



AACPS Digital Citizenship

Lesson Title: My Cyberspace Neighborhood

Grade: 1

Time: 30 minutes

Overview: Students explore the concept of cyberspace as a means of connecting people and explain how the ability for people to communicate can unite a neighborhood.

Objectives:

- Consider what it means to go into cyberspace
- Recognize that to go "online," "into cyberspace," and "on the Internet" mean the same thing
- Draw a map showing the connections between people using computers to communicate in cyberspace

Materials:

Site Preview

No Internet site is used in this lesson.

Materials

- Activity sheet (1)
My Cyberspace Neighborhood
- Drawing pencils; crayons; markers

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 1.0 – Technology Systems:

Foundation in the use and understanding of technology

Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety.

Activities:

Introduce

- Challenge students to solve the following riddle: *How can you travel to a store without moving, talk to someone across town without speaking, play a game with other kids all by yourself, or show a picture you made to zillions of people?* (All can be done in cyberspace.)
- Explain that cyberspace is not a *real* place that you can physically visit, like a playground. However, it is many, many real people sharing ideas and information through computers that can connect to one another.
- Make sure students understand that to go "online," "into cyberspace," and "on the Internet"

mean the same thing.

- Distribute the activity sheet.
- Have students list all the different people in their neighborhood they can connect to from school or home by using computers, such as a friend down the street, the pharmacist at the pharmacy, the doctor at her office, their teacher at school, local stores, and the librarian at the library.
- For each person on the list, have students create a symbol to use on their maps. Suggest a square to represent a computer with a label or drawing to show which person it represents.
- Also have them plan how to show the connections between computers and people (for example, using dashed lines). Tell students to work lightly in pencil until they are satisfied with their maps. At that point, they can add color to make the maps easier to understand.
- Display students' maps and invite volunteers to use them to explain how computers connect people in their neighborhood. Point out that such connections help show what is meant by "cyberspace."

Close

- **Ask:** *When you go into cyberspace, do you really go somewhere?* Students might explain that their bodies don't move, but that they might feel like they can visit places in their neighborhood.
- **Ask:** *What is the same about saying you go "online," "into cyberspace," and "on the Internet?"* (They all mean the same thing.)
- **Ask:** *What does your map tell about your neighborhood?*

Extend

The following activity can be added for students:

- Have students collaborate to create a more detailed map of their community on mural-sized paper. In addition to the features suggested on the activity sheet, include a city hall, police station, fire station and students at nearby schools.

Name _____ Date _____



Draw a map of cyberspace in your neighborhood.
Show how *real* people are connected in cyberspace
through computers.

My Cyberspace Neighborhood