common sense education™

GRADE	TIME	TOPICS
2	**30 mins.**	•
		•

That's Private!

What kinds of information should I keep to myself when I use the internet?

Staying safe online is a lot like staying safe in the real world. By helping a Digital Citizen sign up for a new app, students learn about the kinds of information they should keep to themselves when they use the internet -- just as they would with a stranger in person.

Students will be able to:

- Recognize the kind of information that is private.
- Understand that they should never give out private information online.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Keep It Private!Handout Teacher Version

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Learn: **What Is Private?**   10 mins.

Ask: *What kinds of things should we not tell a stranger?* (**Slide 3**)

Invite students to respond. Answers may vary, but highlight things like address, phone number, full name, etc.

Say: *It is important for you to keep certain information about yourself, like your address and phone number, private from strangers.*

Project **Slide 4** and define **private** as *something that you should keep to yourself*. It should only be shared with people you trust, like your parents or teacher.

Explain that private information is often connected to a specific person. For example, no two people in the class have the same full name and phone number.

Invite students to give examples of information that they should keep private. Write down their responses on **Slide 5** or on chart paper so that you can return to them later in the lesson. Make sure to cover the following:

- Picture
- Full name
- Age
- Birth date
- Address
- Telephone number
- Email address (or parents' email address)
- Passwords
- Where they go to school or after school
- Parents' full names
- Where their parents work
- Parents' credit card or bank account number

Ask: *Why do you think it's important to keep this information private?*

Invite students to respond. Reinforce that it is never safe to give out private information to people they don't know since it can be used to trick them or put them in unsafe situations. Explain that they should always ask a parent or caregiver before they give out private information to anyone. This applies to people they don't know in the physical world and people online.

Ask: *How is sharing private information online the same as telling it to a stranger in person?*

Invite students to respond. Make sure students understand that when they share information online, it can be viewed by people they don't know. Project **Slide 6** and define **online** as *using a computer, phone, or tablet to visit a website or app.*

Explore: **Online Forms**   15 mins.

Say: *Let's play a quick game of thumbs up, thumbs down to make sure we know what is considered private information and what isn't. For each example I give, think about if it is OK to share (thumbs up) or if it is something private that you shouldn't share (thumbs down) with a stranger. (***Slide 7***)*

- Your favorite ice cream flavor (thumbs up)
- What you ate for dinner last night (thumbs up)
- Your home address (thumbs down)
- Your best friend's favorite movie (thumbs up)
- Your mom's phone number (thumbs down)
- Your password (thumbs down)

Distribute the **Keep It Private Student Handout**.

Say: *There's a new app called SongTube that allows you to create your own music. Guts, one of the Digital Citizens, has permission to use the app, but is being asked to fill out a form first. Guts needs your help in figuring out what's OK to share. As you review the form, complete the sections that don't ask for private information and draw an X through the sections that do ask for private information. (***Slide 8***)*

Allow students time to complete the form and then invite them to share out their answers, emphasizing the sections that were asking for private information (**Teacher Version**).

Ask: *Have any of you seen a form like this when visiting a website or app? Why do you think websites and apps ask for this type of information? Take turns sharing with your partner.*

Invite students to share out. Explain that some reasons include: to learn more about the people who use their app, to send messages to people who are signing up, to sell things to those who sign up.

Emphasize that students should never fill out forms like this on their own, unless they have permission from a parent or caregiver.

Reflect: **Pause & Think Moment**   5 mins.

Say: *Today we talked about what information is private and why we shouldn't share it online. Now let's reflect on what we learned. First, I'd like you to turn to your partner and share something about yourself that you don't think your partner knows about you, but that is not considered private information.*

Direct students to page two of the **Keep It Private Student Handout**. Read the directions and allow students to complete the reflection independently. (**Slide 9**)

Invite students to share their reflections with the class. Collect the handouts to assess student learning.

Send home the **Family Activity** and **Family Tips**.

Lesson last updated: August 2019

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GRADE	TIME	TOPICS

2   **30 mins.**

TOPICS
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Who Is in Your Online Community?

How are we all part of an online community?

We are all connected on the internet! By learning the Rings of Responsibility, students explore how the internet connects us to people in our community and throughout the world. Help your students think critically about the different ways they connect with others, both in person and online.

Students will be able to:

- Compare and contrast how they are connected to different people and places, in person and on the internet
- Demonstrate an understanding of how people can connect on the internet

What You'll Need

Some resources below are available in Spanish

SUPPLIES

Big ball or globe (optional)

IN CLASS

- Lesson Slides
- My Online Connections Handout

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Warm Up: **What Is the Internet?**   5 mins.

  Ask: *What is the internet? How would you describe the internet to a younger sibling, cousin, or friend?* (**Slide 3**)

  Invite students to share.

Project Slide 4 and define the **internet** as *a worldwide network that connects people using computers, phones, or other devices.*

Ask: *Is the internet a place?*

Encourage all student responses, but point out that while the internet is not a physical place that you can visit, like a playground or the zoo, it's made up of real people who can interact with one another through devices -- even when they are not in the same place.

Learn: **How Are We Connected?**   10 mins.

Hold a big ball or globe and say: *Imagine this is the world. It is made up of lots of different people ... some you know, some you don't know. The internet is just like this world, except that we interact with people online. The internet is made up of real people, just like the physical world is made up of real people too!* (**Slide 5**)

Say: *Today we're going to talk about the different people that make up the internet and how we might know each of them. The Rings of Responsibility help us understand our online community. First, we start with our self in the center.*

Project **Slide 6** and explain that the first ring of connection is the student him or herself.

Say: *The next ring is "Community," and this refers to people you know either from your family, neighborhood, school, or church.* (**Slide 7**)

Project **Slide 8** and define **community** as *people who share a common neighborhood, background, or interest.*

Invite students to think of people who are a part of their community and record their responses on **Slide 9**.

Encourage students to list people they personally know and interact with on a regular basis. This can include family and friends, like their mom, dad, sister, brother, grandmother, uncle, etc. But it can also include people who they don't know well but who they interact with sometimes (e.g., shopkeeper, dentist, soccer coach, mail carrier, neighbors, etc.).

Say: *Wow, this is a big list and I'm sure we could keep adding more people to it! Everyone in this group is a part of your online community. They are people you know personally and have met face-to-face, even if you don't see them all the time.*

Say: *The last ring of the Rings of Responsibility is "World." This group includes people you don't personally know and haven't met face-to-face. Who are some people that could be in the world?* (**Slide 10**)

Invite students to respond and jot down their responses on **Slide 11**. Guide students to think about people they have heard of or seen online (or on TV) but haven't met face-to face or know personally.

Possible responses include:

- The president
- Famous actors or musicians
- Professional athletes

Explore: **Online Connections**   10 mins.

Distribute the **My Online Connections Student Handout**. Read the directions aloud on **Slide 12** and have students work independently to list three people in their Community and World (the first column of each table).

Invite students to share their lists with a partner. Emphasize that the people in their community are those they know personally and have met face-to-face, while the world consists of everyone else who they don't know personally.

Say: *Now, let's think about what you do with those people on the internet. Do you play games together, send messages, or maybe just read about them? Be as descriptive as possible!*

Allow students to complete the second column of both charts. Offer examples of ways people can communicate with those in their community and world if students are stuck.

How we connect with our community online:
- Play games together
- FaceTime/video call
- Send messages
- Share funny videos
- Send emails

How we connect with the world online:

Read about the person (e.g., in news articles, stories)

- Watch videos of the person
- Listen to their music
- Watch them play sports

Invite students to share out their answers and be sure to mention the ones listed above if they aren't included in the responses.

Ask: *Do you notice a difference in the way you interact with people in your community and the world?*

Invite students to pair-share and then call on students to share with the class.

Emphasize that they have more direct communication and interactions with people in their community than they do with people in the world. They won't directly communicate with people in the world, but instead will be able to watch and read about them online.

Say: *Remember that you should only interact with people from your community, and you should only do so with permission from a trusted adult!*

Reflect: **Pause & Think Moment**   5 mins.

Say: *Today we talked about how you can connect with people in your community, both in person and online. You learned that the internet is made up of real people, some in your community and many in the world.*

Have students complete the Pause & Think Moment on the second page of the **My Online Connections Student Handout**. Read the directions aloud and allow students to complete the reflection independently. (**Slide 13**)

Invite students to share their reflections with the class. Collect handouts to assess student learning.

Send home the **Family Activity** and **Family Tips**.

Lesson last updated: August 2019

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GRADE	TIME	TOPICS
2	**40 mins.**	• •

Device-Free Moments

Why is it important that we have device-free moments in our lives?

Technology use isn't always a distraction, but there are definitely times when it's best to keep devices away. Help students learn when it's appropriate to use technology and when it's not -- and practice making family rules for device-free time at home.

Students will be able to:

- Recognize the ways in which digital devices can be distracting.
- Identify how they feel when others are distracted by their devices.
- Identify ideal device-free moments for themselves and others.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides

- Family Device-Free Rule Handout

- Pause & Think Moment Handout

FOR FAMILIES

- Family Activity

- Family Tips

- Family Engagement Resources

Lesson Plan

Warm Up: **Device-Free Moments**   5 mins.

   Ask: *Do you know why it's not OK for people to drive and text on their phone at the same time?* (**Slide 3**).

   Invite students to respond. Examples might include: *It's unsafe, you can't pay attention to traffic, it's illegal, you don't want to hurt somebody accidentally.*

   Say: *Today we're going to talk about why it is important to have some device-free moments in our lives. Let's start by watching a funny movie about this topic.*

   Show the **Sesame Street Device-Free Dinner Video** on **Slide 4**. As an alternative to Sesame Street, you can show the **PBS Kids "Arthur - No Internet?!" Video**.

   Say: *I'd like you to turn to your partner and talk about what you noticed in that video. Are there moments where it would be better not to use devices?* (**Slide 5**)

   Call on a few students to share what they or their partner said. Student answers will vary, but typical responses might include: *When you're out at the movies, at church, mosque, or temple, during family dinners, right before bed, etc.*

   Explain to students that the responses they shared are examples of when technology can be a distraction. Define **distraction** as *something that keeps you from giving your full attention.* (**Slide 6**) Define **attention** as *noticing someone or something as important.* (**Slide 7**)

Explore: **Device-Free, When and Where?**   10 mins.

   Say: *Although every situation and every family is different, there are times in all of our lives when it's a good idea to have device-free moments. You also have to think of how being on a device affects those around you, because it can also affect our friends and family. Let's talk about a few key points to consider so that we can have more device-free moments in our lives.*

Project the corresponding slide and talk through each of the four key areas to consider in selecting ideal device-free moments. Emphasize that technology use is not always a distraction, but that there are certain times when it's best to keep devices away.

- *Safety: There are times when your or someone else's safety could be at risk.* (**Slide 8**)
  - *An example is when somebody is crossing the street. If they're on their phone when they're crossing the street, they might not be able to see a car coming.*
- *Respect for people: There are times when it hurts other people's feelings if you are distracted and not paying attention to them.* (**Slide 9**)
  - *An example of this is when someone is talking to you directly. If your friend is trying to tell you an important story, put down your game and listen. It's important to pause for people!*
- *Concentration: There are times when you should give your full attention to a specific activity.* (**Slide 10**)
  - *An example is when you are reading a book, doing homework, or even doing a craft. These activities require you to give a task your full attention, and sometimes having devices out makes it harder to concentrate on what you're doing.*
- *Sleep: There are quiet times, like when we are going to sleep, when devices should be put away.* (**Slide 11**)
  - *Doctors recommend that people stop using devices at least an hour before bedtime because the blue light in the screen can affect how well we sleep.*
  - *A good idea is to charge devices away from where you sleep so that you're not tempted to use it right before bed. It's important to get your rest so you can have a great next day.*

Create: **Family Device-Free Rules**   20 mins.

Say: *Today you're going to get to be in charge. You're going to create a list of family rules to have device-free moments! This list of rules is not just for you, but also for your parents, siblings, and whoever else you live with. You'll be able to take them home to share with your family.*

Distribute the **Family Device-Free Rules Student Handout**. Read aloud the directions and examples on **Slide 12**. If you feel students need more guidance, you can come up with example rules for each category as a class and have students pick the rules most relevant to their family.

Remember: This is a time for students to reflect on their own lives. Everyone's family is different and so students' Family Device-Free Rules may vary.

Invite students to share their rules. Be sure to cover each of the main focus areas: Safety, Respect, Concentration, Sleep.

Reflect: **Pause & Think Moment**   5 mins.

Say: *Today we talked about how devices can be distracting, and how to make device-free moments. In your reflection, I'd like you to think, draw, and write one piece of advice you would give a grown-up (your mom, dad, babysitter, uncle, etc.) about how to avoid digital distraction. Don't be afraid to be the boss and lay down the rules.*

Distribute the **Pause & Think Moment Student Handout**. Read the directions aloud and allow students to complete the reflection independently. (**Slide 13**)

Invite students to share their reflections with the class. Collect handouts to assess student learning.

Send home the **Family Activity** and **Family Tips**.

Lesson last updated: August 2019

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GRADE	TIME	TOPICS
2	**20 mins.**	•

We, the Digital Citizens

How can we be good digital citizens?

Students explore the amazing possibilities that come with using technology. They'll also learn from the Digital Citizens, who take a pledge to be safe, responsible, and respectful when traveling through the online world.

Students will be able to:

- Understand that being a good digital citizen means being safe and responsible online.
- Take a pledge to be a good digital citizen.

What You'll Need

Some resources below are available in Spanish

IN CLASS
- Lesson Slides
- Video: We the Digital Citizens

　　　　Somos los Ciudadanos Digitales

- Pause & Think Moment Handout
- Coloring Book
- Download song:

　Original

　Instrumental
- Sheet Music
- Poster: Song Lyrics
- Poster: The Digital Citizens

FOR FAMILIES

- Family Activity
- Family Engagement Resources

Lesson Plan   5 mins.

Watch: **We, the Digital Citizens**

Before the lesson: Introduce the Digital Citizens by having students complete the character **Coloring Book**. Each character represents one of the six digital citizenship topics.

1. **Ask**: *Have you ever made a promise to your friends or family to be safe and responsible? What was your promise?* (**Slide 3**)

   Invite students to respond. Answers will vary, but if students need help, have them think about promises they have made to be safe and responsible (e.g., looking both ways before crossing the street, look after a younger sibling when playing on the playground, doing homework every night, etc.).

2. **Say**: *That's so great! As you can see from the examples we came up with, a promise doesn't have to be something you specifically say to someone, as long as it's something you commit to doing. Another word for promise is pledge.* (**Slide 4**)

3. **Say**: *Today we're going to listen to a song about a group of characters who pledge to travel safely when they go online. They are called the Digital Citizens!*

   Project **Slide 5** and define **digital citizen** as *someone who uses technology safely and responsibly.*

   Play the "**We, the Digital Citizens**" music video on **Slide 6**.

As the video plays, model the dance moves in the chorus and encourage students to join! You can also have the class create dance moves for the whole song.

Chorus:

If you want to see the world [make hands into circles and hold up to eyes like binoculars]

You don't always need a plane [stretch out arms to the side and move them like wings of a plane]

A giant yellow school bus [roll hands over one another]

Or a noisy train [take one hand to the side and move it up and down to signify a choo choo train]

You just need the internet and something with a screen [take fingers and outline a rectangle]

Explore: **The Digital Citizenship Pledge**   10 mins.

Say: *The Digital Citizens pledged to travel safely on the internet. What was one thing you learned from the Digital Citizens? Share with your partner.* (**Slide 7**)

Have students pair-share and then invite students to share with the class. Or take a vote for which students want to be each character.

Say: *Before we go on, let's get to know the Digital Citizens a bit more!*

Project **Slide 8** and read the name of each character along with the following descriptions:

- *Arms: Use your arms when you're online to balance your time.*
- *Guts: Listen to your gut to stay safe online.*
- *Feet: Use your feet carefully when leaving tracks online.*

Project **Slide 9** and read the name of each character along with the following descriptions:

- *Legs: Use your legs to stand up to bullies online.*
- *Heart: Use your heart to be kind and respectful online.*
- *Head: Use your head to ask questions about what you see online.*

Note: Each of the characters represents one of the six digital citizenship topics as listed below:

- Head: News & Media Literacy
- Arms: Media Balance & Well-Being
- Guts: Privacy & Security
- Legs: Digital Drama, Cyberbullying & Hate Speech
- Feet: Digital Footprint & Identity
- Heart: Relationships & Communication

Say: *Now we're going to take a closer look at a few of the scenes from the song.*

For slides 10-13, project each slide, read aloud the question, and have students pair-share. Then invite students to share with the class.

Refer to the following suggested answers to guide the discussion:

- *Why is it important to ask for permission before going online?* (**Slide 10**)
  - It's important to get permission from an adult, like your teacher or parent, before you go online so that they can know what you are doing. There are a lot of places to visit on the internet, and it's important to ask permission so that they can suggest places to visit that are just right for you!
- *Why is it a good idea to set a time limit when using technology?* (**Slide 11**)
  - It's a good idea to set a time limit so that you don't end up spending too much time online that you miss out on other important things, like spending time with your friends and family, finishing homework, or getting enough sleep!
- *Why shouldn't you share your username or password with other people?* (**Slide 12**)
  - It is considered private information and something you want to keep safe. Others could log in to your account and pretend to be you. You should only share it with trusted adults, like your teacher or parents.
- *Why should you only talk to people you know online?* (**Slide 13**)
  - It's important not to talk to strangers online, since they can be pretending to be someone they are not and you could get yourself in an unsafe situation. Only talk to people you've met face-to-face.

Reflect: **Pause & Think Moment**   5 mins.

Say: *Today we watched Arms, Legs, Guts, Head, Heart, and Feet pledge to be good digital citizens. When you go online, remember to be safe and responsible, just like them!*

Distribute the **Pause & Think Moment Student Handout**. Read the directions aloud and allow students to complete the reflection independently. (**Slide 14**)

Invite students to share their reflections with the class. Collect handouts to assess student learning.

Send home the **Family Activity**.

Lesson last updated: August 2019