RESPONSIBLE CYBER CITIZENS

LESSON Guide
Recommended target age: 11

Learning Objectives
Students will develop a comprehensive understanding of the concept of community and its application to the Internet.

Enrichment Goal
Youth who participate in activities to share what they have learned about Internet safety are more likely to practice safe habits online.

Learners will be provided with reference materials to engage in an enrichment activity, which includes creating a simple awareness campaign about cyber community issue awareness at school and/or locally.

Materials / Preparation
- online access to the i-SAFE assessments, if appropriate for this lesson
- copies of the reference pages for each student
- copies of the activity pages for each student
- materials to complete posters

Pre Assessment
If beginning the i-SAFE program with this lesson, administer the pre assessment online at www.isafe.org

Procedures

Facilitated Discussion 1
Ensure that all students have printouts of the reference page. Engage the learners in a brief discussion in which they define the term "community," and identify, explain, and analyze community components. Guide the discussion to cover the following:
- The community is the physical area where we live, comprised of places where we know and interact with real people. Community is also a group of people who enjoy the same things, or engage in the same activities, such as a club, team, or school.
- Cyberspace, the Internet, can also be thought of as a community called the cyber community. It is comprised of places (websites) in which real people interact through electronic means.
- Discuss modes of communication in Cyberspace: How do they communicate on the Internet, and where? How does Internet communication compare to communication in the physical community?
- Discuss what rules and responsibilities we have in our physical community. How do these rules help make the community work? Do similar rules apply to the cyber community? What rules affect the online community? How is good citizenship necessary in both communities?

Peer-to-Peer Activity
Divide students into groups and pass out the activity pages, which contain information about the online community, and the Venn Diagram Activity.

- As a class, read over the information sheet. Based on their new knowledge, each group should define the terms appropriate (places and things that are recommended for, suitable for, and good for a given group), and inappropriate (places and things that are not recommended or suitable for a given group).

- Identify appropriate and inappropriate places for 6th graders, in the physical and cyber communities. As they relate to specific places in the communities, correlate appropriate with safe, and inappropriate with unsafe.
  - For example: A store where you can listen to cuts from CDs is appropriate and safe for kids to visit in the physical community, as well as in the cyber community. A casino is inappropriate and unsafe for kids to visit in both the physical and cyber communities.

- As you go through the activity page, stress that you can get to inappropriate places on the Internet by mistake by clicking on seemingly innocent links from searches, advertisements, or e-mail. It is not the student's fault if this happens. The best way to handle the situation is to immediately exit the website. In some cases websites are created to prevent exit through a process called *looping*. If this type of site is found, it may be necessary to turn the computer off to exit.

- Direct students to look at the Venn diagram activity on their activity pages. Review the diagram with them–how to use it to compare and contrast.

- Proceed to Activity 2 (Poster project).

Activity 2 – Poster Project
- Options: poster projects can be worked on in class or at home, and can be simple drawings, completed during one class period, or as a home learning assignment for more elaborate creations.

- Using the examples provided either online or on the activity sheet, each group creates a Venn diagram comparing and contrasting their role as responsible citizens in the physical community to that of the cyber community. As a group, create an Internet citizenship rule to display on the map/poster.

- Specifically, the Venn diagram will compare what responsibilities and obligations do we have in either community–the physical vs. the cyber. Example: A similarity would be to act lawfully–there are many legal and illegal activities that can occur in either realm. A difference would be the online community is faceless allowing people to lie, steal, etc, more easily.

- The Venn diagram is composed of two overlapping circles. Have students reproduce this concept on poster paper. In the overlapping circles–students should fill in similarities between the two communities and our role in them as responsible citizens. Students can do this by cutting and pasting pictures, drawing, etc. In the other, non-overlapping portion of the circle, students should draw and describe differences between the two communities.

- At the bottom of the poster, students should fill in their cyber rule based on what they have learned of the cyber community thus far.

Presentation
Each group should briefly include the following during the presentation:
- Share their Internet citizenship rule, and explain why it is important to remember.
- Tell others the similarities and differences between the cyber community and the physical community that were found.

Concluding Discussion
- Review with students what the cyber community is and the necessity for cyber citizenship.
- Encourage students to make a difference in their school when it comes to Cyber Community Issues by registering at www.isafe.org for additional activities, materials, and support concerning this issue.
- Lead into a discussion about the enrichment activity.

Enrichment Activity
Provide students with copies of the handout on how to create a cyber safety awareness campaign.
Review with students what the cyber community is and the necessity for cyber citizenship.
- Discuss why it is important to discuss cyber community issues with others and how to be proactive in dealing with it.
- Conduct a school wide awareness week for cyber citizenship issues.
- Each day broadcast the citizenship rules over the school public address or media system
- Develop and display posters created in the lesson throughout the school to raise awareness (use handout as a guide).
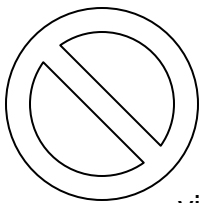
Post Assessment
Administer the post assessment online at www.isafe.org if this is your last lesson for i-SAFE.

Cyber Community

Traveling in the Cyber Community is a lot like traveling in the community you live in. There are rules and responsibilities for both.

Both communities contain inappropriate, as well as appropriate places to visit. Just like in the real community, inappropriate places on the Cyber community are unsafe, and should be avoided.

Websites that are inappropriate for kids and teens include: Sites that ask for money for any reason, sites that ask for your personal information such as name and e-mail address, gambling sites, sites which contain R-Rated or X-Rated pictures or words (pictures and words not appropriate for kids), and sites which tell about violence or hate towards people.

OOPS!

The Internet presents a special problem -

You can get to inappropriate places just by clicking on links from searches, advertisements, or e-mail that seem perfectly appropriate.
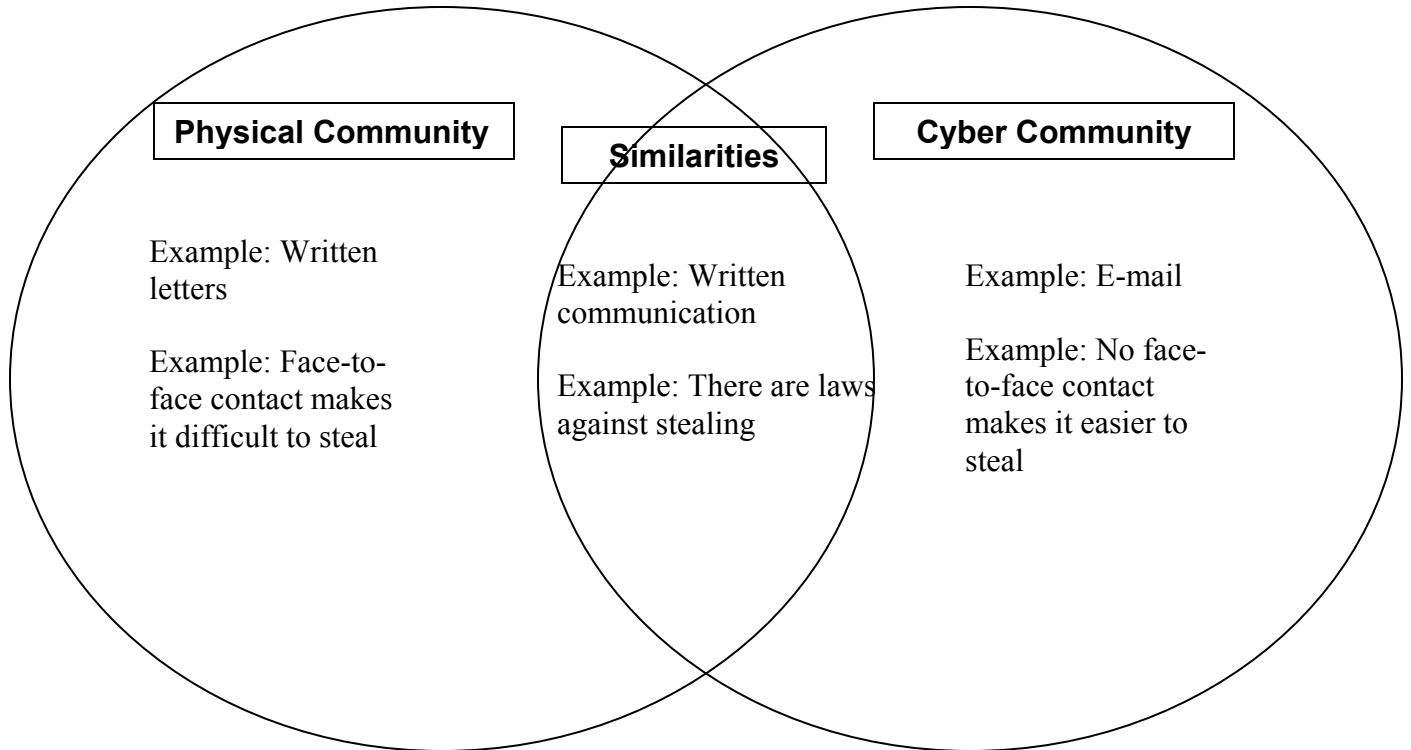
The best way to handle <u>inappropriate websites</u> is to <u>immediately exit</u>. In some cases websites are created to prevent exit through a process called looping. If this type of website is found, it may be necessary to turn the computer completely off to exit!

Be A Good Cyber Citizen

As an Internet User, what are some of your goals and responsibilities? Are there rules that govern the Internet? Of course there are! In the following I-SAFE lessons you will be learning about many of them to help you become a better cyber citizen and have a more successful and safe journey. Just remember – treat others as you would offline – with respect. Always remember you are a member of this community!

Venn Diagram Example

Your Venn diagram will compare the actions, responsibilities, and obligations we have in the physical and cyber communities. Each side represents a community – the middle contains the similarities.

Physical Community

Similarities

Cyber Community

Example: Written letters

Example: Face-to-face contact makes it difficult to steal

Example: Written communication

Example: There are laws against stealing

Example: E-mail

Example: No face-to-face contact makes it easier to steal

Cyber Community Citizenship Rule:

Creating a Cyber Safety Awareness Campaign

Think about what you've learned about the cyber community and the necessity for cyber citizenship.

- Discuss why it is important to discuss cyber community issues with others and how to be proactive in dealing with it.
- Conduct a school wide awareness week for cyber citizenship issues.
- Each day broadcast the citizenship rules over the school public address or media system
- Develop and display posters created in the lesson throughout the school to raise awareness.

Draw Attention—with Internet Safety Posters
Create Awareness Art that Promotes Internet Safety!
One of the best ways to reach out and get your message across is through expression. A creative poster that inspires, educates, and motivates students to be responsible and safe online is right at your fingertips.

Gather Materials!
• *Cardboard, poster board or butcher paper—anything easy to paint or write on*
• *Paint and Paint Brushes*
• *Crayons, Markers, Pencils*
• *Masking Tape (to attach posters to windows or doors)*
• *Magazines*
• *Scissors*
• *Glue*
• *Optional: Computer Software (i.e. Adobe Photoshop., Illustrator., Microsoft Paint., etc.) to enhance or create your awareness art digitally*

Build It!
On some scrap paper, draw up a rough idea of what you'd like the poster to look like. Internet Safety is the theme. Remember to use **powerful words and bold pictures** to catch everyone's attention. You can use quotes, song lyrics, or passages from a book. (Be sure to cite your source.) You can even cut out lettering or photos from old magazines to use. Next, get to work! Take your idea and make it come to life.

Post It!
Put your poster up where the most people will see it. A poster is only as good as its **location**. Be sure to ask your principal before you hang posters around school. If your class is creating a large number of posters, create a cyber art gallery in the school library, cafeteria, or main hallway. Create a "Hallway of Inspiration" motivating students to be safe online. You can also ask your favorite restaurant or music store if you can hang a poster in their window to get the message out to the community!

Be Creative! A poster that draws attention is one that gets your message across!