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Practice Safe Use of the Internet

TRANSITION OBJECTIVE

Students will apply appropriate safety and etiquette practices when using the Internet

RELEVANCE TO SUCCESSFUL TRANSITION

When students have access to unlimited information through the Internet there is great potential for abuse and misuse. In addition, unsafe situations may occur when students use the Internet to communicate with unknown sources. It is important that students learn how to use the Internet appropriately and safely.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I use the computer to . . .

❑ STEP 2: Convene Roundtable

"I like to use the Internet because _____."

❑ STEP 3: Advance Organizer

"Today, you will answer questions about how to safely and appropriately use the Internet."

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PREPARATION UNIT
LESSON 8

Be Safe, Not Sorry When Using the Internet

When Using the Internet:

- What is helpful or fun?**
 - Finding educational websites
 - Talking with friends
 - Shopping
 - Researching information
 - Finding maps and directions
 - Business locations or addresses
 - Dictionary or encyclopedia
- What is fun to do?**
 - Find interesting information
 - Talk with a friend or relative
 - Play games
 - Listen to music
 - Watch appropriate movies
- What is dangerous?**
 - Can't see the person you're communicating with
 - A person may lie or try to trick you
 - You may be asked to give personal information
 - You may be told to do something dangerous
- What information is private and not to be shared?**
 - Name
 - Address, phone number
 - Email address
 - Age
 - Weight
 - Store where I shop
 - Teacher's name
 - Hair color
 - Secrets
 - School
- What's OK to talk about or share when online?**
 - Food like
 - Favorite color
 - TV shows I watch
- What do you do if someone asks to meet you?**
 - Report it to your parent or teacher
- How do you know when an email is safe to open?**
 - Finding educational websites
 - Talking with friends
 - Shopping
 - Researching information
 - Finding maps and directions
 - Business locations or addresses
 - Dictionary or encyclopedia
- What can go wrong?**
 - You can get in trouble by using inappropriate language or pictures
 - You can be in danger if someone gets your address, phone number or other personal information
 - You may be tricked into buying something by responding to an email or pop-up advertisement

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❑ STEP 4: Activity - 20 Minutes

Start the class by saying, "Think about all the reasons you use the Internet. Why do you use the Internet? Tell me anything you can think of and I'll be the secretary." Use the white

board to record all of the student answers. List all answers in the order given. Encourage students and add ideas until there are at least 8-10 responses on the board. Next, ask students to identify which areas are safe or unsafe and why. After about 10 minutes, go over the handout **Be Safe, Not Sorry When Using the Internet**. Have students work in pairs to go over each section of the handout. Be sure to emphasize safe use of the Internet with discussion of items three through eight. When summarizing student input, be sure to use and briefly explain words such as the following: scam, fraud, con, imposter, solicit, illegal, personal safety, protect.

❑ STEP 5: Activity - 20 Minutes

Have students work in small groups to discuss and answer the questions for each of the five scenarios on the handout **How to Stay Safe** (shown as a screen image). Guide this activity by reading each scenario to the class and then giving groups several minutes to answer the first question. Ask for volunteers to share answers, then ask the additional bulleted questions for each scenario and lead a brief class discussion emphasizing the need to protect personal information and maintain safety.

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PREPARATION UNIT
LESSON 8

How to Stay Safe Scenarios

1. Jamid received an email saying that he had won a new MP3 Player. All he needed to do was email his name, address, and social security number. What should Jamid do?
 a) How would he know if this is a real prize?
 b) Is it a good idea for Jamid to give his personal information over the Internet?
2. Maria was shopping for new music on the Internet when she received a message that her computer was having a problem. To fix her computer, she was told to email her password. What should Maria do?
 a) (Can she be sure that this message is true? Is it a good idea to give your password to anyone just because they ask for it?)
3. Cameron is doing homework over the Internet with his friend Alex. They are getting ready for a math test. Alex asks Cameron to meet him after school to study. Is it OK for Cameron to do this?
 a) If Alex is a school friend, is this a problem? Should Cameron talk to his parent about this? Is it always OK to make plans over the Internet to meet someone you know?
4. Kelly received an online message from Sandra who said she was in Kelly's PE class. Kelly talked to Sandra online and found out they liked the same music. Sandra offered to give Kelly several CDs that Kelly wanted if they could meet at the mall. What should Kelly do?
 a) How could Kelly know if Sandra was really a student at her school? Is it OK for her to meet Sandra at the mall? Who should Kelly talk to about this?
5. Brian has been talking to Shauna online for several weeks. Shauna told him she attends a nearby high school and is his age. Shauna wants to meet and asks for Brian's address. What should Brian do?
 a) How does Brian know if Shauna is really his girl? How does Brian know if Shauna is really a girl? Should he give her his address?

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□ STEP 6: Evaluate Outcomes

Internet safety is important because "_____."

□ STEP 7: Connecting Activity

Ask a parent or family member to share any experiences they have had when someone was dishonest about selling them something or tried to solicit or trick them into doing something that could have cost them money or gotten them in trouble. This scam or attempt to fraud may or may not be when using the Internet. It could be mail, phone or an in-person solicitation.

KEY WORDS

attitude

question

attention

considerate

thoughtful

MATERIALS AND PREPARATION

- Student Handouts: **Be Safe Not Sorry When Using the Internet**, page 10, **How to Stay Safe**, page 11.
- Prepare screen images of the handouts.
- Prepare for discussion and have your own examples ready to share.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking,
- Thinking Skills: Problem Solving, Reasoning
- Personal Qualities: Responsibility, Sociability, Integrity/Honesty