



GRADE	TIME	TOPICS
K	30 mins.	• •

Pause for People

How do you say goodbye to technology when you don't want to?

Whether it's watching TV or playing on a tablet, using tech can be super fun! Often, kids find it hard to transition from an online activity to an offline one. Teach your students a simple routine for how to manage those inevitable digital interruptions that are part of everyone's lives in the digital age.

Students will be able to:

- Learn why it's important to be aware and respectful of people while using devices.
- Learn the Pause, Breathe, Finish Up routine as a self-regulation strategy for transitioning from technology to face-to-face interactions.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- [Video: Saying Goodbye to Technology](#)
 - [Despidiéndote de tus dispositivos](#)
- Pause and Think Moment Handout

- Poem Poster

FOR FAMILIES

- Family Activity
- Family Tips
- SEL Conversation Starter

Lesson PlanExplore: **See You Later, Tech!**

5 mins.

Ask: *Have you ever been watching TV when your parent or another grown-up asked you to stop? How did it make you feel? (Slide 3)*

Invite students to respond. Examples might include *mad, sad, or frustrated*.

Say: *Like many of you shared, it's easy to feel frustrated when we are asked to stop doing something when we don't want to.*

Project **Slide 4** and define **frustrated** as *feeling annoyed*.

Say: *But why do you think it's important to stop what you're doing and pause for people, even if you don't want to?*

Project **Slide 5** and define **pause** as *to stop what you're doing or saying*.

Invite students to respond and highlight the following reasons:

- To be respectful and kind
- Someone may want to tell you something important
- Someone wants to know you are listening to them
- You may have something important to do (eat dinner, go somewhere, etc.)

Say: *Today we're going to talk about how we can get used to saying "goodbye" to our devices, even when it is hard or frustrating.*

Project **Slide 6** and define **device** as *an electronic piece of equipment like a phone, tablet, or laptop*.

Chant: **Pause, Breathe, Finish Up!**

5 mins.

Say: *Let's start by visiting with our friends, the Digital Citizens. We'll get to see what they do when it's time for them to stop using their devices. We'll learn a chant to teach us how to say goodbye to our devices when it is time to go.*

Show the **Saying Goodbye to Technology** poem video (**Slide 7**).

Project Slide 8 and read the chant with your students. You might have to read the chant several times to get students to repeat the words with you. As students read, they should follow along with the actions you model.

Pause, Breathe, Finish Up!

Pause! [hold hands out like you are backing up]

Breathe! [sweep hands up chest]

Finish up! [wave goodbye with both hands]

Note: The **Poem Poster** is a great resource to print out and post at the front of the class for students to follow along and refer to during the lesson and beyond.

Perform: **Act It Out!**

10 mins.

Say: *Today we are going to practice being just like the Digital Citizens you saw in the video by acting out scenes using the Pause, Breathe, Finish Up routine.*

Before reading the scenarios, remind students of the **Pause, Breathe, Finish Up** routine so that they are prepared for the skits.

Say: *Even if you're not asked to get off your device, but someone comes to talk to you, it's important to "Pause for People" and look up at them! Paying attention to the people around you is an important way to show respect.*

Pair up students and read the following scenarios aloud. For each scenario, have one student play the adult and the other play the Digital Citizen character. Remind students that they should use the **Pause, Breathe, Finish Up!** routine as they act out each scene. Have students switch roles for the second scene.

Scene 1: Arms is at home watching TV on the couch. Arms' mom comes in and asks Arms to turn it off because they need to leave for school. Arms wants to keep watching and feels frustrated. (**Slide 9**)

- **Pause:** Arms should stop watching TV and look up at mom to listen.
- **Breathe:** Arms should take a big calming breath.
- **Finish up:** Arms should wave goodbye to the show and turn off the TV.

Scene 2: Legs is at school and is playing a math game on a tablet. Legs' teacher says it is time to clean up and get ready for recess. Legs wants to keep playing, and feels frustrated. (**Slide 10**)

- **Pause:** Legs should stop playing the game and look up at the teacher and listen to the directions.
- **Breathe:** Legs should take a big calming breath.
- **Finish up:** Legs should log off and get ready for recess.

As students perform the skits, ensure they do the following:

1. Pause and look at the person in the eye.
2. Take a deep breath.
3. Pretend they are logging off and putting away their device.

Invite pairs to act out the scene for the whole class if time permits.

Say: *Great job using the Pause, Breathe, Finish Up routine! Remember, even if you aren't being asked to stop using your device completely, it's important to "Pause for People" and look up at their face, since paying attention to people around you is an important way to show respect for others. Let's practice how we can do this!*

Still in pairs, have one student play the adult and the other play the Digital Citizen character.

Scene 3: Feet is at school working on an art project on a computer. While working, Feet's teacher starts talking because he wants to remind students that when they are done, they should print it out and place it in their folder. (**Slide 11**)

- **Pause:** Feet should stop what he's doing on his device.
- **Look up:** Feet should look up at the teacher to pay attention and show respect.

Reflect: **Pause & Think Moment**


10 mins.

Say: *Today we learned a routine to help us stop using tech, even when we don't want to.*

Distribute the **Pause & Think Moment Student Handout**. Read the directions aloud and allow students to complete the handout independently. Remind students that their picture can be of a moment at home or at school. (**Slide 12**)

Invite students to share their reflections with the class. Collect handouts to assess student learning. You can also post them in your classroom and have students observe and respond to a picture they can relate to.

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

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Lesson last updated: August 2019



GRADE	TIME	TOPICS
K	30 mins.	• •

Safety in My Online Neighborhood

How do you go places safely online?

The power of the internet allows students to experience and visit places they might not be able to see in person. But, just like traveling in the real world, it's important to be safe when traveling online. On this virtual field trip, kids can practice staying safe on online adventures.

Students will be able to:

- Discover that the internet can be used to visit faraway places and learn new things.
 - Compare how staying safe online is similar to staying safe in the real world.
 - Explain rules for traveling safely on the internet.
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What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- [Video: My Online Neighborhood](#)
 - [Mi vecindario en línea](#)
- Pause and Think Moment Handout
- Poem Poster

FOR FAMILIES

- Family Activity
- Family Tips
- SEL Conversation Starter

Lesson Plan

Watch: **My Online Neighborhood**

Ask: *What do you need to do to stay safe when you visit new places? (Slide 3)*

Invite students to respond. Answers will vary, but reinforce the following safety rules:

- Always go places with an adult.
- Don't wander off on your own.
- Talk only with people you know.

Say: *Today we're going to talk about how visiting places on the internet is a lot like visiting places in real life. Just like there are rules to keep safe when you visit new places in the world, there are ways to keep yourself safe online.*

Project Slide 4 and define **online** as *using a computer, phone, or tablet to visit a website or app.*

Show the **My Online Neighborhood** video on **Slide 5** and then ask: *What did Arms like about the internet? What kinds of things can he do on the internet?*

Invite students to respond. Sample responses:

- He likes to visit cool places.
- He can talk to his family and friends.
- He can learn lots of new things.
- He can create things on the internet.

Ask: *What three rules does Arms follow when he goes places online?*

Invite students to respond. Project **Slide 6** and reinforce the three main rules:

1. Always ask your parent (or adult you trust) first.
2. Only talk to people you know.
3. Stick to places that are just right for you.

Explain that sticking to places that are "just right" means making sure it is a site or app that is appropriate for kids, and that you have permission to be there.

Read: **Safety, It Rules!**

5 mins.

Say: *Now we're going to learn a short poem to help us remember the rules for staying safe online. First I'll read the poem, and then we'll read it together.*

Project Slide 7 and model the poem actions as you read the poem aloud. This is a call-and-response poem with different actions that correspond to each of the three safety rules.

Read the poem aloud with your students. As the students read, they should follow along with the actions. The poem also works well to have one of the students playing the role of the teacher and having the class respond to him or her.

Safety, It Rules! By Jenny Pritchett

We need to be safe

Whenever we're online

So we follow these rules

To have a good time!

[Hold up 1 finger] *Always ask your parents first!*

[Hold up 2 fingers] *Only talk to people you know!*

[Hold up 3 fingers] *Stick to sites just right for you!*

And we'll be safe

Wherever we go!

Note: The **Poem Poster** is great to use for your weekly poem or as a consistent routine to kick off any computer or device time.

Explore: **Internet Field Trip**

15 mins.

Say: *The computer makes it possible to you to visit faraway places without ever leaving the classroom.*

Define a **website** as *a place you can visit on the internet.* (**Slide 8**) Explain to students that on the internet, they can visit websites or apps for real places, such as zoos and museums. These places may be far from where they live, but they can visit them online.

Choose a website to explore as a class. If you're not sure of a good one to explore, try one of the following:

- [The San Diego Zoo](#)
- [National Geographic Kids Explore the World](#)

Ask: *What's the first rule before turning on a device or opening up a website or app?*

Invite students to share, reminding them that they must always ask for permission from an adult before using a device or visiting a website or app.

Explore the website you selected with your class, allowing students to choose pages and activities that are most interesting to them. As you go through the site, point out how students are following the other two safety rules for going online: only talking to people they know, and sticking to places that are just right for them.

Note: If you are in the computer lab or have enough devices in your classroom, have students do the explorations individually or in pairs.

Ask students what they learned on their internet field trip. Also ask: *How did you follow the three safety rules when you visited the site?*

Reflect: Pause & Think Moment

5 mins.

Say: *Today we talked about how the internet allows us to visit faraway places. We learned that traveling to new places on the internet is a lot like going places in real life. We also learned three important safety rules when visiting websites or apps.*

Distribute the **Pause & Think Moment** to each student. Read the directions aloud and allow students to complete the handout independently. (**Slide 9**)

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


Send home the [Family Activity](#) and [Family Tips](#).

EXTEND THE LESSON

Common Sense Education has partnered with CYBER.ORG to support cybersecurity education. If you want to build on the themes from this lesson, we recommend the following resources from [CYBER.ORG's content library](#):

- **Layered Security (Grades K–2):** Students learn about the physical security around their school and how to verify someone's identity.
- **Stronger Together (Grades K–2):** Students learn to use more than one security tool to keep people, places, and devices safe.

Our collaboration with CYBER.ORG was made possible with the generous support of Craig Newmark Philanthropies.

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GRADE	TIME	TOPICS
K	25 mins.	<ul style="list-style-type: none"> • • • • • • •

Media Balance Is Important

How do we find a happy balance between our online and offline activities?

Students consider the feelings of themselves and others when making decisions about when, where, and how much to use technology.

Students will be able to:

- Know when and why to take breaks from device time.
- Consider the feelings of people around them, even when engaged in fun online activities.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- [Video: Media Balance Is Important](#)
 - [El balance de los medios es importante](#)
- Pause and Think Moment Handout
- Coloring Book
- Sheet Music
- Poster: Song Lyrics
- Poster: The Digital Citizens

FOR FAMILIES

- Family Activity
- Family Engagement Resources

Lesson Plan

Watch: **Media Balance Is Important**

10 mins.

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

1. **Ask:** *Have you ever had the feeling that you've spent too much time using a device like a tablet? What were you doing? (Slide 3)*

Invite students to respond. Answers will vary, but emphasize that sometimes what we're doing online is so fun that it's easy to lose track of time. That's why it's important to stop and notice when people and other fun things are happening in real life around us.

Project **Slide 4** and define **device** as *an electronic piece of equipment like a phone, tablet, or laptop*.

2. **Say:** *When we're using devices, it's important to follow certain rules to make sure we're making healthy and responsible choices. Today, we're going to listen to a song called "Balance Is Important." This song is about some good times to put our tech away even when we don't want to. In this song, you're going to hear the word "balance" a lot.*

Ask: What does it mean to be in balance?

Invite students to share out. Project **Slide 5** and define **balance** as *having equal weight or importance of something. In this case, that means keeping online and offline activities equal or in the "right" amount for you.*

3. Play the "Media Balance Is Important" music video on Slide 6.

As the video plays, model the dance moves in the chorus and encourage students to join!

Chorus 1:

Balance is important [Hold arms out long like a balance scale and teeter, totter a bit]

For me and you and you [Point to self and then point left and right]

Balance helps us stand up straight [Bend knees and then stand up straight]

And keeps us in our shoes [Point to feet]

Chorus 2:

Balance is important [Hold arms out long like a balance scale and teeter, totter a bit]

For me and you and you [Point to self and then point left and right]

Your Heart, your Head, your Arms and your Legs [Point to each body part]

Need that balance, too [Hold arms out long like a balance scale and teeter, totter a bit]

Explore: **Keep Your Balance**

10 mins.

Say: *The Digital Citizens showed us the ways they keep their tech use in balance. Now we're going to take a closer look at a few of the scenes from the song.*

For slides 7-10, project each slide, read aloud the question, and have students pair-share. Then invite students to share with the class. This can also be done as a whole-group discussion instead.

Refer to the following suggested answers to guide the discussion:

- *Why should you take a break from your device when a friend says "hi"?* (**Slide 7**)

It's important to always pause what you're doing on a device to acknowledge the people around you. The people in real life might want to tell you something important, ask a question, or want to play with you.

- *Why should you invite your friend to play when they are all alone?* (**Slide 8**)

Just like in real life, it's important not to exclude anyone. If you're playing a game or doing something on a device, make sure that you're not ignoring anyone, especially if that person wants to join the fun too!

- *Why is it a good idea to turn off your device before going to bed?* (**Slide 9**)

Doctors say that it is best to sleep with devices off so that we don't get distracted while we are sleeping. It's a good idea to charge devices away from where you sleep.

- *Why should you ask permission before taking someone's phone?* (**Slide 10**)

A phone or tablet is someone's personal property. Just like you ask permission before using a friend's toy, you should ask permission before grabbing someone's phone -- including your parents' phone. Remember that a lot of grown-ups use their phones for work and have important information saved in them. Treat their devices with respect!

Reflect: **Pause & Think Moment**

5 mins.

Say: *Today we watched the Digital Citizens show us how they keep their online and offline activities in balance. Now I'd like you to think about what media balance means for you.*


Distribute the **Pause & Think Moment Student Handout**. Read the directions aloud and allow students to complete the reflection independently. (**Slide 11**)

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

Send home the Family Activity.

Additional Resources:

1. Visit our News and Media Literacy Resource Center for more articles, activities, and tools.
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