

Safety: Private Identity Information Grades K-1



Go Places Safely

✧ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ✧

Overview

A virtual field trip helps children experience the power and excitement of the Internet by taking them places in cyberspace that might be impractical for a class to visit. They also learn that, just as when traveling in the face-to-face world, they should always take an adult with them when traveling in cyberspace.

Objectives

- ✧ Communicate that computers can be used to visit far-off places and learn new things
- ✧ Recall that cyberspace travel should include adult supervision

ISTE® National Technology Standards

- ✧ [Performance Indicators # 3, 5, 6, 7 and 10](#)

Site Preview

- ✧ [Saint Louis Zoo](#)
- ✧ [Los Angeles Zoo](#)
- ✧ [Grand Teton National Park](#)
- ✧ [New England Aquarium](#)
- ✧ [NY Philharmonic](#)
- ✧ [The Bronx Zoo](#)
- ✧ [New York City Zoo Animals](#)
- ✧ [Destination Modern Art](#)

Online Resources

- ✧ [Visit sites providing background information on Private Identity Information.](#)

Materials

- ✧ Activity sheets (2)
- ✧ Magazines to cut up; scissors; paste; pencils and crayons
- ✧ Online computer access

Introduce (offline)

- ★ Invite children to go on an imaginary field trip. Have them pantomime the adventure as you narrate. (For example: Put on your jacket; climb on/off the bus; get your ticket punched and enter !)

Teach 1 (online)

- ★ Tell children another way to visit interesting places around the world is through the computer.
- ★ Take students to www.becybersmart.org and click on the circle. Find the title of this lesson and open its links. Choose a site to explore with the class.
- ★ Allow the children to decide where to go in the site and in what order. Guide them in making choices and read aloud any relevant text.

Teach 2 (offline)

- ★ Distribute Activity Sheet 1.
- ★ Invite students to imagine places some exciting places to visit in cyberspace. Children can either cut and paste magazine photos of interesting sites or draw their own pictures. Hint: If pictures of products are chosen, explain that stores can also be visited through the computer.
- ★ Help children complete the sentence on the activity sheet.

Teach 3 (offline)

- ★ Tell children to always take a grown-up when they go places on the computer, just as they do when going to the zoo or any other place.
- ★ Distribute Activity Sheet 2 for children to color as they discuss the rule they just learned.

Close (offline)

- ★ Ask: How is using the computer to visit a place different from really going to the place ? Discuss the ease and speed of traveling via the computer.
 - ★ Ask: What same rule do we have for visiting a new place using a computer or in real life? Direct the discussion to the need to travel with an adult whether online or on a real trip.
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Extend (offline)

The following activity can be added for students who completed this lesson in a previous grade.

- ★ Ask children to make a collage depicting the kinds of information that should be kept private. They can print their names and draw pictures or cut magazine photos to represent their homes. Explain that, just as they do not tell their name or address to strangers, they should not type such private information into the computer without the permission of their teacher or parent.



 Is This Yours?

✧ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ✧

Overview

In this short 10-15 minute lesson, children learn that computers, like other objects, are property and should be respected.

Objectives

- ✧ Recognize that objects, including computer equipment, have owners
- ✧ Identify the school as the owner of its computers and related equipment
- ✧ Demonstrate respect for the property of other people and the school

ISTE® National Technology Standards

- ✧ [Performance Indicator # 6](#)

Site Preview

- ✧ No Internet site is used in this lesson.

Online Resources

- ✧ [Visit sites providing background information on Computer Ethics.](#)

Materials

- ✧ Activity sheet (1)
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Introduce

- ✧ Before class, have five children each remove one shoe. Place the shoes in a large bag or box. Have children sit in a circle. Reach into the bag and pull out one shoe. Ask: Whose shoe is this? Allow children to guess before the owner raises his or her hand.
- ✧ As you return each shoe, ask: Does this shoe belong to you? (Yes, that shoe belongs to me.) Have children put their shoes back on.

Teach 1

- ✦ Walk around the room, pointing to objects (for example: backpacks, lunch boxes, items on the teacher's desk, furniture, toys, and computer equipment). Have children identify each object and its owner.
- ✦ Explain that everyone must show respect for the belongings of others, including things that belong to the school. Discuss ways to show respect, including asking permission to use them and being gentle when handling them.

Teach 2

- ✦ Distribute the activity sheet.
- ✦ Discuss the situation pictured. Have children guess the objects to which the boy is referring (desk, chair, computer, backpack, scarf, toy, book, ball, or crayon). For each object, have children suggest the girl's reply.
- ✦ Read the text to the children and invite them to give examples of how they wish people to respect the things they own and how they respect those that others own.

Close

- ✦ Ask: Name some things that belong to people.
 - ✦ Ask: Whose computer is that (point to one in the room)?
 - ✦ Ask: How do you show respect for things that belong to other people?
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Extend

The following activity can be added for children who completed this lesson in a previous grade.

- ✦ Make a "Respect Tree" from colored paper and hang it on a wall. Have children cut out green leaves and allow them to add a leaf to the tree each time one of them shows respect for the school's computers.

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Site last updated: routine monthly basis

Advertising: Recognizing Commercial Intentions Grades K-1



Find the Ad

✧ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ✧

Overview

Children learn that the purpose of advertisements is to encourage people to buy something; children also practice differentiating ads from content on Web sites.

Objectives

- ✧ Identify ads as links to sites trying to sell something
- ✧ Distinguish ads from content at children's sites

ISTE® National Technology Standards

- ✧ [Performance Indicator # 3](#)

Site Preview

The use of these sites is for educational illustration purposes only and does not constitute a recommendation or commercial endorsement. Before using these sites, please evaluate them in light of your school's guidelines about limiting students' exposure to consumer products and advertising. You may want to choose alternate sites to illustrate this lesson.

- ✧ [Nick JR.](#)
- ✧ [Funorama](#)
- ✧ [FunRanch](#)
- ✧ [Primary Games](#)

Online Resources

- ✧ [Visit sites providing background information on Recognizing Commercial Intentions.](#)

Materials

- ✧ Activity sheet (1)
 - ✧ Crayons
 - ✧ Online computer access
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Introduce (offline)

- ★ Ask: What is the purpose of a television commercial? Help children understand that television commercials are intended to make people want to buy something.
- ★ Explain that another word for commercial is "ad" and that in this lesson they will look for ads in cyberspace.

Teach 1 (online)

- ★ Take children to www.becybersmart.org and click on the circle. Find the title of this lesson, and open its links. Choose a site to explore with the class.
- ★ Ask: What can children do at this site? Help them describe the activities offered and discuss the content of the site.

Teach 2 (online)

- ★ Once children have explored the content, point out an ad. Discuss how to distinguish the ads at a children's site. NOTE: In most cases, the ads are labeled "AD." Banner ads (horizontal rectangles) are usually at the top of a page; button ads (small squares) and ads of other shapes and sizes may be placed along the sides and bottom.
- ★ Ask: What do you think this ad is trying to do? (Encourage people to buy something.)
- ★ Ask: What happens if you click on the ad? Demonstrate how clicking on an ad takes them away from what they were doing. Explain that the ad is there to sell something to children or their parents.
- ★ Show children how to use the Back button to return to the site they were enjoying.

Teach 3 (offline)

- ★ Distribute the activity sheet.
- ★ Tell children to pretend they are looking at a Web page. Ask: What is this page about? (It is a story of the Three Little Pigs.)
- ★ Have children locate the ad. Ask: What is pretty or fun about the ad? (The ad has a clown that wants to have fun.)
- ★ Allow children to color the picture, suggesting that they use different colors for the ad and the story.

Close (offline)

- ★ Ask: What is the purpose of an ad? (to get you to buy something)
 - ★ Ask: How can you find an ad at a children's site? (look at the top, bottom, or sides of the page for a rectangle, or box, with the word "AD")
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Extend (offline)

The following activity can be added for children who completed this lesson in a previous grade.

- ★ Have children explore advertising across several media. Allow them to create displays representing advertisements in magazines, newspapers, on television, and on Web sites.

Research: The Nuts and Bolts of Searching Grades K-1



A-B-C Searching

✧ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ✧

Overview

Children search for animal pictures online by clicking letters of the alphabet. They then print the pictures and, in an offline activity, color them and arrange a display.

Objectives

- ✧ Find the link for a specified letter of the alphabet on a children's web site
- ✧ Explain how to search online for animal pictures by using the alphabet

ISTE® National Technology Standards

- ✧ [Performance Indicators # 2, 3 and 4](#)

Site Preview

- ✧ [Enchanted Learning](#)

Online Resources

- ✧ [Visit sites providing background information on The Nuts and Bolts of Searching.](#)

Materials

- ✧ Activity sheet (1)
 - ✧ Picture dictionary; crayons; stapler
 - ✧ Online computer access
 - ✧ Printer access
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Introduce (offline)

- ✧ Show children a picture dictionary. Explain that pictures of things that begin with A are first, followed by pictures of things that begin with B, and so on.
- ✧ Ask: Where in this book will you find words that begin with Z? (On the last page.)
- ✧ Tell children that they can also use letters to find pictures online.

Teach 1 (online)

- ✦ Take children to www.becybersmart.org and click on the circle. Find the title of this lesson, and open its links.
- ✦ Have children find the alphabet display across the top of the page called "All About Nature."
- ✦ Click on the letter A to find pictures of animals whose names begin with that letter.
- ✦ Demonstrate how to scroll along the A page, allowing the class to choose an animal and click on its name or picture.
- ✦ Print two copies of the page for the selected animal.

Teach 2 (online)

- ✦ Allow each child to click on a letter, choose an animal, click its link, and print two copies.
- ✦ Ask children to color the pictures on their two animal printouts.

Teach 3 (offline)

- ✦ Distribute the activity sheet.
- ✦ Have children color the alphabet and then write the letter they used to search online.
- ✦ Help them staple one copy of their animal printout to the activity sheet.

Close (offline)

- ✦ Collect the remaining animal printout from each child. As they hand them to you, ask: What letter did you use to search for animals?
 - ✦ Assemble an "Animal Alphabet" display or booklet by posting or binding the animal printouts in order, each labeled with the letter of the alphabet used to find it.
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Extend (offline)

The following activity can be added for students who completed this lesson in a previous grade.

- ✦ Have children suggest the names of animals, identify their first letter, and search for that animal in the "Animal Printouts" site.

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Site last updated: routine monthly basis

Research: Evaluating Web Sites Grades K-1



Good Sites

✧ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ✧

Overview

Children explore and evaluate a children's Web site, concluding that people's opinions about the quality and usefulness of a site will vary.

Objectives

- ✧ Rate features of an informational site
- ✧ Explain that not everyone will rate a site the same way

ISTE® National Technology Standards

- ✧ [Performance Indicators # 3 and 10](#)

Site Preview

- ✧ [Arthur](#)
- ✧ [Eric Carle](#)
- ✧ [Nancy's Neighborhood](#)
- ✧ [Little Critter](#)
- ✧ [Beverly Cleary](#)
- ✧ [Janet Stevens](#)
- ✧ [Will Hobbs](#)

Online Resources

- ✧ [Visit sites providing background information on Evaluating Web Sites.](#)

Materials

- ✧ Activity sheet (1)
 - ✧ Markers or crayons
 - ✧ Online computer access
-

Introduce (offline)

- ★ Have children identify something about their school with which they are all familiar - for example, the color of walls in the school cafeteria.
- ★ Ask: Do you like the color of the walls? Have children who wish to answer "yes" raise their hands. Then have children answering "no" raise their hands.
- ★ Point out that people can have different ideas about what colors, stories, movies - or even Web sites - they like.

Teach 1 (online)

- ★ Take children to www.becybersmart.org, and click on the circle. Find the title of this lesson and open its links.
- ★ Explore one of the sites with the class, inviting children to tell what they like and do not like about it.

Teach 2 (online)

- ★ Distribute the activity sheet, telling children they will use it to record what they like and do not like about the Web site.
- ★ Explain that for each question, children should trace and color the happy face if their answer is "yes" and the sad face if their answer is "no."
- ★ For "Do you like the words?" tell children to think about how well they can understand the text when it is read aloud.
- ★ Follow the same procedure with the remaining four criteria. Help children consider whether the pictures are helpful and provide new information, if the colors and patterns are pleasing or jarring and distracting, how many links work or lead to dead ends, and whether they would recommend the site to friends.

Teach 3 (online)

- ★ When children have finished rating the site, ask: How many happy faces did you give this site in all?
- ★ Explain that children may have different ideas about the Web site and this is why children's totals will vary.
- ★ Download the home page of the site and make a copy for each child to staple to his or her activity sheet.

Close (offline)

- ★ Ask: What does it mean if you give a Web site all happy faces? (It means the Web site is very good.)
- ★ Ask: Will all children answer the questions in the same way? Why or why not? (Probably not, because not everyone likes the same things.)

Extend (offline)

The following activity can be added for children who completed this lesson in a previous grade.

- ★ Ask: Do you think you will like some Web sites better than others? Have children explore and evaluate two other sites selected for this lesson, using a copy of the activity sheet to record their responses. Then have them compare the total number of happy faces they awarded each site and conclude which site they liked best.

Research: What about the library? Grades K-1



The Library

✧ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ✧

Overview

Children learn that the library houses many forms of media for both research and leisure activities. They also learn that an important resource in the library is the librarian.

Objectives

- ✧ Identify several activities offered at the library
- ✧ Explain that the librarian can help find information in the library

ISTE® National Technology Standards

- ✧ [Performance Indicator # 2](#)

Site Preview

- ✧ No Internet site is used in this lesson.

Online Resources

- ✧ [Visit sites providing background information on libraries and the Internet.](#)

Materials

- ✧ Activity sheets (2)
 - ✧ Scissors; paste; crayons
-

Introduce

- ✧ Ask: Have you ever visited a library? What did you do there?
- ✧ Tell children that today they will pretend they are at the library and learn some things to do there.

Teach 1

- ✧ Distribute Activity Sheet 1.
- ✧ Tell children that the picture shows a library and have them describe everything they see.

- ★ Ask: What seems to be missing from this picture? Encourage children to predict what kinds of pictures will fill in the blank spaces.

Teach 2

- ★ Distribute Activity Sheet 2.
- ★ Have children cut out, match, and paste each rectangle to the corresponding rectangle on Activity Sheet 1. They can then color their completed activity sheet.
- ★ Discuss the activities represented by the items in the rectangles as children assemble their sheets, pointing out all the resources and different media available at the library besides books. (listen to tapes, watch videos, use the computer, go into cyberspace)
- ★ Have children imagine that they want to learn about the moon. Ask: Who in the library can help you find what you want? Discuss how the librarian's job is to help them find the information they need.

Close

- ★ Ask: What can you do at the library?
 - ★ Ask: What is the librarian's job? (to help children find books and tapes, to show them how to use the computer, and to take them online)
-


Extend

The following activity can be added for children who completed this lesson in a previous grade.

- ★ Review the contents of the lesson and then take children to their school or community library. Ask the librarian to help them explore a favorite Web site.

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 Spread the News!

★ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ★

Overview

Children learn what it means to communicate, recognize the computer as a communication invention, and plan their own way to communicate a message.

Objectives

- ★ Define "communicate"
- ★ Describe communications inventions
- ★ Recognize the computer as a device used to communicate

ISTE® National Technology Standards

- ★ [Performance Indicators # 3 and 10](#)

Site Preview

- ★ No Internet site is used in this lesson.

Online Resources

- ★ [Visit sites providing background information on Communications Inventions.](#)

Materials

- ★ Activity sheet (1)
 - ★ Crayons
-

Introduce

- ★ Pose the following to children: Our school's principal has some very exciting news to tell. How will he communicate the news to children? To teachers? To parents? To the neighborhood? List children's ideas about which communications methods to use, encouraging them to consider the best method for each audience.

Teach 1

- ✦ Have children reflect on the story about the principal's news and tell what the word "communicate" means. Summarize responses that reflect the conveying of information (for example: to tell, to announce, to speak, to write).
- ✦ Ask: How do we communicate in our classroom? (by speaking; by writing; by drawing; by raising our hands; by smiling or other facial expressions)

Teach 2

- ✦ Have children plan a way to communicate something exciting to the whole school. (Children might enjoy creating a "pretend" event such as a horse visiting the school.) Tell children they must communicate the news without speaking, but can use their faces, hands, other parts of their body, or special tools.
- ✦ As a class, plan how they will communicate their message. Have them consider how they will deliver their message around the school.

Teach 3

- ✦ Distribute the activity sheet.
- ✦ For each picture, Ask: What is this invention called? How is it used to communicate? Many children think of the computer as primarily a device for playing games. Encourage them to think of it as a communication device, like a telephone.
- ✦ Invite children to color the picture of the child using the computer. As they do, explain that computers can be used to send messages from one person to another. Invite children to share their knowledge of E-mail.

Close

- ✦ Ask: What does "communicate" mean?
 - ✦ Ask: What kinds of inventions are used to communicate?
 - ✦ Ask: How is a computer used to communicate?
-

Extend

The following activity can be added for children who completed this lesson in a previous grade.

- ✦ Have children draw or cut out pictures and use them to make a collage showing a variety of inventions used to communicate (for example, telephones, computers, cell phones, beepers, letters, radios, televisions, and posters).

Technology: What is Cyberspace? Grades K-1



Cyberspace at School

✧ [Download Student Activity Sheet\(s\) for printout in PDF Format](#) ✧

Overview

Children explore the concept of cyberspace as a means of communicating with real people within their school.

Objectives

- ✧ Explain that cyberspace is a means of communicating with real people
- ✧ Draw pictures to show cyberspace connections between real people

ISTE® National Technology Standards

- ✧ [Performance Indicator # 3](#)

Site Preview

- ✧ No Internet site is used in this lesson.

Online Resources

- ✧ [Visit sites providing background information on understanding cyberspace.](#)

Materials

- ✧ Activity sheet (1)
 - ✧ School E-mail computer network
 - ✧ Crayons; markers
-

Introduce

- ✧ Have children list all the ways they can send and receive messages (write, draw, telephone, fax, mail, etc.)

Teach 1 (using school network)

- ✧ Present the following to children: I'd like to tell Ms. (a teacher in a distant classroom) some important news. I can't go and tell her now, because I am teaching in this room. Ask: How will I get the message to her? Students may suggest using an intercom or sending a student with a written note.

- ✦ Explain that there is another way to deliver the news without anyone needing to leave the room - by sending the message through cyberspace using the computer.
- ✦ Invite children to watch you type a brief E-mail message, fill in the header information, and click the button to send it. OPTIONAL: Alert the recipient to watch for the E-mail and to reply as soon as it is received.
- ✦ Ask: Where did my message go? How did it happen? Guide children to use the word "cyberspace" in their responses.

Teach 2

- ✦ Ask: How could you send a message to another teacher in our school? To our principal? To the nurse? Guide children to recognize that messages can be sent through cyberspace to reach all of these people.
- ✦ Distribute the activity sheet. Have children think of the message you sent to another teacher and all the other real people they might send a message to through cyberspace and then draw a picture of the cyberspace connections between them. Encourage them to think imaginatively and show how people communicate by using computers.

Teach 3

- ✦ Invite volunteers to share their drawings and to explain how people in their school communicate through cyberspace. While there is no right or wrong way to draw cyberspace, children's pictures should show their understanding that cyberspace is a way for real people to communicate by using computers.

Close

- ✦ Ask: What can you do in cyberspace? (send messages to real people)
 - ✦ Ask: What did your pictures show?
-

Extend

The following activity can be added for children who completed this lesson in a previous grade.

- ✦ Help children make a list of people beyond their school with whom they might communicate through cyberspace (for example, a friend in another town or an uncle very far away). Then have them draw the cyberspace connections between all these people, introducing the idea that cyberspace extends beyond their school to people using computers anywhere in the world.