting student user privileges; (5) denial of participation in extracurricular or cocurricular activities; (6) or other privileges. When a crime may have been committed, the Superintendent or designee shall notify local law enforcement. In accordance with law and policy, students also may be subject to a District or school consequence(s), for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts school activities.

Disclaimer

The District makes no guarantees and denies any responsibility for the accuracy or quality of the information obtained by using District technological resources. Any statement accessible through the District's resources is understood to be the author's individual point of view and not that of the District, its affiliates, or employees. The student and parent/guardian, as a condition of the student's use of District technological resources, agree to indemnify and hold harmless the District or any District employee and waive all claims or suits for damages, costs, or injury arising from the failure of any technology protection measures, violations of copyright restrictions, user mistakes or negligence, or other obligations arising from use of District technological resources. Any charges a user accrues due to the inappropriate and unauthorized use of the District's resources are to be borne by the user.

BAKERSFIELD CITY SCHOOL DISTRICT:
ACCEPTABLE USE AGREEMENT
ADDITIONAL STUDENT AGREEMENTS

Personal Responsibility and Safety
1. I will use the school computers safely, responsibly, and for educational purposes.
2. I will take care of the computer and all technology equipment as if it belonged to me.
3. I will keep my passwords private and not share them with my friends.
4. I will only use school computers for classroom work assigned by the teacher.
5. I will report any misuse of the computer or the network to a teacher or the principal.
6. I will immediately stop and tell the teacher or person in charge if anything happens on the computer or on the Internet that is wrong or makes me feel uncomfortable.

Inappropriate Uses
7. I will not use someone else's username and password to log into the computer or network.
8. I will not read, delete, copy, or modify email or use another person's identity.
9. I will not attempt to bypass security measures on the District network.
10. I will not download any software from the Internet unless specifically directed to as part of a lesson.
11. I will not buy, sell, or advertise anything using the school computer and/or network.
12. I will not use technology equipment to encourage the use of drugs, alcohol, and tobacco or take any action that is unethical or prohibited by law or District policy.

Digital Citizenship
13. I will not threaten, harass, insult, ridicule, gossip, or tease others while I am online or using a computer. I understand these behaviors may result in punishment to include loss of privileges.
14. I will not copy information and use it as if it were my own ideas without giving credit to the information's author and source. I know that failure to properly cite my sources of information is called plagiarism and is a form of cheating.

Online Behavior
15. I understand that computer files and electronic communications are not private and may be accessed by the District to ensure proper use.
16. I will not share personal information (either my own nor another student's) including: references to where I live, details about family or friends (including names), my age, birthday, home address, or telephone number on the Internet.
17. I will use respectful and appropriate language without swearing, name calling, or causing others to feel uncomfortable due to their gender, race, appearance, behavior, or beliefs. (These are actions that could be considered harassment or bullying).
18. I will not post copyrighted material online.

Required Signatures: BCSD *Acceptable Use Agreement*

STUDENT
By signing below, I am showing I understand and agree to follow all rules listed in this four-page *Acceptable Use Agreement*. I understand that any rules I do not follow may result in disciplinary action, losing my user account, and legal action. I further understand I may be held responsible for using technological resources outside of school if my conduct violates District rules. I agree to report any misuse of the District electronic system to a teacher, principal, or other District employee.

Student Name (please print):_____

Student Signature_____ Date_____

PARENT OR GUARDIAN
As the parent/guardian of this student, I have read and understand this *Acceptable Use Agreement* (*AUA*) consisting of four pages. I understand this *AUA* has been designed to help ensure safe, proper, and appropriate conduct while staff and students use technological resources. By signing below, I am consenting to my student using District technological resources consistent with all the provisions of this *AUA*. I further understand I may revoke this consent in writing, but this revocation will not affect any action taken in reliance on my consent before the District receives my written notice of revocation.

Parent or Guardian Name (please print):_____

Signature_____ Date_____

SPONSORING TEACHER
I have received and read Board Policy 400.43 entitled Student Use of Technology, the accompanying administrative regulation, and this *Acceptable Use Agreement* (*AUA*) describing expectations for the appropriate use of the District's technological resources. I have been provided with information about the role of staff to supervise student use of technological resources. As the sponsoring teacher, I agree to instruct the student to fulfill the requirements of the policy and *AUA*. This commitment includes agreeing to report any prohibited use or misuse of the District's technological resources to the appropriate Bakersfield City School District administrator and to comply with all applicable law, policy, and procedure.

Teacher's Name (please print):_____

Signature_____ Date_____

8/12

ACUERDO DEL USO ACEPTABLE (AUA):
RECURSOS TECNOLÓGICOS DEL DISTRITO

Información de los antecedentes, compromisos, y requisitos generales

La mesa directiva gobernante del Distrito Escolar de la Ciudad de Bakersfield ("Distrito") ha adoptado una norma (Uso de tecnología del estudiante, BP 400.43) describiendo las reglas y procedimientos para prevenir el acceso no autorizado y otras actividades ilícitas por usuarios en línea, prevenir la divulgación no autorizada, acceso, información sensitiva, y para cumplir con: (1) Decreto de Protección de la Privacidad En Línea de los Niños (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Decreto del Mejoramiento de Datos de Banda Ancha. (Pub.L. 110-385.); (3) Decreto Protegiendo a los Niños en el Siglo XXI (15 USC 6551); (4) Decreto de Protección de Internet de los Niños (20 USC 6301 et seq); (5) Decreto de Mejoramiento de la Educación Por Medio de la Tecnología del 2001 (20 USC 6751 et seq.); y (6) y las provisiones de seguridad del Internet del Decreto Ningún Niño se Quedará Atrás (20 USC 6777). Este *acuerdo del uso Aceptable* (*AUA*) une la información de varias normas del distrito describiendo las obligaciones y responsabilidades del usuario. El término "usuario" significa cualquier persona usando los recursos tecnológicos del distrito (ej., computadoras, Internet, correo electrónico, otras formas de comunicaciones electrónicas directas, y equipo proveído por el distrito a pesar de la ubicación física del usuario).

El distrito usará medidas de protección de tecnología para bloquear o filtrar, hasta el punto posible, acceso de descripciones visuales que son *obscenas, pornográficas, y dañinas para los menores* en la red informática. El distrito reserva el derecho de monitorear el uso de los recursos de tecnología del distrito por uso impropio sin aviso de anticipo o consentimiento y tomar una acción correctiva inmediata respecto a cualquier actividad impropia. Como el distrito considere necesario, los empleados autorizados: (1) monitorearán las actividades en línea de los usuarios; (2) conseguirán acceso, revisarán, y copiarán; (3) almacenarán o borrarán cualquier comunicación electrónica o archivos; y (4) divulgarán archivos y documentos a otros. Los usuarios no tienen expectación de privacidad respecto a su uso de recursos tecnológicos del distrito.

Los usuarios no deberán conseguir acceso, anunciar, someter, publicar, o mostrar cuestiones dañinas o inapropiadas que sean amenazadoras, obscenas, perturbadoras, o sexualmente explícitas, o que podrían ser interpretadas como acoso o menosprecio de los demás basado en la raza o etnicidad, identificación de grupo étnico, discapacidad mental o física, condición médica, estado civil o paternal, sexo o género, identidad de género, expresión de género, información genética, edad, color, ascendencia, origen nacional o nacionalidad, religión, aptitud limitada en inglés, u orientación sexual.

El personal del distrito proveerá instrucción de edad apropiada a los estudiantes acerca del comportamiento seguro, propio y apropiado mientras usan los recursos tecnológicos. Aunque el uso de los recursos tecnológicos del distrito del estudiante para conseguir acceso a sitios de redes sociales públicos es prohibido, tal instrucción deberá incluir, pero no estará limitada a: los peligros de anunciar información personal en línea, mala representación por depredadores en línea, cómo reportar amenazas o contenido inapropiado u ofensivo, interactuar con otros individuos en sitios de redes sociales y salas de charlas, comportamientos que constituyen acoso cibernético, y cómo responder cuando se es sujetado al acoso cibernético.

Uso de los recursos tecnológicos del distrito

Antes de que un estudiante sea autorizado para usar los recursos tecnológicos del distrito, el estudiante y su padre/madre/tutor deberá firmar y regresar este Acuerdo del uso aceptable (*AUA*) para reconocer y estar de acuerdo a todas las condiciones especificadas aquí. Cada escuela del distrito mantendrá una copia de la página

de la firma del *AUA* archivada. Anualmente y antes de que un estudiante use la tecnología del distrito, el director/designado verificará la presencia de un *AUA* totalmente ejecutado. Una vez firmada, la página de reconocimiento/permiso del *AUA* permanecerá en efecto hasta que: (1) sea revocada por el padre/madre; (2) el estudiante tenga una cancelación de privilegios de usuario; o (3) el estudiante ya no esté inscrito. Aún sin una firma en el *AUA*, a los empleados, estudiantes, y todos los demás usuarios se les requiere seguir las leyes aplicables, normas, procedimientos, incluyendo los requisitos descritos dentro de este *AUA*. Usando los recursos del distrito, cada usuario está de acuerdo con cumplir con todas las reglas. A cada usuario se le requiere reportar cualquier uso incorrecto de los recursos tecnológicos del distrito al empleado apropiado (ej., maestro, supervisor, u otro personal del distrito). Si el usuario no está seguro acerca de si un uso particular es aceptable o apropiado, él o ella deberán consultar a un maestro, supervisor, u otro personal apropiado del distrito.

Los estudiantes están autorizados para usar los recursos tecnológicos del distrito o equipo para conseguir acceso al Internet u otros servicios en línea en conformidad con la norma de la mesa directiva, las obligaciones del usuario, y responsabilidades especificadas en el *Acuerdo del uso aceptable* del distrito.

Conseguir acceso de recursos tecnológicos fuera de la ubicación de la escuela. Los estudiantes conseguirán acceso a los recursos tecnológicos del distrito fuera de la escuela sólo si un padre/madre o tutor legal supervisa su uso en todo momento. El padre/madre o tutor del estudiante es responsable por monitorear el uso del menor fuera de la escuela.

Consecuencias por el uso impropio

Los estudiantes quienes violen las reglas y el reglamento del distrito o escuela, que incluye los usos inaceptables de los recursos tecnológicos del distrito pueden estar sujetos a consecuencias incluyendo, pero no limitadas a: (1) acción legal; (2) suspensión; (3) expulsión; (3) transferencia a programas alternativos; (4) cancelar o limitar los privilegios de usuario del estudiante; (5) denegación de la participación en las actividades extracurriculares o co-curriculares; (6) u otros privilegios. Cuando un crimen pudo haber sido hecho, el superintendente o designado deberá notificar a las autoridades policíacas locales. De acuerdo con la ley y norma, los estudiantes también pueden estar sujetos a las consecuencias del distrito o escuela, por cualquier conducta fuera del recinto escolar durante las horas que no hay clases que represente una amenaza o peligro para la seguridad de los estudiantes, personal, o propiedad del distrito, o sustancialmente interrumpa las actividades de la escuela.

Denegación de responsabilidad

El distrito no hace garantías y niega cualquier responsabilidad por la exactitud o calidad de la información obtenida usando los recursos tecnológicos del distrito. Cualquier declaración accesible por medio de los recursos del distrito se entiende ser el punto de vista del autor individual y no del distrito, sus afiliados, o empleados. El estudiante y padre/madre/tutor, como condición del uso de los recursos tecnológicos del distrito del estudiante, está de acuerdo en indemnizar y librar de cualquier responsabilidad al distrito o a cualquier empleado del distrito y renunciar a todos los reclamos o proceso judicial por daños, costos, o perjuicio surgiendo de la falla de cualquier medida de protección tecnológica, violaciones de restricciones con derechos reservados, errores del usuario o negligencia, u otras obligaciones surgiendo del uso de los recursos tecnológicos del distrito. Cualquier cargo que el usuario acumule debido al uso inapropiado y no autorizado de los recursos del distrito debe ser sostenido por el usuario.

BAKERSFIELD CITY SCHOOL DISTRICT:
ACUERDO DEL USO ACEPTABLE
ACUERDOS ADICIONALES DEL DISTRITO

Seguridad y responsabilidad personal
1. Usaré las computadoras de la escuela sin peligro, responsablemente, y para propósitos educativos.
2. Cuidaré la computadora y todo el equipo de tecnología como si me perteneciera.
3. Mantendré mis contraseñas privadas y no las compartiré con mis amigos.
4. Sólo usaré las computadoras de la escuela para el trabajo del salón de clases asignado por el maestro.
5. Reportaré cualquier mal uso de la computadora o red informática al maestro o al director.
6. Me detendré inmediatamente y le diré al maestro o persona encargada si pasa cualquier cosa en la computadora o en el Internet que está mal, o me hace sentir incómodo.

Usos inapropiados
7. No usaré el nombre de usuario y contraseña de alguien más para entrar a la computadora o red informática.
8. No leeré, borraré, copiaré, o modificaré el correo electrónico o usaré otra identidad de la persona.
9. No intentaré pasar sobre las medidas de seguridad en la red informática del distrito.
10. No bajaré ningún software del Internet a menos que se especifique directamente como parte de la lección.
11. No compraré, venderé, o anunciaré cualquier cosa usando la computadora de la escuela y/o red informática.
12. No usaré el equipo de tecnología para animar el uso de drogas, alcohol, y tabaco o tomar alguna acción que sea poco ética o prohibido por la ley o norma del distrito.

Civismo digital
13. No amenazaré, acosaré, insultaré, burlaré, chismearé, o fastidiaré a otros mientras estoy en línea o usando una computadora. Entiendo que estos comportamientos pueden resultar en castigo que incluye la pérdida de privilegios.
14. No copiaré información y la usaré como si fueran mis propias ideas sin darle crédito al autor de la información y fuente. Sé que la falla de citar apropiadamente mis fuentes de información se le llama plagio y es una forma de hacer trampa.

Comportamiento en línea
15. Entiendo que los archivos de la computadora y comunicaciones electrónicas no son privadas y se puede conseguir acceso por el distrito para asegurar el uso propio.
16. No compartiré información personal (ya sea la mía propia ni de otro estudiante) incluyendo: referencias de donde yo vivo, detalles acerca de la familia o amigos (incluyendo nombres), mi edad, cumpleaños, domicilio, o número de teléfono en el Internet.
17. Usaré un lenguaje respetuoso y apropiado sin decir groserías, insultos, o causar a otros que se sientan incómodos debido a su género, raza, apariencia, comportamiento, o creencias. (Estas son acciones que podrían ser consideradas acoso o intimidación).
18. No publicaré material con derechos reservados en línea.

Firmas requeridas: *Acuerdo del uso aceptable* **del BCSD**

ESTUDIANTE

Firmando abajo, estoy mostrando que entiendo y estoy de acuerdo en seguir las reglas escritas en este *Acuerdo del uso aceptable* de cuatro páginas. Entiendo que cualquier regla que no siga puede resultar en acción disciplinaria, perder mi cuenta de usuario, y acción legal. Entiendo aún más que puedo ser responsable por usar los recursos tecnológicos fuera de la escuela si mi conducta viola las reglas del distrito. Estoy de acuerdo en reportar cualquier mal uso del sistema electrónico del distrito a un maestro, director, u otro empleado del distrito.

Nombre del estudiante (escribir con letra de molde):_____

Firma del estudiante_____ Fecha_____

PADRE/MADRE O TUTOR

Como el padre/madre/tutor del estudiante, he leído y entiendo este *Acuerdo del uso aceptable* (*AUA*) consistiendo de cuatro páginas. Entiendo que este *AUA* ha sido diseñado para ayudar a asegurar una conducta segura y apropiada mientras que el personal y estudiantes usan los recursos tecnológicos. Firmando abajo, yo consiento a que mi estudiante utilice los recursos tecnológicos del distrito consistente con todas las provisiones de este *AUA*. Entiendo aún más que puedo revocar este consentimiento por escrito, pero esta revocación no afectará ninguna acción tomada en virtud de mi consentimiento antes de que el distrito reciba mi aviso de revocación escrito.

Nombre del padre/madre o tutor (escribir con letra de molde):_____

Firma_____ Fecha_____

MAESTRO PATROCINADOR

He recibido y leído la Norma de la Mesa Directiva 400.43 titulada Uso de tecnología del estudiante, la Adjunta Regla Administrativa, y este *Acuerdo del uso aceptable* (*AUA*) describiendo expectativas para el uso apropiado de los recursos tecnológicos del distrito. Me han proveído con información acerca de la función del personal de supervisar el uso de recursos tecnológicos del estudiante. Como el maestro patrocinador, estoy de acuerdo en instruir al estudiante de cumplir con los requisitos de la norma y del *AUA*. Este compromiso incluye el estar de acuerdo en reportar cualquier uso prohibido o mal uso de los recursos tecnológicos del distrito al administrador apropiado del Distrito Escolar de la Ciudad de Bakersfield y cumplir con todas las leyes, normas, y procedimientos aplicables.

Nombre del maestro/a (escribir con letra de molde):_____

Firma_____ Fecha_____

KINDERGARTEN

Lesson Plan

Safety: Going Places Safely

Going Places Safely

Essential Question: How do I go places safely on the computer?

Learning Overview and Objectives

Overview: Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.

By taking a virtual field trip, students experience the power of the Internet to take them to places they might not be able to visit in person. They learn that, just as when traveling in the real world, they should also follow safety rules when they travel online.

objectives

Students will:

- Discover that computers can be used to visit far-away places and learn new things
- Understand that staying safe online is similar to staying safe in the real world
- Learn rules for traveling safely on the Internet

Materials and Preparation

Estimated time: 45 minutes

Materials
- **My Favorite Place Student Handout**
- Crayons or markers

Preparation
- Copy the **My Favorite Place Student Handout**, one for each student
- Preview the websites listed in Teach 1 and be prepared to guide students through one of the sites

Parent Resources
- Send parents the **Internet Safety for Elementary School Parent Tip Sheet** and the **Safe Online Talk for Elementary Students Parent Tip Sheet**

Key Vocabulary

- **Online:** Connected to the Internet on a computer
- **Distant:** Far away, as in another part of the country or the world
- **Website:** A place you can visit on the computer

Introduce

INVITE students to talk about places they have visited on a class field trip. If students have limited experience with field trips, provide some examples of the types of places they could visit as a class, such as museums, science centers, or zoos. Then have students choose a place they would like to go on a class field trip.

ENCOURAGE students to take an imaginary field trip to their chosen place. Begin by narrating the preparations while having students pantomime what's happening – for example, *put on your jacket; climb on/off the bus; get your ticket checked; go inside*. Then have volunteers describe what they think they might see and do once they arrive.

TEACH the Key Vocabulary word **online**.

EXPLAIN to students another way to visit interesting places all over the world is by going **online** on the computer. Ask students to suggest what kinds of places they might be able to visit online, and encourage all responses.

Teach 1: Travel Safety Rules

INVITE children to share some of the rules they follow when they travel in person. Encourage students to think about field trips they may have taken with their class. If they have limited experience with field trips, have them think about outings they have taken with their families, and the rules they learned on those trips from their parents or other trusted adults.

ASK *What do you need to do to stay safe when you visit new places?*

Students should be aware of the following safety rules:
- Always go places with an adult
- Don't wander off on your own
- Talk only with people you know

ASK *What do you need to do to stay safe when you go online and visit a new website?*

Encourage all student responses, but emphasize these three rules, which parallel the in-person rules above.
- Always go online with an adult
- Don't wander off – stick with websites an adult says are okay
- Talk only with people you know

POINT OUT to students that just as they follow safety rules for travel in the real world, when they go online they should follow the three safety rules you just discussed.

Teach 2: Computer Field Trip

TEACH the Key Vocabulary word **distant**.

POINT OUT to students that the computer makes it possible for them to visit **distant** places without ever leaving the classroom.

TEACH the Key Vocabulary word **website**.

EXPLAIN to students that they will be visiting **websites** that belong to real places, such as zoos and museums. These places may be distant from where they live, but they can visit them online.

CHOOSE one of the following websites to explore as a class. You may project the site onto a screen, or group students around a computer.

> **The New York Philharmonic Kidszone:** www.nyphilkids.org/main.phtml/
> This website provides children with a virtual tour of the concert hall and introduces them to musicians and various instruments in the orchestra. (You may need to download the free program Adobe Shockwave to fully access this site.)

> **Destination Modern Art:** www.moma.org/interactives/destination/
> This interactive, kid-directed site from New York's Museum of Modern Art takes children on a virtual tour of the museum, its artwork, and the artists.

> **Smithsonian National Zoological Park:** www.nationalzoo.si.edu/
> This website includes galleries of animal photographs, slide shows, and live "animal cams" of the residents of the National Zoo in Washington, D.C.

Allow the children to decide where to go on the site and in what order they will do so. Guide them in making choices, and read aloud any relevant text.

MODEL and point out as you go through the site how students are following the three online safety rules (always go online with an adult; don't wander off – stick with websites an adult says are okay; talk only with people you know).

ENCOURAGE students to discuss what they saw and learned on their online field trip.

ASK *What things did you see on the website that you've never seen before?* (Depending on the site you chose to explore, students may name animals, musical instruments, or paintings that they have seen for the first time.)

ASK *How was your online field trip different from an in-person field trip? How was it similar?* (Students should understand that on an online field trip, they can visit distant places that they might not be able to go to in person, without ever leaving the classroom. However, this kind of field trip shows them pictures and videos of things rather than the real things. But both types of field trips offer ways to see new and interesting things.)

Teach 3: My Favorite Place

ARRANGE students into groups to share crayons and markers.

DISTRIBUTE the **My Favorite Place Student Handout**, one for each student.

ENCOURAGE students to think of one of the things they liked best on the website they visited. Have them draw a picture of that thing. Then help students write down the name of their favorite thing.

INVITE students to share the pictures of their favorite things with the class, and have them describe where they saw it on the website and why they like it.

READ ALOUD the safety rules on the student handout. Review how they followed the rules when they went online, and stress how students should use these rules whenever they travel online.

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK *What rules do we have for visiting a new place in real life?* (Students should be able to name the three rules from Teach 1 for in-person travel.)

ASK *What rules do we have for visiting places online?* (Students should be able to name the three rules for online travel from Teach 1 and their student handouts.)

Extension Activity

Have groups of students collaborate on a poster showing some of the places they might like to go online. Have each student draw a picture of one place they would like to visit. At the bottom of each group's poster, help them write the safety rules for going places online. Have each group share their poster with the class. You may also wish to search the Internet for some websites that correspond to the places students chose and show them to the class.

Homework

Have students share their **My Favorite Place Student Handout** with their parent or an adult family member and tell them to describe the website they visited. Then encourage students to "teach" their family members the rules for staying safe when they go online. If students have computers at home, encourage them to visit a new place online together with their family member, and then share what they saw with the class.

Alignment with Standards – National Educational Technology Standards for Students© 2007
(Source: International Society for Technology in Education, 2007)

3. Research and Information Fluency
   a. plan strategies to guide inquiry
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

5. Digital Citizenship
   a. advocate and practice safe, legal, and responsible use of information and technology
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

6. Technology Operations and Concepts
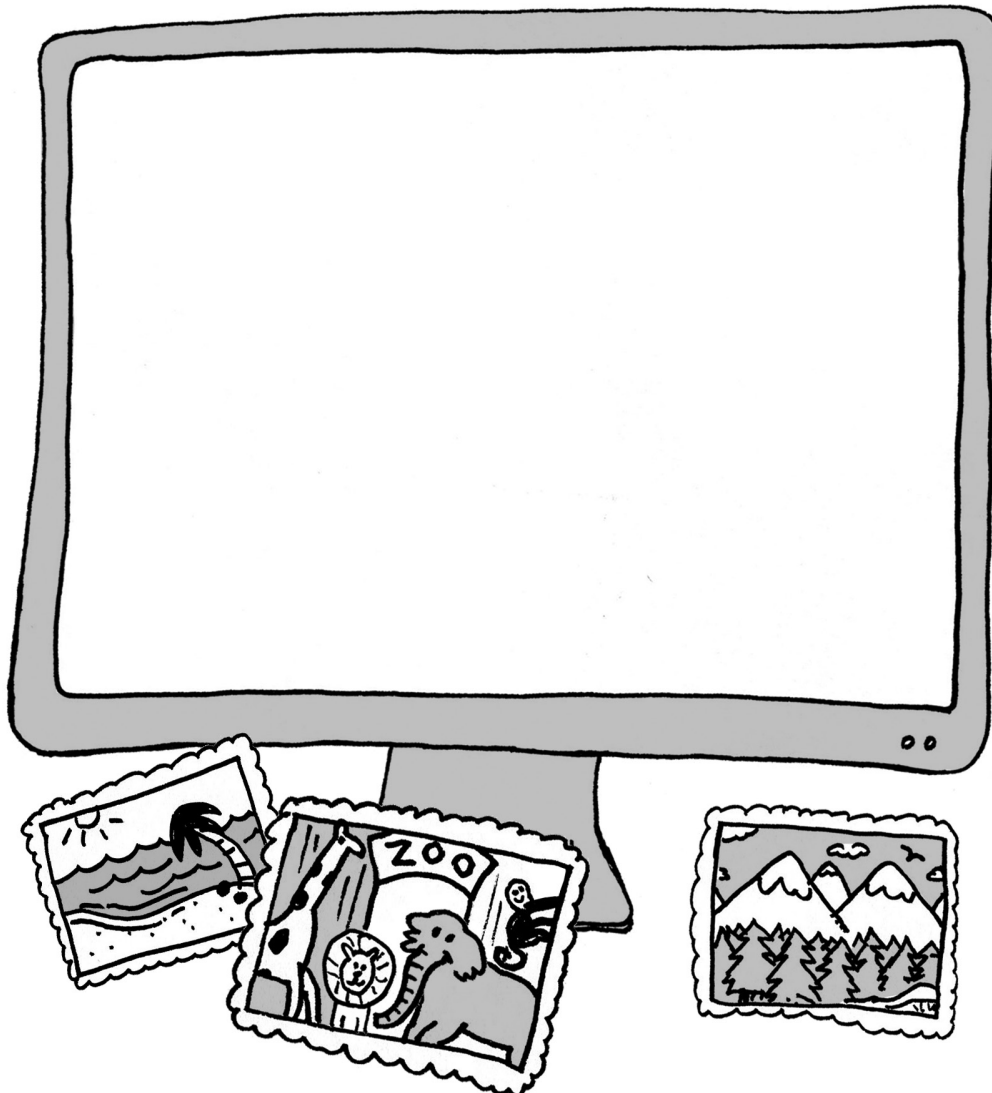   a. understand and use technology systems

---

Name   **Class**   **Date**

_____   _____   _____

Directions

Draw a picture on the screen of your favorite place online.

I went to _____

I saw _____

I followed these safety rules:

➤ Always go online with an adult.

➤ Don't wander off — stick with websites that an adult says are okay.

➤ Talk only with people you know.

FIRST GRADE

Lesson Plan

Sending Email

Essential Question: How do you connect with others through email?

Learning Overview and Objectives

Overview: Students explore how they can use email to communicate with real people within their schools, families, and communities.

After discussing the different ways they can send messages to other people, students observe an email exchange between teachers on paper. Students then participate in an imaginative role-play that helps them envision how messages are transmitted between people over the Internet.

objectives

Students will:

• Understand that the Internet provides a means of communicating with *real* people

• Describe how email messages are sent and received

• Demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity

Materials and Preparation

Estimated time: 45 minutes

Materials

• Access to school email network

• **Emails in Print Student Handout** or sample emails

• Paper, blank labels or nametags, and markers *or* crayons

Preparation

• Copy the **Emails in Print Student Handout**, one for every two students, *or* conduct a brief email exchange with another teacher at school and print out a string of at least three messages to show to students

Parent Resources

• Send home the **Digital Life for Elementary Students Parent Tip Sheet**

Key Vocabulary

• **Message:** Something you want to tell or ask another person

• **Email:** A kind of message you write and send on a computer

• **Internet:** A network that links everyone's computers together

teaching plans

Introduce

TEACH the Key Vocabulary word **message**.

ASK *To whom do you send messages? Who sends messages to you?* (Encourage students to think about relatives who may live far away, as well as friends from school that they sometimes talk to when they are at home.)

ASK *What kinds of messages do you need to send other people?* (Students may mention making plans, sharing news, talking about homework, or wishing someone a happy birthday.)

ASK *What are some ways that you send and receive messages?* (You may wish to reinforce students' understanding of the terms "send" and "receive" by writing a short message on a piece of paper and having them pass it around the classroom. They can practice saying the words "send" and "receive" as they hand off the message.)

Sample responses:

- *Written notes passed by hand*
- *Written letters sent through the mail*
- *Telephone calls*
- *Cell phone calls*
- *Text messages*

Write down and save students' responses to revisit at the end of the lesson.

ASK

- *Have you heard of email?*
- *Do you have an email account?*
- *Do other members of your family have an email account?*
- *Have you ever sent or received an email?*
- *How do you think email works?*

REVIEW the Key Vocabulary word **email**, and encourage students to discuss the idea that **email** is one way to send and receive messages.

Teach 1: Sending a Message

DISCUSS the idea that an email is a message that travels through the **Internet**. It travels from the computer of the person who sends it to the computer of the person who receives it. Have students describe how they might like to use email to connect with other people they know.

TEACH the Key Vocabulary word **Internet**.

CREATE an area of your classroom that is distinct from other areas – a rug area, or an area you set off using floor tape or other barriers.

ARRANGE students in small groups and distribute paper, blank nametags, and markers or crayons. Have one group make a sign that says **Internet** and place it in the rug area. Have other groups make sets of nametags with each of the following words: **send**, **receive**, and **email**. There should be enough sets for each student in your classroom to wear one nametag. (For example, if there are 24 students in your class, you should have eight nametags with each word.)

CHOOSE three volunteers and complete the following steps.

1. Present two of the students with the send and receive nametags and have them stand just outside the Internet area, on opposite sides. Tell them to imagine they are in different classrooms.

2. Instruct the "send" student to write a brief message (which can be as simple as "Hello") for the "receive" student.

3. Present the third student with the email nametag. Have that student pick up the message from "send" and deliver it to "receive."

4. Ask the "receive" student to read the message aloud.

5. Repeat the activity with new volunteers. Invent new scenarios for the role-play, such as the following (or invite students to come up with their own):
   - *Sending a message to a family member at home*
   - *Sending a message to a friend about an after-school plan*
   - *Sending a message to a relative in another town or country*

PRESENT students with the following scenario: *I'd like to tell [name a teacher in another classroom] some important news. I can't go and tell him/her now, because I am teaching in this room. Ask: How will I get the message to her/him?* (Students may suggest using a cell phone to call or text, or sending a student with a written note. They may also suggest the computer or email.)

ENCOURAGE students to discuss how through email you can use a computer to send the news to your colleague when he or she is somewhere else. Using email, you can send messages to people without being in the same place, and without seeing them or talking to them on the phone.

Teach 2: Traveling the Internet

DISTRIBUTE the **Emails in Print Student Handout**, which shows an email exchange between two teachers. Read aloud the exchange between the two teachers.

ASK *Which message was sent first?* (Point out to students that when they view a series of email messages, the most recent email message appears first, while the first message is at the bottom.)

ASK *Who sent the third message? Who received it?* (Direct students' attention to the different elements of the message headings, which show who sent the message, who received it, when it was sent, and the subject. Help them see that Mr. Gray sent the third email and Ms. Brown received it.)

INVITE students to watch you type a brief email message to another teacher, fill in the recipient and subject information, and click the button to send it.

ASK *How could I send a message to a different teacher in our school? To our principal? To the nurse?* (Guide students to recognize that email messages can be sent to all of these people as long as they have access to a computer.)

ASK *Can you send a message to a family member at home or at work? Can you send a message to a friend who lives in another town, or even another country?* (Help students understand that email messages can be sent all over the world, to anyone who has a computer. Remind them that they should always ask a parent, teacher, or other trusted adult when using email. Adults can help them create and send messages.)

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK *What is an email?* (A kind of message that you send using a computer.)

ASK *What happens when you send an email?* (It travels through the Internet to the computer of another person, who receives it.)

REVISIT the list that students created in the introduction, describing different ways to send messages. Encourage students to compare and contrast the different methods. What are the advantages and disadvantages of each one? When might they use one method instead of another?

Extension Activity

Explain to students that they can send the same email message to more than one person at a time. When they send it, the message travels through the Internet in two or more directions.

Have students draw pictures of themselves sending a message to two other people (a friend or teacher at school) and someone outside of school. The drawing should visualize the email traveling through the Internet. Have them label the drawing with their own name as the sender and the names of the two recipients. You may also want to have them label the drawing with the words **send**, **receive**, **email**, and **Internet**. Invite volunteers to share their drawings with the class and explain how people communicate through the Internet.

Homework

Remind students that the Internet connects people all over the country and all around the world. Have students think of a friend or relative who lives in another town or another country. Ask them to compose an email message to that person on a sheet of paper, and write the person's email address at the top of the message. Students who have computers at home can go online with a parent or other adult family member and send their email message from home. If students do not have computers at home, you may want to assist them in sending their messages from the classroom or school library.

Alignment with Standards – National Educational Technology Standards for Students © 2007
(Source: International Society for Technology in Education, 2007)

6. Technology Operations and Concepts
    a. understand and use technology systems

Name

Class

Date

Directions

Two teachers, Ms.Brown and Mr.Gray, are using email.
Read from the bottom up!

Message 3

from: Mr Gray <bjgray@schoolnetwork.edu>
to: Ms Brown <nbrown@schoolnetwork.edu>
date: Tue, Nov 23, 2011, 3:45 PM
subject: Field trip

Thanks, Ms. Brown! We will go soon.

Mr. Gray

Message 2

from: Ms Brown <nbrown@schoolnetwork.edu>
to: Mr Gray <bjgray@schoolnetwork.edu>
date: Tue, Nov 23, 2011, 3:40 PM
subject: Field trip

Hi Mr. Gray.

Go to Bell Park. It is fun.

Ms. Brown

Message 1

from: Mr Gray <bjgray@schoolnetwork.edu>
to: Ms Brown <nbrown@schoolnetwork.edu>
date: Tue, Nov 23, 2011, 1:24 PM
subject: Field trip

Dear Ms. Brown:

**I want to take my class to the park. Which park is best?
Thank you for your help.**

Mr. Gray

SECOND GRADE

Lesson Plan

Connected Culture: Show Respect Online

Show Respect Online

Essential Question: How can I make sure my emails are clear and respectful?

Learning Overview and Objectives

Overview: Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful emails.

Students begin by discussing how to be clear and respectful when they talk with people, face to face or on the telephone. They explore the concept of tone, then compare and contrast what it is like to communicate face to face versus online. Students learn some rules that can help them express themselves clearly and respectfully when they write email messages. They then apply what they have learned by editing an email message.

objectives

Students will:

• Understand how to show respect in social situations

• Recognize the importance of tone in both face-to-face and online communications

• Learn rules for writing clear and respectful emails by editing an email message

Materials and Preparation

Estimated time: 45 minutes

Materials
• **Email Edit Student Handout**

Preparation
• Preview the **Mindful Messaging** video and prepare to show it to students

• Copy the **Email Edit Student Handout**, one for every student

• Review the **Email Edit Student Handout** and be prepared to guide students through the corrections

Parent Resources
• Send parents the **Effective Email Communication for Elementary Students Parent Tip Sheet**

Key Vocabulary

• **Respectful:** In a way that shows you care about another person's feelings

• **Tone:** The way something sounds and the feelings it expresses

• **Edit (verb):** To change something that is written to make it better

Show Respect Online

Introduce

TEACH the Key Vocabulary term **respectful**.

ASK *What are some examples of how to be clear to and **respectful** of others when you are talking in school?*

Sample responses:

- *Try to talk clearly, and explain what you mean if someone doesn't understand*
- *Listen to what other people have to say*
- *Take turns talking*
- *Speak instead of shouting*
- *Don't make fun of people*
- *Say "please" and "thank you"*
- *Say nice things to people*

Record student responses, so that you may return to them later in the lesson.

INVITE students to discuss what might happen if people did not try to be clear and respectful in the way they talked at school.

ASK *What would happen if it was okay to say mean things to other people?* (Students should understand that people's feeling would get hurt and everyone would be upset and angry.)

ASK *What would happen if we didn't take turns talking, or if we were allowed to shout in class?* (Students should conclude that without rules everyone might be talking or shouting at once, and no one could learn anything.)

Teach 1: Mindful Messaging

DEFINE the Key Vocabulary term **tone**.

SHOW students the **Mindful Messaging** video.

INVITE students to recount what they saw in the video. (A girl sent three of her friends the same text message. She was trying to be friendly, but they read the tone of her text message the wrong way.)

WRITE the following word on the board or on chart paper in three different ways:

<div align="center">Whatever ☹   Whatever!!!   WHATEVER</div>

POINT OUT that in the video, Alexa, David, and Evan sent the same text message. However, they wrote the message in different ways.

INVITE students to identify differences among the three messages. (Alexa's message has a frowny face after it. David used a lot of exclamation points. Evan wrote his message in all uppercase letters.)

HAVE students say the three different text messages aloud. Students should say Alexa's message in a soft and disappointed tone. Students should say David's message in an excited and enthusiastic tone. Students should shout Evan's message in an angry tone.)

ENCOURAGE students to think about the difference between hearing a sentence said aloud and seeing it typed. Students should understand that when a sentence is typed, the tone isn't always obvious. People miss out on communication cues, like seeing facial expressions and body language, or hearing the way a voice sounds.

Teach 2: Email Edit

EXPLAIN to students that people are increasingly connecting virtually, through texts, IMs, and emails rather than in person. That's why tone is so important when it comes to sending typed messages.

TELL students there are some rules they can follow to make sure they are being clear and polite when they send messages electronically, especially through email.

DISTRIBUTE the **Email Edit Student Handout**, one for each student.

REVIEW the Check Before You Send questions at the top of the handout as a class, and invite students to share any additional rules they can think of.

TEACH the Key Vocabulary term **edit**.

EXPLAIN to students that they will edit an email message to make sure it is clear and polite.

INVITE students to complete the editing exercise, using the Check Before You Send questions. Encourage students to read the message aloud before they edit it, as well as after. It will help them catch mistakes and show them the tone of the message. Students should make the following changes:

- Edit the first two sentences for proper uses of uppercase letters.
- Correct the spelling of "u" and "rite."
- Rewrite the last sentence to make it more polite.
- Add another sentence to conclude the email.
- Change the ending "Guess Who" to "Max."

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK *What are some ways you can be clear and respectful in the way you talk to others in school?* (Students should name and explain some of the rules discussed in the introduction to the lesson. They should be aware that it is important to be respectful to their classmates as well as to adults.)

ASK *What are some differences between saying something aloud to someone, and writing it in an email?* (When you write something, people may not always understand your tone.)

ASK *What are some ways to be respectful when sending an email?* (Students should be able to name and explain most of the rules they learned in Teach 1.)

ASK *What should you do before you send an email?* (Students should understand that it is important to read and edit their emails before sending them.)

Extension Activity

Have students compose an email message to you. They can pretend that they are at home and need to know the homework assignment, or that they have a question about the lesson. First, have them write a message that contains errors and does not follow the rules they learned in Teach 1. Then have them edit their message. You may then invite students to send their emails from a classroom computer.

Homework

Have students share with a parent or other adult family member the rules for writing clear and respectful emails. Students can then compose an email to a relative, edit it, and send it with the adult's help. If students do not have a computer at home, invite them to bring their emails to school to send from a computer in the classroom or school library.

Alignment with Standards – National Educational Technology Standards for Students© 2007

(Source: International Society for Technology in Education, 2007)

5. Digital Citizenship
   a. advocate and practice safe, legal, and responsible use of information and technology
   d. exhibit leadership for digital citizenship

Email Edit

Name	Class	Date
_____	_____	_____

Check Before You Send

Be sure to ask yourself the following questions before sending an email:
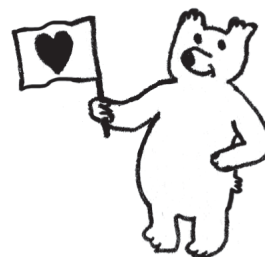
1. Would I say this message to someone's face?
Never send a text, email, comment, or post that you wouldn't say to someone in person.

2. Did I check for spelling mistakes?
Check your spelling to show that you care about your email, and that you are not in a rush.

3. Did I use capital letters correctly?
Be careful when using UPPERCASE letters. It's like SHOUTING.

Directions

Help Max edit his message. Use the questions above to help you. Then add one sentence.

TO: joe@mainstreet.com
FROM: max@myschool.edu
SUBJECT: my birthday

Dear Uncle Joe,

HOW ARE YOU? why don't u rite to me?

Send me a video game for my birthday.

From,
Guess Who

THIRD GRADE

Lesson Plan

Privacy and Digital Footprint:

Follow the Digital Trail

Essential Question: What information is appropriate in a digital footprint?

Learning Overview and Objectives

Overview: Students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.

Students follow the digital information trails of two fictional animals. They make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind.

objectives

Students will:

• Learn that the information they put online leaves a digital footprint or "trail"

• Explore what information is appropriate to be put online

• Judge the nature of different types of digital footprints by following the information trails of two fictional animals

Materials and Preparation

Estimated time: 45 minutes

Materials
• **Digital Trail Squares** (see end of lesson plan)

• **Animal Tracks Student Handout**

Preparation
• Cut apart the squares from the **Digital Trail Squares** (see the end of this lesson plan), keeping the elephant and mouse squares separate. Be prepared to lay out each animal's "tracks" in different locations in the classroom after the "Introduce" step.

• Make copies of the **Animal Tracks Student Handout**, one for each group of four

Parent Resources
• Send parents the **Privacy and Digital Footprints Parent Tip for Elementary Students**

Key Vocabulary

• **Trail:** A path or track

• **Digital Footprint:** The information about you on the Internet

• **Permanent:** There forever

Introduce

TEACH the Key Vocabulary word **trail**.

SHARE with students that you can place information online much like you pin something to a bulletin board.

ASK *What kinds of things are on the bulletin board or walls in our classroom?*

Sample responses:

- *Student work*
- *Photos of students*
- *Birthday chart*

INVITE students to imagine that all of the information on the walls of their classroom was pinned up on a bulletin board at a local grocery store. Ask them if they would be comfortable with this information being up for everyone to see. *(Guide students to think about how some information is better kept for only their eyes or the eyes of people close to them.)*

EXPLAIN that there is certain information that might be fine to show anyone. But there is also personal and private information, such as their addresses, birth dates, and photos of their family vacations, which is not meant for most people's eyes.

Teach 1: Follow the Digital Trail

PLACE the **Follow the Digital Trail** lesson plan squares on the ground, face down, in two different trails, keeping Mizzle the Mouse and Electra the Elephant's trails separate from one another.

SHARE the stories of Mizzle and Electra. These animals decided it would be fun to put some information about themselves online. They went onto www.wildkingdom.com and posted information. The only problem is that they forgot to ask their mamas if it was okay first.

EXPLAIN to students that they are from the "Things Big and Small" Detective Agency. An evil human has hired them to find out as much as possible about Mizzle the Mouse and Electra the Elephant. The more the detectives learn, the better for their plan to take over the animal kingdom.

ASSIGN students to groups of four. Tell them that each group should have a detective that will keep detailed notes.

INVITE students to go on a hunt for information. Let them know that the information that Mizzle and Electra post can be seen by anyone, including the detectives. Each group should follow the digital trail of both animals, starting with the mouse and then the elephant. Stagger the groups so they are on the trail at slightly different times. They should fill out the **Animal Tracks Student Handout** as they go.

Teach 2: Digital Footprints

When students are finished, have them report on what they learned about each of the animals by reviewing the **Animal Tracks Student Handout** with them. Begin by teaching students the Key Vocabulary words **digital footprint** and **permanent**.

	Mizzle the Mouse	Electra the Elephant
1. Whose full name do you know?		x
2. Whose house could you find?		x
3. Whose birth date do you know?		x
4. Whose user name and password do you know?		x
5. Who let out a secret on the Internet?		x
6. Which animal can you describe better from his or her photo?		x

Questions

1. **Who can the detectives find out more about, and why?** *(Electra, because we now know where Electra lives, what she looks like, and private and personal information about her life. Point out to students that having a bigger digital footprint means the detectives can learn more about them too.)*

2. **Which animal has a bigger digital footprint?** *(Electra, because she put more private and personal information online than Mizzle.)*

3. **Mizzle says some funny things about himself on the Internet. What are they?** *(He says he likes Swiss cheese, his photo is of cheese, and he has a pet flea.)*

4. **Is there anything that Electra posted on the Internet that could become a problem for her? If so, what and why?** *(Sample response: Private and personal information (e.g., address, full name) allows others to learn more about her. This could be unsafe. Saying that she fights with her brother could hurt her brother's feelings because it is public.)*

CREATE a chart with students that summarizes which information is appropriate or inappropriate to put online. Here is a sample:

Appropriate	Inappropriate
Interests	Address
Hobbies	Full name
First name	Information that would hurt others

Also discuss how Mizzle and Electra both had very interesting information online, but Mizzle used better judgment about what was most appropriate to post. Mizzle had a smaller digital footprint. Electra put some information online that might make her unsafe or might upset her brother. Remind students that the Internet is a public space where people they do not know will likely see their information. And this information is very hard to remove. It is basically permanent.

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK *What is a digital footprint, and what did Mizzle and Electra's footprints look like?* (A digital footprint is the information about you on the Internet. Mizzle's footprint is pretty small and does not reveal private or personal information. Electra's is large and contains information that could make her unsafe or upset others.)

ASK *What kinds of information are appropriate to put on the Internet? What kinds of information are inappropriate to put on the Internet?* (Appropriate: interests, hobbies, first name; Inappropriate: full name, address, hurtful information about others.)

ASK *Can you put interesting and funny information online and still be appropriate?* (Absolutely. Just look at the information that Mizzle posted.)

Extension Activity

Students modify Electra's trail. Ask students to make a new trail for Electra that contains information that is safer and more appropriate. In small groups, encourage students to think critically about how they might change the information in Electra's "animal tracks." They should write down these alternative pieces of information for each footprint. Have students report on the information they created and how they made their decisions.

Homework

Students recount the story of Mizzle and Electra to their parents. They share why Mizzle put appropriate information online and why Electra put inappropriate information. They then share with their parents two things that are okay to reveal on the Internet and two things that are not okay.

Alignment with Standards – National Educational Technology Standards for Students© 2007

(Source: International Society for Technology in Education, 2007)

1. Creativity and Innovation
   a. apply existing knowledge to generate new ideas, products, or processes
   d. identify trends and forecast possibilities

2. Communication and Collaboration
   d. contribute to project teams to produce original works or solve problems

3. Research and Information Literacy
   d. process data and report results

4. Critical Thinking, Problem Solving, and Decision Making
   a. identify and define authentic problems and significant questions for investigation
   b. plan and manage activities to develop a solution or complete a project
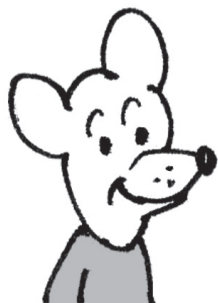   c. collect and analyze data to identify solutions and/or make informed decisions

Digital Trail Squares

Directions: Cut out the squares below and pass out one square per person.

Mizzle the Mouse

Name:

Mizzle

Where you live:
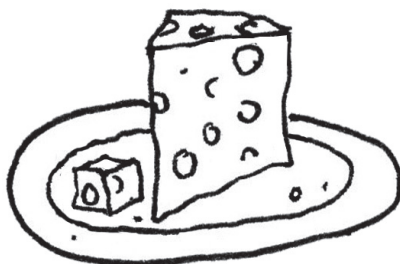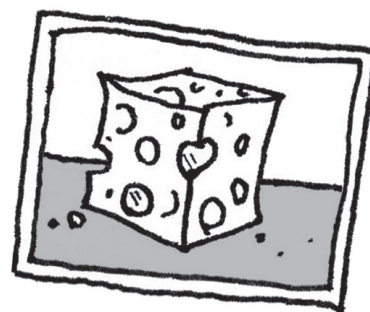
Mouse hole

Pet's name:

Frank the Flea

Favorite Hobby:
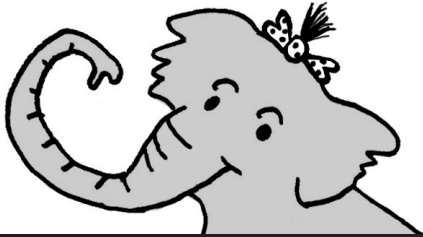
Ice skating

Favorite food:

Cheese

My favorite photo:
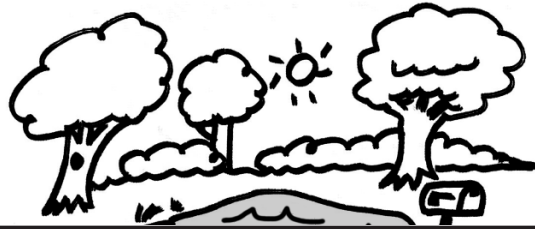
Electra the Elephant

Name:
My full name is:
Electra Ella Elephant

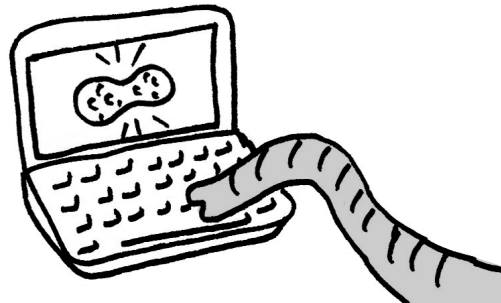### Where you live:
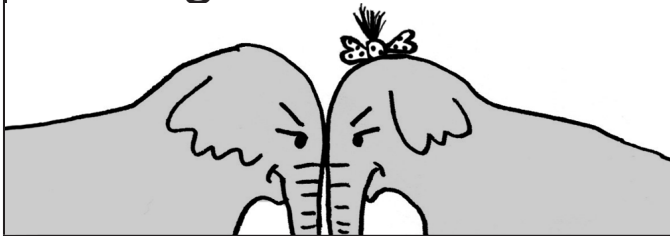132 Water hole Lane,
Peanuts, Ohio

Birth date:
February 21, 2010

User name: gray_toes
Password: bamboo

Secret:
My brother and
I fight all the time

My favorite photo:

Animal Tracks

Name   **Class**   **Date**

Directions

Follow the trails of Mizzle the Mouse and Electra the Elephant. Fill in the chart below. Then answer the questions.

|	Mizzle the Mouse	Electra the Elephant
1. Whose full name do you know?		
2. Whose house could you find?		
3. Whose birth date do you know?		
4. Whose user name and password do you know?		
5. Who let out a secret on the Internet?		
6. Which animal can you describe better from his or her photo?		

Question

1. Who can the detectives find out more about, and why?

2. Which animal has a bigger digital footprint?

3. Mizzle says some funny things about himself on the Internet. What are they?

_____

_____

4. Is there anything that Electra posted on the Internet that could become a problem for her? If so, what and why?

_____

_____
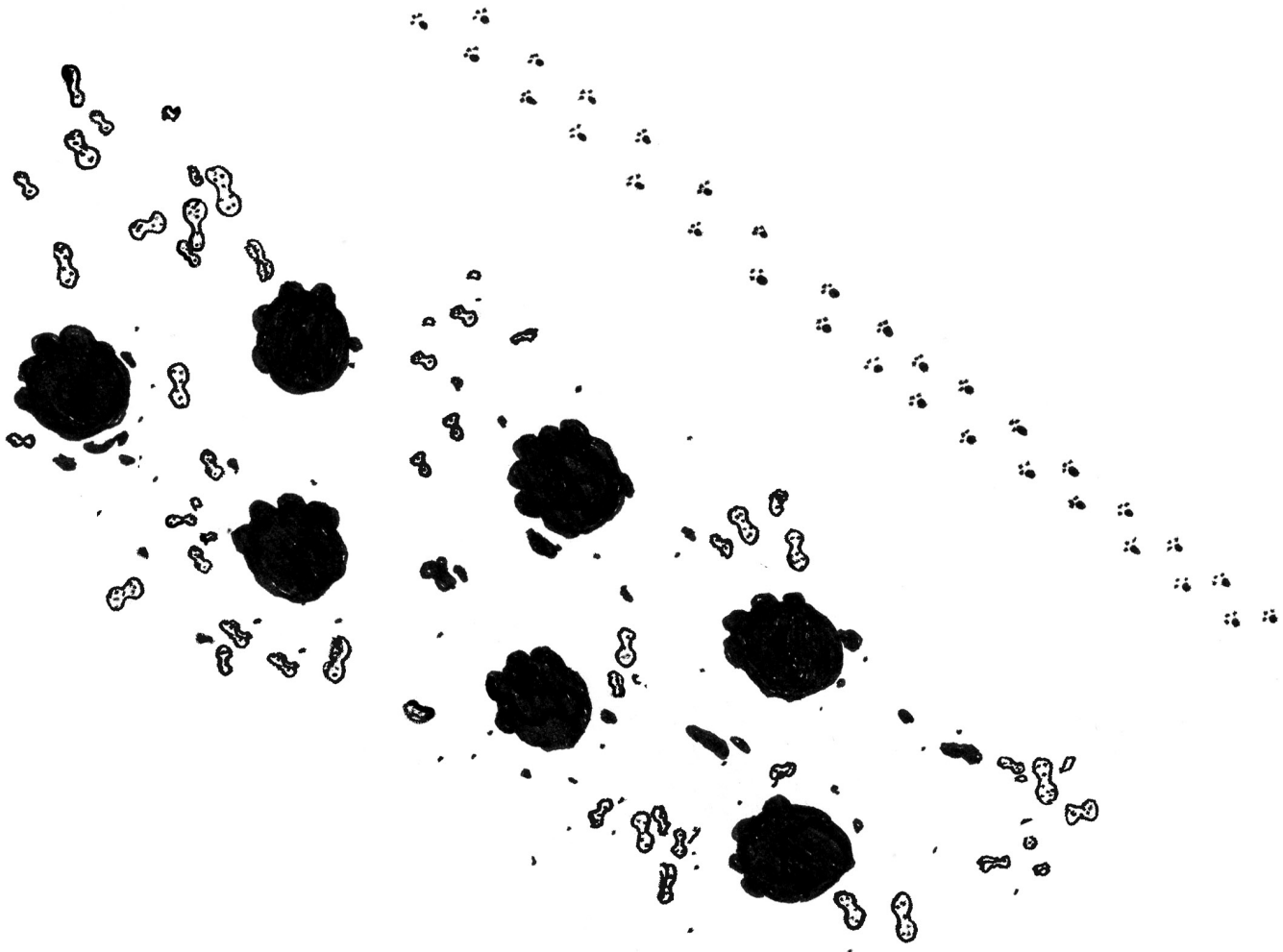
FOURTH GRADE

Lesson Plan

Connected Culture: The Power of Words

The Power of Words

Essential Question: What should you do when someone uses mean or scary language on the Internet?

Learning Overview and Objectives

Overview: Students consider that while they are enjoying their favorite websites they may encounter messages from other kids that can make them feel angry, hurt, sad, or fearful. They explore ways to handle cyberbullying and how to respond in the face of upsetting language online.

Students discuss all the ways they use technology for communication, put themselves in the shoes of children who are cyberbullied on a kids' game website, and explore both the similarities and differences between in-person versus online communication. Students then brainstorm ways to respond to cyberbullying.

objectives

Students will:
- Empathize with those who have received mean and hurtful messages
- Judge what it means to cross the line from harmless to harmful communication online
- Generate solutions for dealing with cyberbullying

Materials and Preparation

Estimated time: 45 minutes

Materials
- **Words Can Hurt Student Handout**
- **Talk and Take Action Student Handout**
- Colored pencils
- String

Preparation
- Copy the **Words Can Hurt Student Handout**, one for every four students
- Copy the **Talk and Take Action Student Handout**, one for every student
- Cut string the length of the classroom

Parent Resources
- Send parents the **Cyberbullying Parent Tip Sheet**
- Send parents the link to the ***Connected Culture Parent/Teacher Video***

Key Vocabulary

- **Frustrated:** Irritated at not being able to do what you want
- **Cyberbully (verb):** Using technology tools such as the Internet and cell phones to deliberately upset someone else
- **Ethics:** Ideas about how people should act and behave

teaching plans

Introduce

INVITE students to share all the ways they enjoy going online and using digital media, such as cell phones and the Internet.

ASK

- *What are your favorite websites, if any?*
- *What are your favorite video games, if any?*
- *Who do you stay in touch with through cell phones and the Internet?*

ENCOURAGE students to share the positive feelings and experiences they have had with cell phones, the Internet, and other types of digital media.

Teach 1: What's the Problem?

ORGANIZE students into groups of four, and have each group pick a person to record their ideas.

DISTRIBUTE the **Words Can Hurt Student Handout**. Have the groups of students read the scenario about Rani and Aruna receiving mean messages through a children's game website.

HAVE each group answer the questions, and then have them share their responses with the class. Look for responses that show empathy for Rani and Aruna and acknowledge that the messages are mean and hurtful and should be stopped. Ask students to read the "A Matter of Ethics" section on the **Words Can Hurt Student Handout**.

INVITE students to share their own stories.

ASK *Have you seen mean messages sent to you or others online? Tell us about it, but do not use real names.*

PLACE students in pairs. INVITE one partner to write the phrase "You're weird" on a piece of paper, and then hand it to their partner. Tell them that they just received this text.

ASK *What are the reasons the person might have texted "You're weird"?* (They're continuing an inside joke; the first person did something silly at an earlier time; a group of kids is teasing the kid; the person who sent the text really does think the person is weird but is afraid to say it to their face.)

ASK *How did the partner feel who was called weird?* (Possibly like the other person was kidding around, but maybe that the person was teasing or being hurtful.)

Now ask one person from each pair to say to the other person, "You're weird," with a smile on his or her face.

ASK *What are the reasons that the person might have said "You're weird" with a smile on his or her face?* (They're sharing an inside joke; the first person did something silly).

ASK *How did the partner feel who was called weird?* (Like the other person was kidding around, teasing, not serious.)

ASK *Why would you feel differently if you could see the person?* (Look for responses that indicate students understand that people communicate with their faces, bodies, etc.)

Teach 2: Crossing the Line

PLACE the piece of string across the length of the classroom. Ask students to stand on one side of the line. Then ask them to imagine that they are online and somebody has sent them a message, which you will read to them. Tell the students to stay where they are if they think the message is okay; to cross over the line if they think the message is not okay; and to stand *on* the line if they think the message is in between.

READ each of these messages aloud and have students respond:

- *You are an idiot.*
- *I'm having a party and you're not invited.*
- *I like your new haircut.*
- *You are really ugly.*
- *Thanks for the advice. Next time would you mind telling me in person rather than by IM?*
- *Did you finish your homework?*
- *Why is it taking you so long to finish it?*
- *You are such a freak.*

REVIEW with students that kids like to go online and use cell phones to email, chat, watch videos, send messages, play games, and do homework. But sometimes the language can get mean or scary. Messages that make people feel badly cross the line. Sometimes that meanness is unintentional, but when people use tools such as the Internet and cell phones to deliberately upset someone else over and over, that's *cyberbullying*.

Teach 3: Find Solutions

HAVE students return to their seats and refer back to the **Words Can Hurt Student Handout**.

ASK *What could Rani and Aruna do to deal with being cyberbullied?*

EXPLAIN that there are many ways they could choose to solve this problem. Let them know that you will give them ideas about how to handle cyberbullying, but that you think they will come up with great solutions as well.

LEAD a brainstorming session. You may practice brainstorming about an idea unrelated to cyberbullying. For instance, have them first brainstorm about ways that computers can be better used to help students learn. Now invite students to answer the question and think of all the actions that Rani and Aruna could take. Let students know that they should say the first ideas that come to their heads. Tell them they should not be too worried about making mistakes, and that they should not judge others on their responses.

LIST the students' ideas on the board or chart paper. Remind students that they should not pass judgment on other students' ideas at this point.

DISCUSS the entire list with students and decide which solutions are fair to all concerned and respectful of the rights of others.

Teach 4: How to Handle a Bully

COMMEND students for their brainstorming. Let them know if any of the solutions that they suggested had to do with cooling down, finding help or telling a trusted adult, or even ignoring the bully. Explain that these responses are on target, according to information that researchers have gathered about what works when dealing with cyberbullying.

DISCUSS with students how easy it is to feel angry or upset when somebody sends you a mean or scary message online. Explain that cyberbullies deliberately try to make you feel that way, just like real-life bullies deliberately try to make people feel bad. Discuss the following ideas about what they can do when faced with cyberbullying:

- *Cooling down can be a good first step when you receive a mean message online. Taking a deep breath, counting backwards from 10, or pausing to think about what you will do next can give you time to think of the BEST way to handle the situation.*
- *Finding help or telling a trusted adult or a friend can be a good way to take action. You shouldn't deal with the cyberbullying situation alone. The person you tell should be someone who wants to hear what you have to say, and will help you work on a solution. Adults can be especially good because they often have the power to influence the situation, or can give you advice about what to do.*
- *Ignoring the bully can be very effective. Bullies often like attention. When you deprive them of attention, they may lose interest.*
- *Whatever you do, remember to keep a copy of your communication with the bully. If you delete the communication, there is no proof of how the bully treated you if you need to show it to a trusted adult.*

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK

- *Why is it a bad idea to send mean or scary messages online?* (Because they can make the person who gets them upset, angry, or scared.)
- *Why might there be more misunderstandings between people when they send online messages as opposed to face-to-face discussion?* (Online messages can be more confusing or scarier than face-to-face messages because there are no face-to-face cues to help you understand people's intentions.)
- *What can kids do when they get cyberbullying messages?* (They can (1) calm down and take a deep breath, (2) tell a friend or a trusted adult who can help develop a plan to handle the situation, (3) ignore the bully, (4) keep a copy of the communication with the bully.)

REVIEW with students that words matter and can hurt, and that bullying is not okay – either in the real world or online.

Extension Activity

In small groups, have students make a cyberbully protection kit. The kit should contain a shield that they decorate with an anti-cyberbullying symbol and a scroll that lists things they could say to a cyberbully. The kit can be created with cardboard or paper and markers, or online with Kerpoof (http://www.kerpoof.com).

Homework

Students use the **Talk and Take Action Student Handout** to create a cartoon about a cyberbullying situation. See Make Beliefs Comix for a free online tool: http://www.makebeliefscomix.com. Students create one frame that shows the cyberbullying situation or message. The next frame shows what they might do when faced with this situation or message. The last frame should show a positive outcome of the situation, which might involve confiding in a trusted adult. Encourage students to show their parents their cartoon and to get advice about what they could do. In the final frame, parents provide suggestions about what they might say or do if they learned about the situation.

Alignment with Standards – National Educational Technology Standards for Students© 2007

(Source: International Society for Technology in Education, 2007)

2. Communication and Collaboration
  b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship
  a. advocate and practice safe, legal, and responsible use of information and technology
  d. exhibit leadership for digital citizenship

Talk and Take Action

STUDENT HANDOUT

grades 4-5

Name

Class

Date

Directions

Below are three cartoon frames, and directions about what should go in each frame:

FRAME 1: Make a cartoon about something that a cyberbully might do or write online. Remember to use language appropriate for school.

FRAME 2: Show what you might do if you saw what the cyberbully has done or written.

FRAME 3: What might be a positive outcome, or result, of the situation?

You can also use Make Beliefs Comix (http://www.makebeliefscomix.com/) to draw your cartoon online.

What might a cyberbully say or do?

What would you do in response?

What would be a positive outcome?

Use Common Sense!

• If you get upset, take a breather or get offline.

• Tell your parents or another trusted adult when you or someone else is being cyberbullied. Make a plan with the trusted adult about how to respond.

• Ignore and/or block the bully.

• Save a record of the communication between you and the bully.

Words Can Hurt

Name(s)	Class	Date

Directions

Rani and Aruna love a website that has games and chatting for kids. Their parents let them play on the site. Lately, though, Rani and Aruna have been receiving mean messages on the site, including:

Group Chat:

💬 **Player A** says: **I hate you!**
💬 **Player B** says: **You are ruining the game!**
💬 **Player C** says: **You are so stupid.**
💬 **Player D** says: **You are a dork.**
💬 **Player E** typing...

[send]

Questions:

1. **How do you think Rani and Aruna feel when they read those messages?**

Rani and Aruna feel _____

_____

2. **How would you feel if you received messages like these?**

I would feel _____

_____

3. **Why do you think people send these kinds of message to people they don't know?**

People send these kinds of messages because _____

_____

A Matter of Ethics

There is an old saying that "Sticks and stones may break my bones, but words will never hurt me."

I think that this saying is TRUE/NOT TRUE (circle one)

because _____

FIFTH GRADE

Lesson Plan

Safety: Talking Safely Online

Talking Safely Online

Essential Question: What's the difference between Internet friends and real-life, face-to-face pals?

Learning Overview and Objectives

Overview: Students learn that the Internet is a great place to develop rewarding online relationships. But they also learn to be cautious and to never reveal private information to a person they know only online without asking their parent or a trusted adult for permission.

Students discuss the difference between online and real-life friendships, explore an online chat scenario, and complete and sign a checklist for safe online chatting.

objectives

Students will:

- Compare and contrast online friends and real-life, face-to-face pals
- Understand that private information should not be given to anyone online without the permission of a trusted adult
- Learn how to respond if an online friend asks them personal questions

Materials and Preparation

Estimated time: 45 minutes

Materials

- **The Right Answer Student Handout**
- **Chatting Safety Checklist Student Handout**
- Chalkboard or white board

Preparation

- Copy **The Right Answer Student Handout**, one for every student
- Copy the **Chatting Safety Checklist Student Handout**, one for every student

Parent Resources

- Send parents the **Safe Online Talk for Elementary Students Parent Tip Sheet**

Key Vocabulary

- **Uncomfortable:** Anxious; uneasy
- **Monitor (noun):** Someone who closely observes and controls a situation, like a referee
- **Monitor (verb):** To observe closely

Introduce

INVITE students to share their experiences chatting online, instant messaging, and posting on message boards. Explain that sometimes kids might chat online with people they have never met face to face.

CHALLENGE students to explain the differences between messaging with friends they know from school and people they have never met face to face.

EXPLAIN that kids sometimes have what seems to be a close relationship with an online friend, but they cannot possibly know a person online as well as they know a face-to-face friend.

ASK *Can you ever really know if an online-only friend is male or female?*

ASK *Can you know for sure how old an online-only friend is?*

EXPLAIN that the answer is NO – you can't know for sure. So kids should talk to online friends with caution, and not reveal personal information that could put them in danger in any way. Never give online-only friends private information about yourself, such as your address or phone number, without first asking permission from a parent or guardian.

Teach 1: You're in Charge

DISTRIBUTE The Right Answer Student Handout.

HAVE students read the scenario about Sita and CJcool11 and then answer the handout questions individually. Note that they will refer back to this handout in Teach 4.

Teach 2: Friends and Strangers

ASK *Why may it be easier to share school problems with an online friend than a real-life, face-to-face pal?* (It may be easier because online-only friends are not from school, so they might be able to see both sides of an issue, and they don't have to worry about what the other kids in school will think.)

REMIND students that they can't know for sure that an online friend is really a kid or someone they can trust. Make sure they know it's easy to hide your real identity when you're online.

ASK *Have you ever pretended to be someone you are not? If so, when?* (Answers may include Halloween, school plays, jokes.)

EXPLAIN to students that online friends might sometimes pretend too. They might not really be who you think they are. That's why it's important to never share private information about yourself with online friends without asking your parent or guardian first. You wouldn't give private information to a stranger without asking, and it's important to treat online friends the same way. (If students ask why, you can explain: *There are criminals who trick people into giving out private information about others. Then they use that private information to pretend to be them. They might even pretend to be them in order to steal their money. This is called identity theft. Giving out certain pieces of information to strangers can also let them know where you are located. This could be dangerous*.)

NOTE: The latest research indicates that pre-adolescent children are generally not the targets of online predators, and that the news media-driven idea that predators piece together private identity information to abduct a child is not supported. In this lesson we discuss the safety risks associated with giving out our personal information online, but we also address the risk of identity theft. It is never too early for children to learn about identity theft. Children are often targeted because they usually have clean credit histories and their parents are unlikely to be alert for signs that someone is using their child's identity. Children who learn about identity theft can also help protect their parents' identities online.

Teach 3: Stay Safe

ASK *What's private information?* (Answers may include address, phone number, passwords, etc.)

EXPLAIN that private information includes (write the following on the board):

- full name
- street address
- name of school
- school address
- email address
- phone numbers
- passwords
- calling card number
- mother's maiden name
- parent's place of work
- photos in which you can be recognized

REMIND students that if an online friend asks for any of that information, they should tell a trusted adult.

DISCUSS with students that the best way to talk safely to online friends is on a website that's just for kids. Most of these sites have adult monitors that check the chat and messaging. A monitor is like a referee at a game. Monitors keep track of the chat to make sure that everyone keeps the chat on topic, uses good manners, and stays safe.

Teach 4: Check it Out

DISTRIBUTE the **Chatting Safety Checklist Student Handout**.

HAVE students read, discuss, complete, and sign the checklist.

HAVE students revisit their responses to **The Right Answer Student Handout**.

ASK *Would you change your advice to Sita? If so, how?*

DISCUSS possible answers with students. Point out that Sita and CJcool11 are online friends, not real-life, face-to-face pals. It is okay to talk with online friends. You can have very good talks with them, and share ideas and

feelings that you might not share with friends at school. But you should never share private information aboutyourself without first asking your parent or a trusted adult, and you shouldn't answer questions that make you feel uncomfortable.

EXPLAIN that when Sita's online friend asks her "Where is your school?" she could answer, "I'd rather not say," or "That's private. Let's not go there." Point out that Sita doesn't have to answer at all. She can just log out of the messaging service or website, or block the person who is asking the questions.

REMIND kids that when people persist in asking any question that makes them feel uncomfortable, they can ask a trusted adult to help them report these people to the website owners.

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK

- *How are online friends and real-life, face-to-face friends different?* (Even when you share personal thoughts with an online friend, this person is as much a stranger as someone you meet on the street for the first time. You know face-to-face friends much better. Just seeing them in school or around your neighborhood gives you a lot of information about them.)
- *What should you do when an online friend asks for private information?* (Never give out private information without first asking the permission of a parent or guardian.)

REVIEW with students that they can have rewarding chats with online friends, but they should be as careful with online friends as they are with real-life strangers.

Extension Activity

Have kids find kid-friendly websites that have monitors in their chat areas. Ask them to visit three of these websites and observe the chatting that is occurring. Ask them to reflect on whether anyone is revealing personal information. They should report back to the class and think about ways websites could teach kids not to reveal this information.

Alignment with Standards – National Educational Technology Standards for Students© 2007
(Source: International Society for Technology in Education, 2007)

2. Communication and Collaboration
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship
a. advocate and practice safe, legal, and responsible use of information and technology

Chatting Safety Checklist

STUDENT HANDOUT

grades 4-5

Name

Class

Date

You're ready to chat or talk with others online when you can check that each statement about you is true.

☐ My parents say it's okay for me to chat and message online.

☐ I will only chat and message on kids' websites that have monitors – people who review what is being said.

☐ I will check in with a trusted adult before replying to, clicking on a link from, or IMing someone who is not a face-to-face friend.

☐ I will pick chat and messaging screen names that do not include private identity information.

☐ I know what kinds of information are private.

☐ I will not give out private information when talking online.

☐ I will not answer questions that make me uncomfortable.

☐ I will leave the site and tell a trusted adult if someone bothers me online.

☐ I will never meet someone in person who I first met online without bringing a parent or guardian with me.

Signature _____ Date _____

Use Common Sense!

Remember not to share these types of private information:

- Full name
- Street address
- Name of school
- School address
- Email address
- Phone numbers
- Passwords
- Cell phone number
- Mother's maiden name
- Parent's place of work
- Photos in which you can be recognized

common sense
media

The Right Answer

STUDENT HANDOUT   grades 4-5

Name	Class	Date

Sita likes to visit a website where kids can post messages about school, their favorite TV shows, and current events. She really likes the kid who uses the screen name CJcool11. When Sita shares a problem she has at school, CJcool11 always has good ideas for handling the problem. Even though she has never met CJcool11 in person, Sita thinks of CJcool11 as a friend.

One day, while messaging, CJcool11 and Sita compare their two schools.

Sita types, "My school principal is so strict. We have to walk through the halls in straight lines!"

CJcool11 answers, "My school isn't so strict. What's the name of your school?"

This question gives Sita a bad feeling. Sita feels uncomfortable about giving that information to CJcool11.

She types back, "Uh, my school's name is too hard to spell."

CJcool11 types, "So where is your school?"

Why do you think Sita gets a bad feeling when CJcool11 asks for the name of her school?

What should Sita answer?

What makes this answer a good one?

Use Common Sense!

If things get creepy or uncomfortable when you're chatting online, take action.

• Log out of the website or messaging service

• Tell a parent or trusted adult

• Ignore the person, or block that person from chatting with you

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common sense
media