Internet Safety Lesson Plan for Third Graders

By Deborah Owens

**Tentative Date of Lesson:** I plan to present this lesson within the first 7-10 days of school.

**Objective:** Students will score 90% or higher on an Internet Safety quiz demonstrating their knowledge of what personal information means and how to stay safe on the Internet.

**Purpose:** The purpose of this lesson is to teach students what the Internet is, what personal information means, and how to stay safe on the Internet by not sharing personal information. (As the year progresses, additional lessons will address being kind on the Internet and dealing with cyberbullying.)

**Input:**

**Vocabulary:** Internet, Internet safety, personal information, protection

**Skills and Concepts:**

* How to use Clickers for pre- and post- assessments
* Learn how to take notes from video presentations
* Identify own personal information

**Anticipatory Set:** Students will take a survey using Clickers (pre-assessment) on what they know about the Internet, personal information, and Internet safety.

**Teacher Modeling/Guided Practice**

1. **Model how to use Clickers by demonstrating how to turn on, how to sign in, and how to answer questions.**
2. After assessment, explain to students they are going to watch a video about the Internet. There are going to watch two videos. The first is called “What is the Internet?” Explain as they watch, they are going to take notes. Read over what information they will need to collect as they watch. Since this is the first time students have taken notes in third grade, the notes are in a fill-in-the blank format.
3. Pause the video throughout to model what information needs to be written down.  **Model how to write down the correct words. Then guide students after each pause by discussing and asking students if they can share what they have learned and/or can think of more examples.**
4. **Continue this modeling/guiding with the second video, “What is Personal Information.”**

**Checking for Understanding:** Play a game where one side of the classroom is the agree side and the other side is the disagree side. Using prepared cards with questions and/or statements, read one. Students then decide whether they agree or disagree by moving to the side of the room. Randomly pick one or two students to explain his/her reasoning for choosing the side. Continue to play this until all cards are completed or when you feel all students understand the concepts.

**Independent Practice:** Students will cut out a castle. Inside the castle next to the person in the middle, students will write down what personal information needs to be kept private (name, address, email, passwords, etc.). On the inside towers, students will draw pictures of trusted adults they can share information. Next to the each drawing, they will write down the person’s name and relationship to the student. Once this information has been checked by the teacher for accuracy, students can decorate the outside of their castles (such as with signs that say, “No Trespassing,” “Keep Out,” etc. These castles can then be kept in a desk folder as a reminder of what was learned throughout the year.

**Assessment:  Students will take the post-assessment quiz as a formative assessment. A summative assessment will consist of my observations during the Independent Practice phase as well as the castle projects.**

**Closure: To close the activity, students will** sign the Netsafe Utah Pledge and glue it on the back of their castles.

**Additional Activities:** Once all Internet permission slips have been received, students can use the computer lab and go online to review the above concepts. Students can play games and/or take additional quizzes to check their understanding.

Bibliography:

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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Internet Safety Notes

“What is the Internet” video notes

1. What are examples of the real world?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Can you think of two more places not shown in the video?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The real world has \_\_\_\_\_\_\_\_\_\_\_\_\_\_ who live in it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can you think of two more not shown in the video?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The Internet is NOT like the real world because it exists ONLY on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These are connected together all over the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so we can share \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Since real people don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ inside computers, the Internet is not the real world. The Internet is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for people to get information.

5. What are some good things about the Internet?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Use the circle to draw about how much of the Internet is for kids. The rest of the Internet might contain information not fun or safe for children.

Netsafe videos for kids, Retrieved, July 31, 2012, from Netsafe Utah website, <http://www.netsafeutah.org/kids/kids_videos.html>

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

Internet Safety Notes

“What is Personal Information” video notes

1. Personal information identifies \_\_\_\_\_\_\_\_\_\_\_\_\_\_ you live and

\_\_\_\_\_\_\_\_\_\_\_\_\_ you are.

2. Other personal information includes:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Sometimes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may try to \_\_\_\_\_\_\_\_\_\_\_\_

 you into giving out your personal information.

4. Personal information should only be given to people you

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Think of keeping your personal information inside a

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. No one can get into it unless

 \_\_\_\_\_\_\_\_\_\_\_ let them.

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