

Classroom Lesson Plan

Lesson 4: Smart Choices

Grade: 4

CA HEC Standards:

- **3.2.S:** Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
- **5.1.S:** Evaluate strategies to avoid potentially dangerous situations.
- **4.1.M:** Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries



Protect Yourself Rules:

- Smart Choices
- Tell an Adult

Materials Needed:

- Video Lesson: "Smart Choices"
- Activity page: Profile Template
- Review page: Short Response

Outcomes:

This lesson gives students tools to protect their privacy and interact safely on the internet.

For students, being safe online means making Smart Choices regarding what information they give out, what sites they visit, who they interact with, and how they present themselves socially.

Students will be empowered as the ultimate arbiters of their own online presence by evaluating strategies to maintain their privacy online and avoid potentially dangerous situations.

Students will also develop communication skills to protect their personal boundaries and demonstrate the ability to ask a trusted adult for help if someone they encounter online makes them feel unsafe.



THE BARBARA SINATRA CHILDREN'S CENTER FOUNDATION

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Grade 4, Lesson 4 • v01

1. Student Introduction:

What do you like to do online?

Do you ever think about how much personal information you give away when you're online?

This lesson is about making Smart Choices to protect privacy online. When we talk about the internet, we're also talking about games that let you make profiles and talk to other players, whether in chat boxes, over headphones, or on message boards.

Because anyone in the world can use the internet, we have to protect ourselves from people who can use our personal information to steal our identities or find out where we live.

In the vast majority of online crimes against minors, the offender uses the victim's social networking sites to get information about them.

That's why we follow the Smart Choices Protect Yourself Rule. By being mindful of what we say and post, we have the power to protect our privacy and our safety online.

2. Video Lessons:

- Play the video lesson "Smart Choices"

3. Discussion:

- Online Safety

4. Activity:

- Social Media Profiles

5. Review

- Short Response



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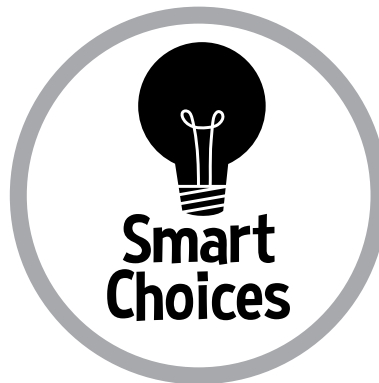


ONLINE SAFETY

Now that the class has watched the video, it's time to talk about the lesson in-depth. Use the following suggested topics to open up a discussion about the lesson. Call on students to contribute or invite comments from volunteers.

- What are some of the Smart Choices Maya talked about in the video? Can you think of any more ways to protect yourself online?
- Have you ever seen language or discussions online that made you uncomfortable? Did you show them to an adult?
- What is cyberbullying? Have you ever encountered cyberbullying online? Cyberbullying is just as dangerous as bullying in real life, because our online personas are an extension of ourselves. Threats or mistreatment over the internet have to be reported to adults.
- What are some things that we should always keep private from strangers?
- Imagine that someone in a game chat or forum asks you where you live, or what school you go to. What can you tell them to not give away your real personal information?
- Smart Choices don't stop online. We can keep ourselves safe at home, at school, and out in public by having the same awareness of our actions. How can the Smart Choices rules we've talked about for internet safety apply to real life?





ONLINE PROFILES

5.1.S: Evaluate strategies to avoid potentially dangerous situations.

This activity will allow students to evaluate what information is appropriate or “safe” to put online when creating a profile.

Materials Needed:

- Profile Template Page
- Paper/writing utensils

Preparation:

- Pass out copies of the Profile Template Page to each student.

Steps to Success:

1. Instruct students to fill in all the information they can for their profiles. They should draw a profile picture in the photo square that they think is appropriate.

2. Once all students have finished creating their profiles, they should trade with a classmate and circle what information could potentially make them vulnerable to cat-fishing or other dangerous situations.

3. Call on volunteers to talk about which information they circled.

4. Review with students methods for keeping information private, such as using a username that doesn't include their real name.

5. Review when it is necessary to contact an adult if approached by a stranger online.



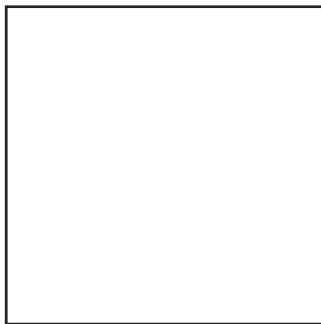
Practice Exercises

Name: _____ Date: _____

"Smart Choices Online"

Build Your Profile!

Fill out this profile template as though you were building an actual social media profile. Write as much information as you would be comfortable putting online, and sketch a profile picture that you might use.



[Photo]

Username: _____

Address: _____

School Name: _____

Birthday: _____

Phone Number: _____

Email: _____

Social Security #: _____

Pet's names: _____

Favorite food: _____

Share my current location: _____

Privacy Settings:

Anyone can see my profile

Only people I friend can see my profile

Anyone can see my profile, but it's just my name and photo that are visible.



Review

Name: _____ Date: _____

Lesson 4: Smart Choices

SHORT RESPONSE

1. What would make you feel unsafe while using the internet?

2. What pieces of personal information should you never post online?

3. How can you assert your personal boundaries online?

