



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

- **Video — *My Online Neighborhood***
- **My Favorite Place Student Handout**
- Crayons or markers

Preparation

- Download the video ***My Online Neighborhood***, preview the video, and be prepared to play the video for the class
- 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 **Taking Safely Online 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



teaching plans

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 term **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 term **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 term **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 Dallas Symphony Orchestra: www.dskokids.com/

This website provides children with a virtual tour of the concert hall and introduces them to musicians and various instruments in the orchestra.

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.

San Diego Zoo: www.kids.sandiegozoo.org/

This website includes galleries of animal photographs, slide shows, and live "animal cams" of the residents of the San Diego Zoo in California.

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.



Going Places Safely

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

Common Sense Media is an independent, nonprofit resource that helps families and educators teach kids how to be safe and smart in today's 24/7 media world. Go to www.commonsensemedia.org for thousands of reviews and expert advice.



My Favorite Place

Name _____

Class _____

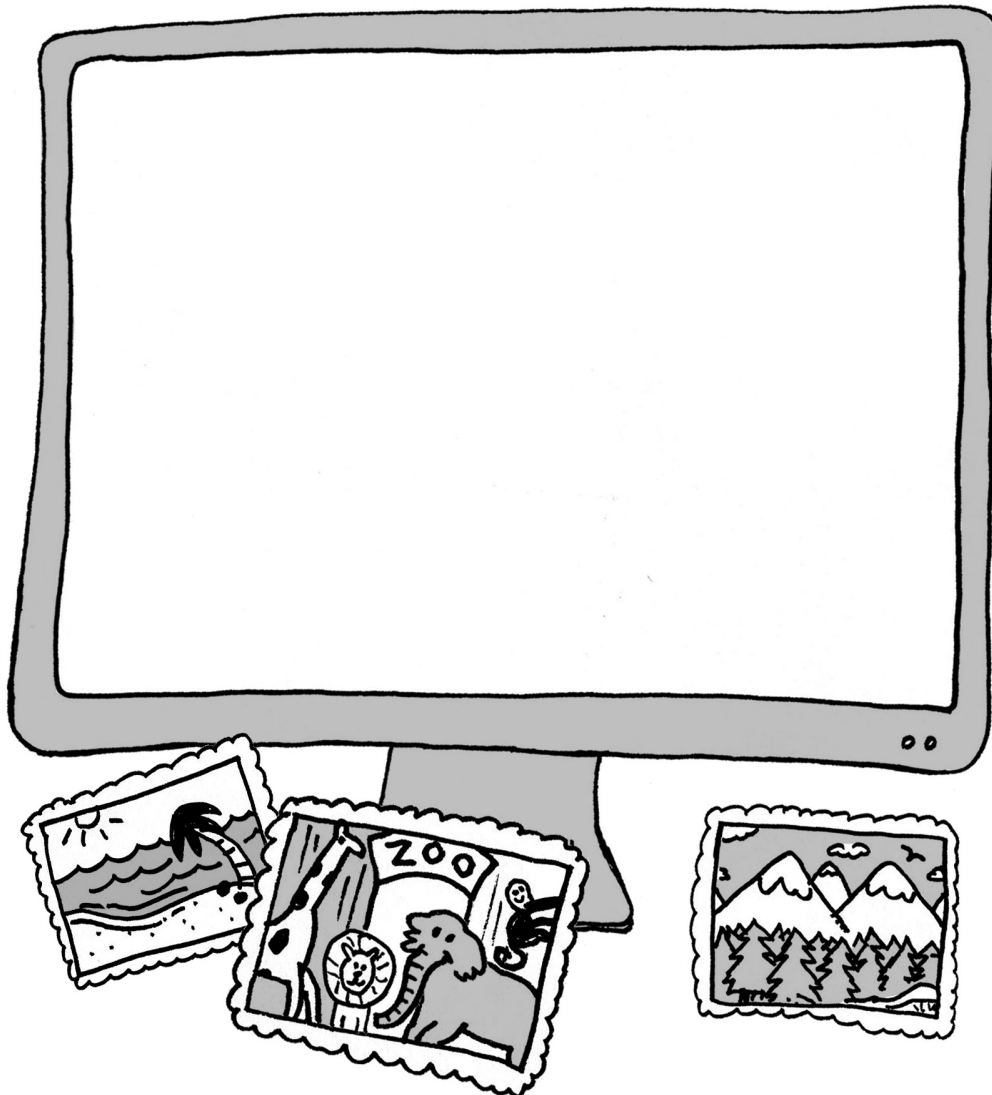
Date _____

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.



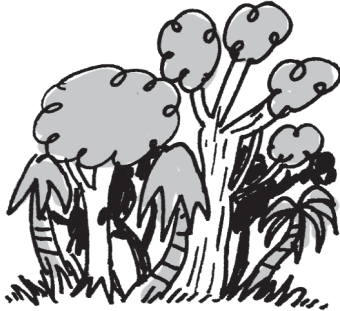
Lesson Assessment

Name _____

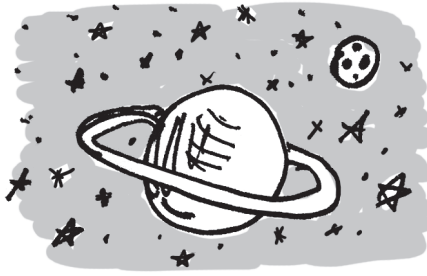
Class _____

Date _____

1. Circle the place you would like to visit on the computer.



THE JUNGLE



OUTER SPACE



THE OCEAN

2. How can you stay safe?

- a) Have an adult with you when you go places online
- b) Have an adult with you when you go places in the real world
- c) Both a and b



3. What is a website?



a) A place you can visit on the computer



b) A place where a spider builds a web

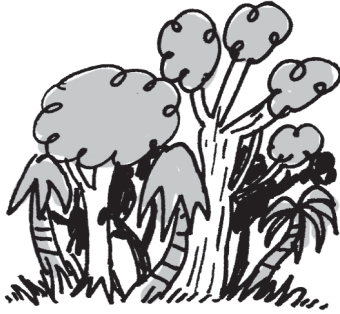


c) A place in your house where you put your computer

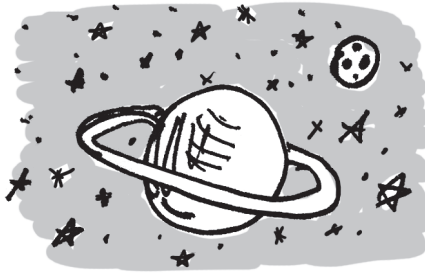


Lesson Assessment

1. Circle the place you would like to visit on the computer.



THE JUNGLE



OUTER SPACE



THE OCEAN

Answer feedback

Answers will vary. You can visit and explore all of these places online, and many more!

2. How can you stay safe?

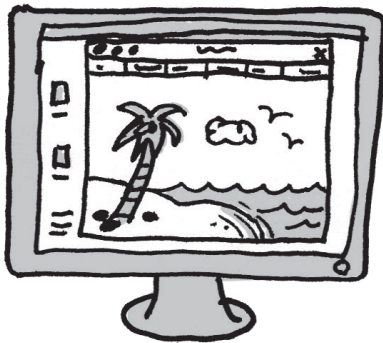
- a) Have an adult with you when you go places online
- b) Have an adult with you when you go places in the real world
- c) Both a and b

Answer feedback

The correct answer is **c**. A good way to stay safe is to have an adult with you when you go places — on the computer and in real life.



3. What is a website?



a) A place you can visit on the computer



b) A place where a spider builds a web



c) A place in your house where you put your computer

Answer feedback

The correct answer is **a**. A **website** is a place you can visit on the computer. The “Web” is another name for the Internet, and “site” means a place.



Common Sense on Talking Safely Online

Some Facts

- Nearly three out of four parents of kids ages 2 to 17 who use the Internet at home say they know “a lot” about what their kids are doing online (National Survey, Kaiser Family Foundation, 2007)
- Most online sexual solicitations occur between teens and other teens or young adults, not between older adults and children (Internet Safety Technical Task Force, 2009)
- 40 percent of children ages 6 to 14 said they would like to see more involvement from their parents when they are using technology (Learning in the Family Report, 2009)

What’s the Issue?

Kids love connecting with others online. Most young people talk online with their friends and family only. However, as a parent, you might be concerned that a stranger with bad intentions could contact your child. The media encourage parents to beware of “online predators,” but experts have found the common fear of sex offenders hiding behind fake identities online to lure children is overblown.

Parents and teachers who focus too heavily on “predator” prevention may overlook a broader, more common issue facing children online: inappropriate online talk. You should be aware that children of all ages may find themselves in awkward or uncomfortable situations with others online – whether it be friends, acquaintances, or strangers. For example, kids in virtual worlds may test the boundaries of chat filters and experiment with adult topics or perhaps even mean-spirited language. Help kids understand that inappropriate online talk – such as discussing private topics with people you and they don’t know in person – is never okay. By stressing this, you can help them avoid a wide range of unwanted contact, or help them handle it if it does occur.

Why It Matters

Teaching your child to recognize when they feel uncomfortable or manipulated online is crucial to keeping your child safe. With young children, it is best if you are present when they are online. At this age, you may even choose to block your kids from talking online, or create rules for them to follow about whom they can talk to. For older elementary school children, you may choose to give them more freedom after first discussing how to avoid risky online talk.

common sense says

Spend time with your child online. The best way to understand what your kids are doing online is to spend some time with them while they are visiting their favorite sites. Have them explain what they like about these sites, and what they don’t. If the site allows for online messaging, have them show you how it works.



Common Sense on Talking Safely Online

Set guidelines. Help your kids understand that they should:

- Never share their names, schools, ages, phone numbers, or addresses online
- Never send pictures to people they don't know
- Keep passwords private (except to parents)

Block, ignore, or leave. Most kids know to brush off unwanted or inappropriate contact. So encourage kids to recognize any conversation that makes them feel uncomfortable and then promptly end it.

Talk to your kids about peer pressure. Young people who develop risky online relationships may have a hard time knowing when a friendship becomes unhealthy. Discuss with your child why it's not okay for people to pressure or manipulate others, and how to recognize when something is unsettling or doesn't feel quite right.

Be supportive. If something creepy, inappropriate, or upsetting does happen online, kids need to know that they won't get into trouble if they confide in you. It's not always easy for children to ask for help when they feel embarrassed or confused. So let them know you want them to feel free to talk, and that you are there to support them no matter what.