

LESSON

internet safety

Objectives

Learners will . . .

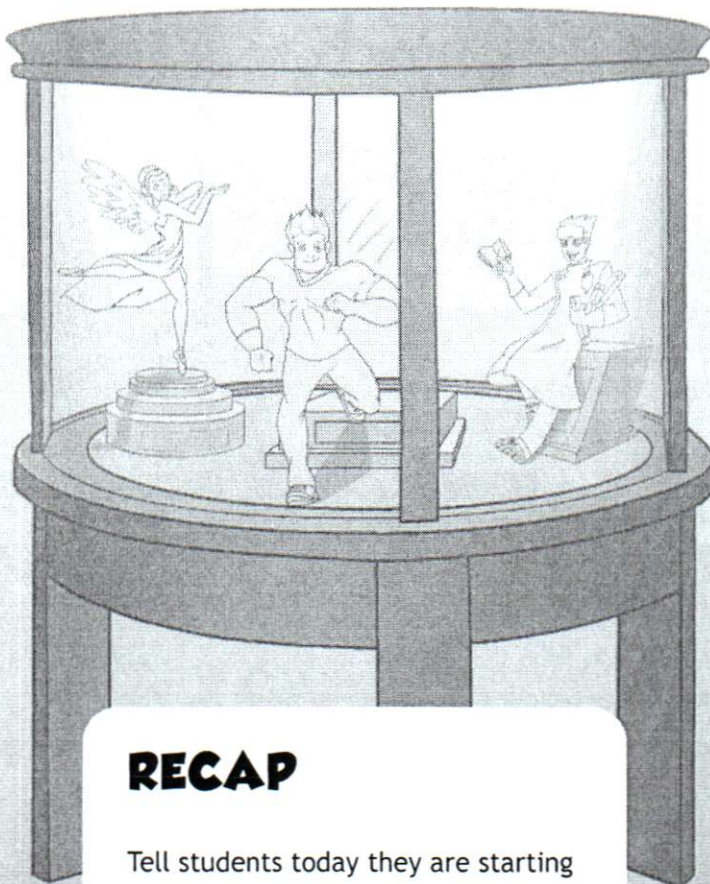
- identify some of the risks involved with online strangers
- restate guidelines for safe interactions with online strangers
- dramatize safe Internet use

Materials

- Paper/pencil

Vocabulary

- **Instinct**—a powerful feeling or tendency
- **Assess**—to judge or determine
- **Inconsistency**—variation; different from one time to the next



RECAP

Tell students today they are starting a new unit on Safety.

KEY MESSAGE

Write on board and tell students:

Use your instincts and Internet safety guidelines to assess the danger of online strangers.

INTRODUCTION

Ask students to name some of the many ways that they access and use the Internet or other digital technologies. Explain to students that the Internet and all related technologies are tools. Like any tool, the Internet exists to help people. Ask students to brainstorm all of the ways the Internet helps us (conduct research for homework, work more efficiently, communicate with others, access current information). Write students' responses on the board.

Tell students that when tools are used for their intended purposes they help us, like using the phone to call for help. However, sometimes people use tools in the wrong way such as using the phone to make prank calls. Ask students to brainstorm ways that someone might use the Internet incorrectly (to spy on others, to bully). Write students' responses on the board.

ACTIVITIES



ONE

Emphasize to students that one of the greatest potential dangers on the Internet is the people they meet online or online strangers. Have students brainstorm ways that strangers may use the Internet in a harmful way (sexual predators, stealing personal information, pretending to be someone they are not, sharing inappropriate content). Remind students that most strangers are good people who are who they say they are, but we must always be alert and aware of the people we are communicating with online. Write the following guidelines on the board and share with students to help them determine and maintain the safety of their online relationships:

- Stay true to your personal values
- Take time to get to know people online—it is difficult to keep up fake personas for long periods of time
- Be aware of inconsistencies in information provided
- Be wary of someone overly interested in having a special or close relationship with you
- Never agree to meet an online stranger in person
- Follow your instincts—if something about a person seems wrong, it probably is
- If someone makes you feel uncomfortable, tell a trusted adult

Divide students into small groups and have them discuss which of these guidelines they follow with their online relationships.



TWO—DRAMATIC ARTS

Using small groups from Activity 1, have each group develop a skit to demonstrate how to handle a situation on the Internet that makes them uncomfortable. Review with students the Internet safety guideline they used in their skits to stay safe online. If possible, videotape skits to create an Internet Safety video for your school.

WRAP UP

1. Identify two risks of relationships with online strangers.
2. What are three of the guidelines for safe interactions with online strangers?
3. Describe how you would handle a situation online with a stranger that made you feel uncomfortable?



LESSON BOOSTER

Materials: Paper/pencil

Have students write short articles for the school newspaper or classroom newsletter about online stranger safety. If possible choose an article for publication.

**your
notes:**
