AACPS Digital Citizenship

Lesson Title: What's the Big Idea?   Grade: 2

Time: 30 minutes

Overview: Students recognize people's need and desire to communicate as they describe and classify past and present communications inventions.

Objectives:

- Explain that people need and want to communicate
- Identify inventions used to communicate, including the Internet
- Compare and contrast communications inventions

Materials:

Site Preview

No Internet site is used in this lesson.

Materials

- Activity sheet (1)
  What's the Big Idea?
- Scissors; paper clips

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

- **Ask:** *What would it be like to communicate with a class that goes to school in another country?* As students respond, make sure they understand that the word "communicate" means to share information or send messages.
- **Ask:** *How could we communicate with a class so far away?* Allow students to demonstrate their prior knowledge of communications methods and devices.

- Tell students that people need to communicate. Have them brainstorm the kinds of information people need to exchange. (all kinds of international, national, and local news, such as weather, community events, births, deaths, sickness, new inventions, items for sale; all kinds of personal opinions and self-expression, such as relating experiences, sharing stories and poems)

- Distribute the activity sheet, scissors, and paper clips. Have students cut apart the pictures of communications inventions. Show them how to hold the pictures together with a paper clip when not in use.
- Have them discuss each picture, agree upon a name for the communications invention depicted, and write that name on the back. (carved pictures, megaphone, newspaper, telephone, computer connected to the Internet, television, signing, US Mail, signal flags)

- Have students arrange their pictures into two groups: communications inventions that can send messages very far away and those that cannot. Invite volunteers to share and discuss their results. (long-distance messages: U.S. mail, newspaper, telephone, computer, television; short-distance messages: carved stone, megaphone, signing, signal flag)
- Invite students to suggest other ways to group the communications inventions. (for example, by how much time they take to send a message, by whether they require reading or not, whether they are very old or new inventions)

- Make sure students understand that computers connected to the Internet can be used to communicate with people all over the world, including through E-mail, chat, and displaying a Web page for anyone to see.

Close

- **Ask:** *What kinds of information do people need to communicate?*
- **Ask:** *What inventions are used to communicate?*
- **Ask:** *How are communications inventions different?*

Extend

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

- Have students create their own scheme for classifying the communications inventions on the activity sheet, paste the pictures into two or more groups, label the groups, and present their results.

CyberSmart!®
21st century skills
for education

What's the big idea?

Look what someone invented! Each invention is
used to communicate. How can you group them?

AACPS Digital Citizenship

Lesson Title: The Boy Who Loved to IM   Grade 2

Time: 30 minutes

Overview: Students play a game similar to the "telephone game." They watch "UYN: The Boy Who Loved IM" and discuss the dangers of sharing personal information online. They make stop signs to remind them to stop and "Use Your NetSmartz."

Objectives: Enhance the ability of children to understand that people they "first" meet on the Internet should never be considered their friend.

Materials:

- computer lab or computer connected to an LCD projector
- Video: "UYN: The Boy Who Loved IM"
- Copies of rap lyrics

Optional:
• sticks or tongue depressors
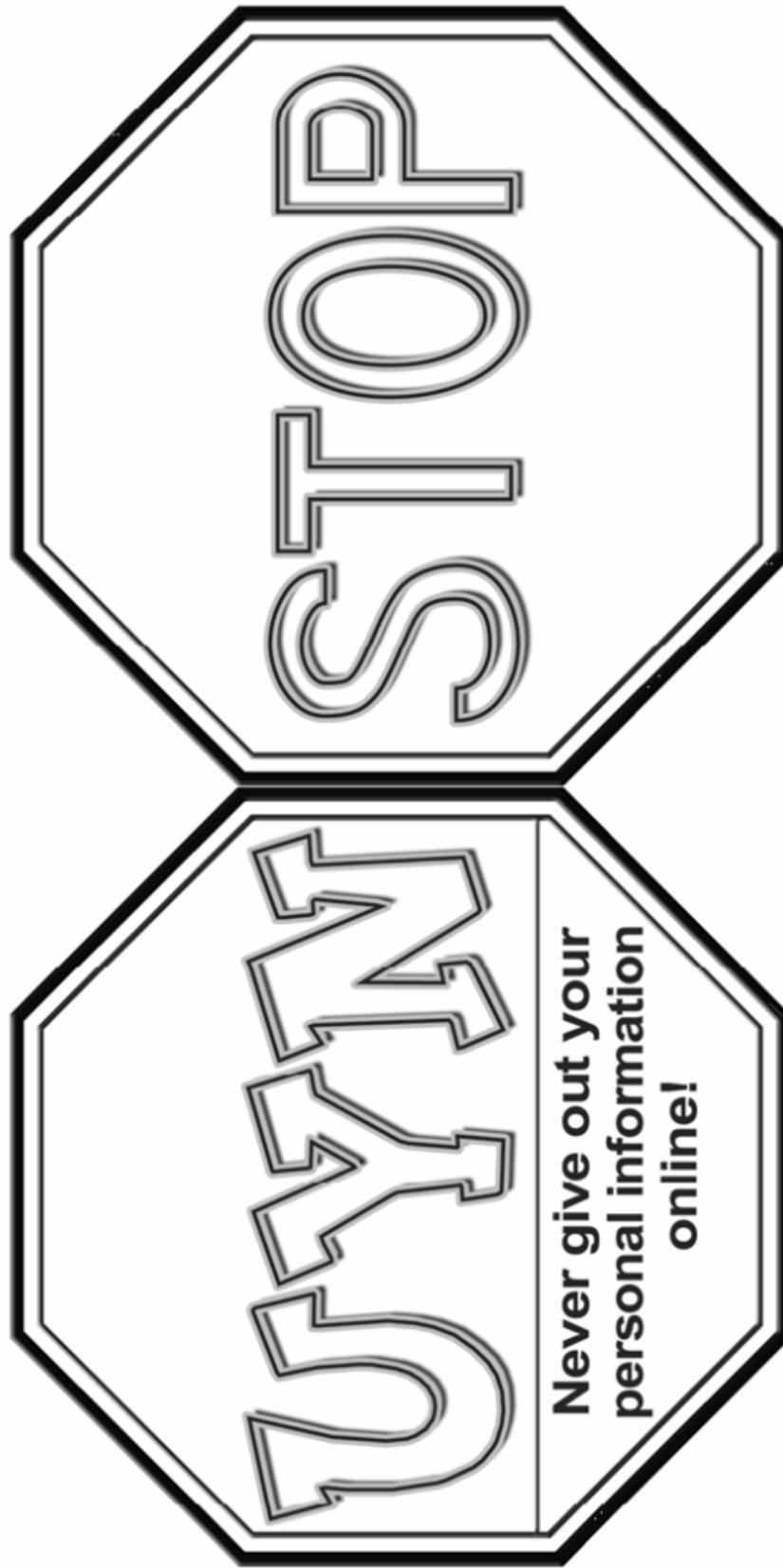• copies of stop signs for each student, if desired

Maryland Technology Literacy Standards for Students (MTLSS)

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:

1. Have all students except one stand in groups of three. Ask the student to think of a piece of information, such as a favorite color or movie. That student whispers the piece of information to a group of three students. That group of three students then splits up and each member tells a separate group of three. Those groups then break up and tell the remaining groups of three students the original student's information. The teacher then asks, *"So, everybody, what is (student's) favorite color (or movie)?"* The class responds and the game is over. *Do you see what can happen if we share information with just a few people? It can quickly spread. The information may be shared with people we don't know and can't trust. If we share personal information like our phone number, age, or address online, all sorts of people can find out and may try to do something mean or wrong with the information.*

2. Show "UYN: The Boy Who Loved IM." Hand out the rap lyrics so kids can read or sing along**.** *Should we trust Follow-You Fiona? Why not? She only pretends to be our friend, but really wants to hurt or scare us.* **We don't know her.** *What information should we NEVER give out to people like her that we don't know?* **Name, address, phone number, age, school name.** *If anyone asks for your personal information online, what will you do?* **Use your NetSmartz and tell your parents or guardian right away.**

Optional: Have students make a stop sign to remind them to STOP and use your NetSmartz any time someone tries to ask them personal questions online. Students may make their own stop signs or they can use a copy of attachment 1. Have students cut out and color the signs, then glue them back to back with a stick attached with tape for a handle.

UYN: THE BOY WHO LOVED IM 1

NetSmartz

GRADES K-2

STOP

UYN

Never give out your
personal information
online!

www.NetSmartz.org

Mar 23-10:03 AM

1

There once was a boy who loved IM.
He loved logging on and IMing all his friends.
He had 85 kids on his buddy list.
85 kids! Just listen to this.

He really didn't think about who was online.
As long as he was talking with his buddies he was fine.
But today was different, a new IM.
He didn't know this person, but this person knew him.
He said he was a friend of a friend of a friend of a friend.

He asked a lot of questions: what, where, and when.
The boy thought then, I don't mean to offend.
I don't know you and I won't press send.

Then the person typed, "Where do you live?"
I won't tell you; I'm a NetSmartz kid.

UYN, I know what to do.
Use Your NetSmartz, I remember the rule.
Never give out information,
like your name, your age, or your location.

Then the person typed, "Let's meet offline.
Don't worry about; I do it all time."

UYN, tell an adult you trust.
Use your NetSmartz, now that's a must.

Mar 23-10:03 AM

AACPS Digital Citizenship

Lesson Title: UYN: The NetSmartz Chat Abbreviation

Grade 2

Time: 30 minutes

Overview: Students watch "UYN: The NetSmartz Chat Abbreviation." They discuss what it means to "Use Your NetSmartz." They play a game where they figure out how to use their NetSmartz in various situations

Objectives:

- Enhance the ability of children to recognize dangers on the Internet.

Materials:

- computer lab or computer connected to an LCD projector
- "UYN: The NetSmartz Chat Abbreviation" show
- situation and suggested solution cards
- copies of UYN lyrics

Maryland Technology Literacy Standards for Students (MTLSS)

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:

1. *Today Clicky will teach us to use our NetSmartz.* Watch "UYN: The NetSmartz Chat Abbreviation." Pass out copies of the UYN lyrics for kids to read or sing along.

2. *What does UYN mean?* **Use Your NetSmartz**. *What are some activities you do on the Internet that you may need to UYN while doing them?* All activities, including E-mail, chatrooms, IM, searching, and games. *Have you ever had a time when you used your NetSmartz on the computer? Tell us about it.*

3. Using the situation and suggested solution cards, play the "UYN game." A fun way to play would be to have the teacher play versus the students. The teacher will read a situation card (students may read them too, if able). Each time a student gives an acceptable solution, that team gets a point. If nobody offers an acceptable solution to a situation, the teacher gets a point and tells students what the suggested solution is. Play until either all the cards are read or students lose interest. The team with the most points wins.

Closure: Students will identify how they will use their UYN. *(Use Your Netsmartz)*

Extension: Students may create a poster to display how to show their Netsmartz.
Note: Kidpix may be used for this activity.

SITUATION CARDS

1. You are on a web site that asks you to put in your telephone number.

   What would you do?

SUGGESTED SOLUTION CARDS

1. Never give out your phone number on the Internet. Web sites are not allowed to ask kids for this type of information. Your parents or guardian will help you decide when it is OK to give out that information.

SITUATION CARDS

2. You want to sign up for a cool contest to win a trip to an amusement park, but the web site asks for your name or address.

   What would you do?

SUGGESTED SOLUTION CARDS

2. Never give out your personal information online without first asking your parents or guardian. The contest may not be real. People could be getting your personal information for mean or dishonest reasons.

SITUATION CARDS

3. You get an E-mail from someone called "Friend." You don't know who "Friend" could be.

   What would you do?

SUGGESTED SOLUTION CARDS

3. Never open E-mail from people you don't know. It could contain words or pictures that kids don't want to see or viruses that could damage your computer.

www.NetSmartz.org

4. You are on a web site and are told to click a button to download a picture.

What would you do?

4. Pictures from web sites or people you don't know can be things that you don't want to see. Never download anything if you don't know what it is. If you see something that makes you feel scared or uncomfortable, turn off the monitor and tell a trusted adult right away.

5. Sue sends you an E-mail message that makes fun of your clothes.

What would you do?

5. The best thing to do is to tell a trusted adult. Sue is not being a good "netizen."

6. You see a picture of something that makes you feel scared, uncomfortable, or confused.

What would you do?

6. Tell a trusted adult right away. It is not your fault if you see something that makes you feel scared, uncomfortable, or confused.

www.NetSmartz.org

Modified by Anne Arundel County Public Schools-2009

7. You meet a really cool person online who likes to do the same things you like to do. This person asks you to meet him or her somewhere.

What would you do?

7. Never agree to meet in person with anyone you first "met" online. People may not be who they say they are on the Internet. Tell your parents or guardian if anyone says anything that makes you feel scared, uncomfortable, or confused.

8. Should you give anyone your home address online?

8. Never give your home address to people on the Internet. Your parents or guardian can help you decide when it is OK to give out any personal information online. Remember that you never really know who you are talking to on the Internet.

9. You get an E-mail from someone you don't know.

What would you do?

9. Never open E-mail from people you don't know. It could contain words or pictures that kids don't want to see or viruses that could damage your computer.

10. You are very angry with Jack and want to send him a message to tell him just how rude he is.

Would you send the message?

10. Find another way to work out this problem with Jack. Being rude online is not practicing "netiquette." By sending rude messages online, you are being a Potty-Mouth Pete.

11. How can you tell if a web site is trying to sell you something?

11. Many web sites are trying to sell you something. Ask a trusted adult to help you decide if the web site is trying to sell you something.

12. What should you do if you go to a web site that a kid should not see?

12. Turn off your monitor and tell a trusted adult. It is not your fault if you see something like this. Always tell a trusted adult if you see anything that makes you feel scared, uncomfortable, or confused.

Modified by Anne Arundel County Public Schools-2009

Use your NetSmartz, **UYN**.

Use your NetSmartz when you're on IM.

UYN, tell all your friends.

Be safer online, kids, **UYN**.

UYN, UYN,

the NetSmartz chat abbreviation.

UYN, UYN,

all the NetSmartz kids type UYN.

UYN, UYN,

the NetSmartz chat abbreviation.

UYN, UYN,

all the kids in the world say UYN.

www.NetSmartz.org

AACPS Digital Citizenship

Filling Out a Form — Ask First   Grade   2

Time: 30 minutes

Overview: Students learn that many Web sites have enticing offers in exchange for information and responsibly handle such offers.

Objectives:

- Recognize Web forms requesting private information
- Recall never to submit private information to a site—even one with a favorite character—without a parent's permission

Materials:

Activity Sheet

Filling Out a Form-Ask First

Maryland Technology Literacy Standards for Students (MTLSS)

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:

- Invite students to name a favorite movie or cartoon character. **Ask:** *What would you do if (name of a character) asked you to send him or her name and phone number?* Students may be ambivalent about what to do, arguing that such characters are their friends.
- List students' favorite characters. Next to each character, write the name of the company, product, or brand associated with it. For example, a television cartoon character could be linked with the network on which it is shown.
- Explain that these characters are sometimes used to sell things and to make people feel good about a product or brand.

- Distribute the activity sheet and explain that one of their favorite characters might ask them to join a club such as this. Make sure they understand that they are looking at a form they might see in cyberspace.
- **Ask:** *What do kids who fill in and send the form get on their birthdays?* (free popcorn samples and coupons)
- Have students look over the form, identifying the various kinds of private information requested. (all, except age and birthday) Make sure students know that their name, address, school name, E-mail address, phone number, passwords, parent's place of work, and photos of themselves are private information.

- Discuss the appealing characteristics of the form. **Ask:** *What makes you want to fill out the form?* Point out that although they may like certain characters and the offers they make, they should

Closure:

- **Ask:** *What is the purpose of forms like the one on the activity sheet?* (to collect private information at a Web site)
- **Ask:***What should you do if you want to fill in such a form?* (Ask a parent's permission before giving any private information to a site.)

Extension:

- Have pairs of students take turns role playing in front of the class. One student, as a favorite character, tries to get the "child" to fill in a Web form. Encourage the student playing the "child" to come up with creative ways to resist all offers, explaining that permission must be obtained from a parent.

Name _____ Date _____

Filling Out a Form — Ask First

Join Pop's Birthday Club!

On your birthday, Pop will send you a free popcorn sample and valuable coupons.

Kid's name: [   ]

If under 13, parent's E-mail address:
[   ]

If over 13, Kid's E-mail address: [   ]

Street address: [   ]

City: [   ]   State: [   ]   ZIP code: [   ]

Kid's Age: [   ]   Kid's Birthday: [   ]

☐ Send me a free sample just for joining.

Submit

Many Web sites ask for private information. Do not answer before asking your parent. Even if you want to play a game! Even if you want to win a prize! Even if your favorite character asks you!

Show your parent or teacher sites that ask for private information. They will tell you what you can type.

AACPS Digital Citizenship

Lesson Title: Everyone Wants Friends

Grade: 2

Time: 30 minutes

Overview: Students examine face-to-face bullying behaviors and identify why these behaviors create problems. They role-play to find ways to resolve the problem and create a poster of "No Bullying" rules.

Objectives:

- Analyze face-to-face behaviors that could be considered bullying.
- Generate multiple solutions for dealing with a face-to-face bullying situation.
- Devise and communicate a set of "No Bullying" rules for the classroom or school.

Materials:

Materials

- Activity Sheets (3) *Everyone Wants Friends, Think About It, & Take Action*
- Scissors
- Tape or clips
- Markers or crayons

Maryland Technology Literacy Standards for Students (MTLSS)

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.

Standard 4.0 – Technology for Communication and Expression:

Students will use technology to communicate information and express ideas using various media formats.

Activities:

Introduce

Elicit students' prior knowledge about what a bully is.

Ask: What does a bully do? List the students' responses on chart paper or the board.

What's the Problem?

- Distribute Activity Sheets 1 and 2 to students. Have students read the scenario about Mari, James, and the other children on the playground.
- Have students write their answers to the three questions under What's the Problem? It's important that students take ownership of the problem; otherwise they will not see the point of finding a way to change bullying behaviors. Look for responses that show recognition that conspiring to socially isolate one child is a problem, that James may have felt sad, that Steven was also causing James to feel bad, and that Ava could have thought isolating James was a good idea or a bad one.

Think About It

- Have students read the Think About It section on Activity Sheet 2.
- Invite students to share their own stories. **Ask:** Did you ever see a child try to make another child feel bad or sad or angry? Tell what happened, but do not use real names.
- Have students suggest additions, in their own words, to the chart of bullying behaviors you started at the beginning of the lesson.

Find Solutions

- Divide the students into several small groups and distribute the scissors and tape or clips.
- Have each group follow the directions and guiding questions on the activity sheet and use role playing to try out different solutions to the bullying problem, including switching name tags as they take turns at each role.
- Allow each group to perform their best role-play solution to the bullying scenario for the rest of the class and explain why they chose it.

Take Action

- Distribute Activity Sheet 3 to students and have them follow the directions. Suggest that they make a list of rules and illustrate them, or make one rule or slogan and design and draw a logo for it.

Close

- ***Ask:*** *What are some bullying behaviors? (taking away your friends, using bad words, messing up your stuff, scaring you)*
- ***Ask:*** *What are some rules to share with others about bullying? (Students' rules will vary depending on the discussion but should include telling a trusted adult.)*

Extend

- For students who completed this lesson in a previous grade, **ask:** *What could you do if you saw someone alone on the playground?* Have children brainstorm ways to make a new friend. Allow them to act out their ideas for the rest of the class.
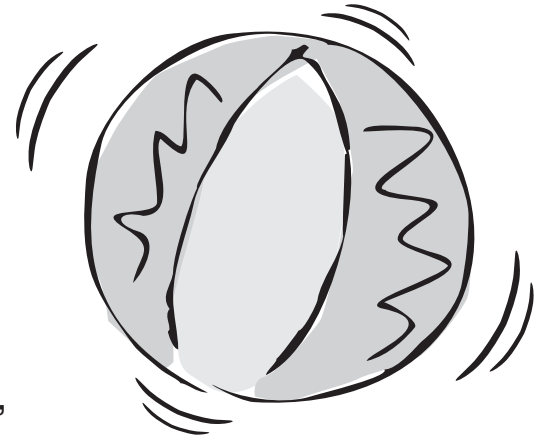
Name _____ Date _____

Everyone Wants Friends

Every day the third graders take a ball to the playground. As they walk outside, Mari says to all her friends, "Don't pass the ball to James."

On the playground, James calls to Mari, "Pass the ball to me!" Mari ignores James and laughs.

James calls to Steven, "Pass me the ball to me."
Steven looks away and passes the ball to someone else.
James's face looks sad. Ava, who is sitting on a bench, sees it all.

What's the Problem?

How do you think James felt when no one would pass him the ball?

_____

_____

What do you think Steven was thinking when he looked away from James?

_____

_____

What do you think Ava was thinking?

_____

_____

Think About It

Everyone wants to have friends. When someone acts like a bully, they might try to take away your friends. They might use bad words. They might tell lies. They might mess up your stuff. They might try to scare you. Sometimes it happens at school. Sometimes it happens when you are online or on the phone.

Be CyberSmart!®

Bullying is not cool! If someone is being a bully, tell an adult you trust.

Find Solutions!

Act It Out Cut out the name tags. Use them to take turns playing the roles of Mari, James, Steven, and Ava. What should James do or say? What should Ava do or say?

Mari

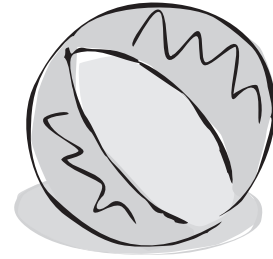# James

Steven

Ava

Name _____ Date _____

Take Action!

Make a Poster Write some "No Bullying" rules.
Draw a picture or pictures to go with your rules.
Write a title. Hang the rules in your classroom.

AACPS Digital Citizenship

Lesson Title: Is That Fair?   **Grade 2**

Time: 30 minutes

Overview: Students learn that bullying behaviors may take place when they are online. They brainstorm slogans to remind one another that they can get help from a trusted adult.

Objectives:

- Analyze online behaviors that could be considered cyberbullying.
- Generate multiple solutions for dealing with a cyberbullying situation.
- Create a slogan telling what students can do when they encounter cyberbullying

Materials:

Activity Sheets:

- *Is That Fair?*
- *Think About It/Find Solutions*
- *Take Action*

Cybersmart Cyber Rules

Markers or crayons

Maryland Technology Literacy Standards for Students (MTLSS)

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

Ask: *What do you like to do online?* (Answers will vary but may include sending e-mails, instant messaging (IM), and playing games.)

What's the Problem?

- Distribute Activity Sheet, **Is *it Fair***. Have students read the scenario about Jada and Michael.
- Allow students to meet in pairs to share their ideas about how to answer the two questions in the **What's the Problem?** section. When ready, they can record their answers on the student activity sheet. Look for responses that show they inferred that it is likely that Michael messed up Jada's horse's room.

Think About It

- Distribute Activity Sheet, ***Think About It.*** Have students read the Think About It section of their activity sheet.

- Explain that mean behaviors online, even when only done once, are not nice or fair. When children do this to one another over and over again, it is called **cyberbullying.**
- Allow students to share their own stories about children getting upset online. **Ask:** *Did you ever see someone make someone else feel bad online? Tell what happened, but do not use real names.*

Find Solutions

- Focus students on a discussion of knowing when to tell a trusted adult if something online makes them feel angry, sad, or scared. **Ask:** *Which grown-ups can you tell and ask for help?* (Answers may vary but could include an older sister or brother, a parent, a guardian, a grandparent, a teacher, the school counselor, or the school nurse.)
- Explain to students that when they realize they have done something to make someone angry or sad, they can apologize with both words and deeds. **Ask:** *What could Michael say to Jada?* (Michael could say he is sorry.) *What could Michael do to show he is really sorry?* (Michael could offer to help Jada return her horse's room to the way it was before.)

Take Action

- Distribute Activity Sheet, *Take Action.* Have students follow the directions on the activity sheet and, after brainstorming possible slogans, record the one they think is best in the stop sign graphic.

Closure:

- **Ask:** *What can you do if someone makes you angry, sad, or scared online?* (Tell a trusted adult.)

Extension:

- Ask students to describe what to do when someone uses a cell phone to make mean or scary calls or send mean or scary text messages. (Tell a trusted adult)

Name _____ Date _____

Is That Fair?

Jada's parents let her play on a Web site where she can take care of a pet horse. Her friend Michael comes to play and sees her type in her user name and password. A few days later Jada goes back to the site to care for her horse. She finds her horse's room is a mess. There are some things missing.
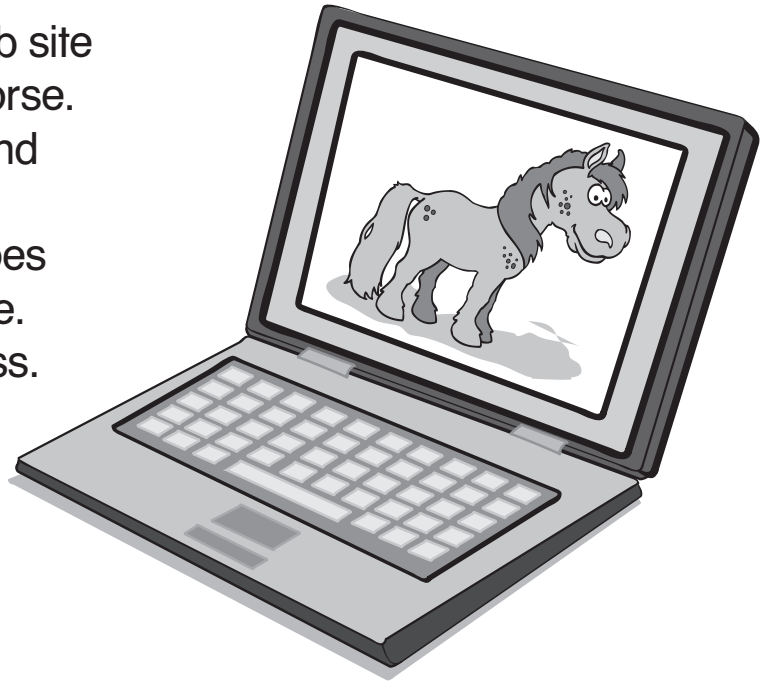
What's the Problem?

What do you think happened?

_____

_____

_____

How would you feel if you were Jada? Explain why.

_____

_____

_____

Think About It

Many kids like to go online to play games. Is it fair when someone else goes into their private account online and messes it up?

Find Solutions!

What should Jada do when she finds her horse's room in a mess?

_____

_____

_____

What could Jada say to Michael?

_____

_____

_____

_____

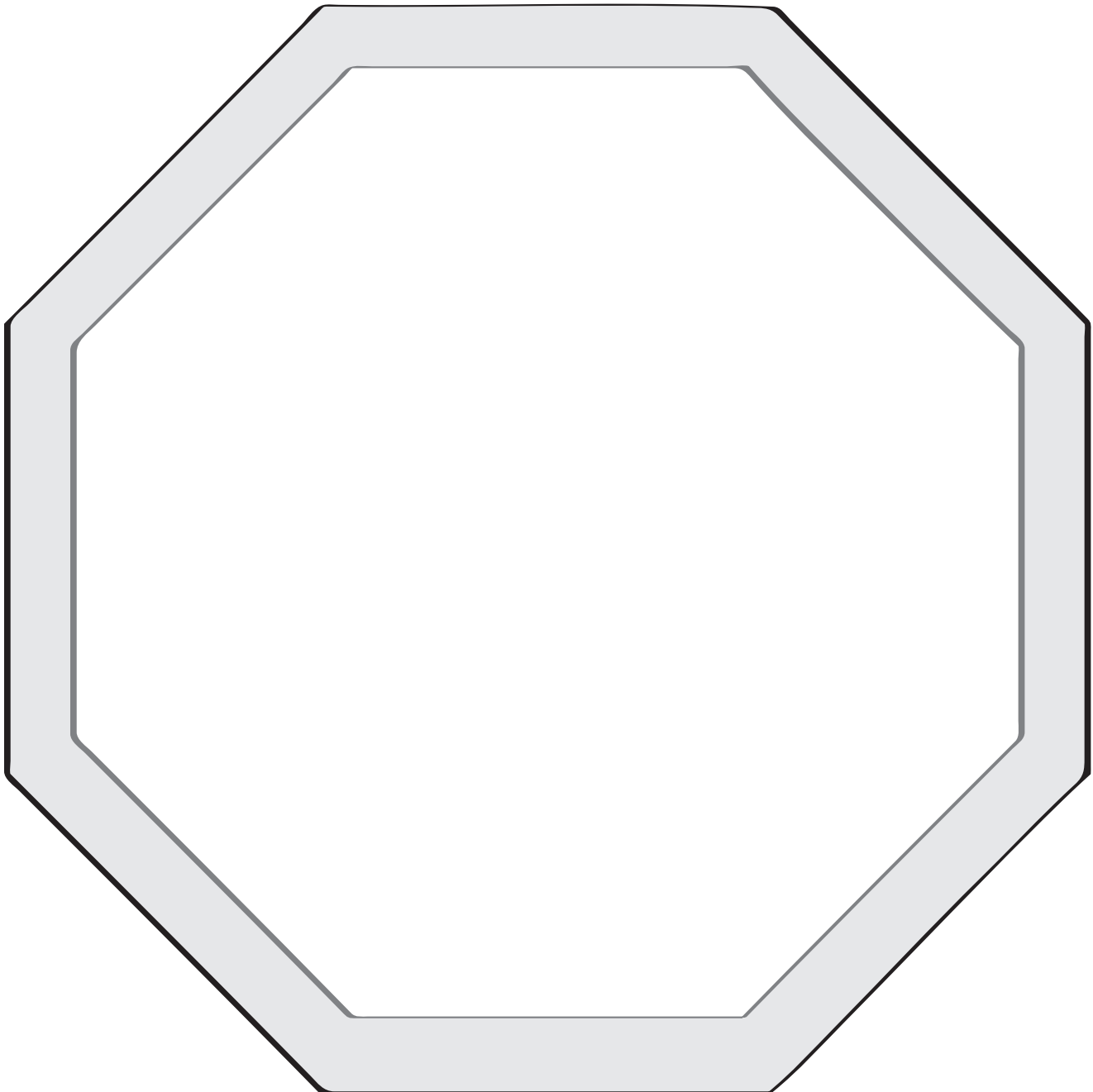**Be** CyberSmart!®

• Go online with a parent or guardian, not alone.

• Don't show anyone but your parent or guardian your password.

• If you have trouble online, get offline and go tell an adult you trust.

Name _____ Date _____

Take Action!

Write a Slogan What can kids do if a person online makes them feel angry, sad, or scared? Think about the Be CyberSmart! rules. Then write your own slogan in the stop sign below to remind other kids what to do.

Cybersmart ids

Cyber ules

hat To Do (And ot To Do) To e Cybersmart

★ Ask your parents or carer before you give anyone on the Internet your name or address or any other personal details. This includes the name of your school, your photo or any personal information about your friends or family.

★ Meeting people online might be fun, but remember the people you meet online may not be who they say they are. Someone claiming to be a 12 year - old girl may be a 40 year-old man.

★ If you want to meet someone you have so far only met online, ask a parent or another adult to go with you and always meet in a popular public place, preferably during the day.

★ Keep your password a secret, never give it to anyone (even your best friend).

★ If someone writes something rude or something that makes you feel uncomfortable in chat or email, leave the chatroom and don't respond to the email.

★ Tell your parent or another adult you trust if you see upsetting language, nasty pictures or something scary on the Internet.

★ Always ask a parent or adult before you fill out any forms, or give out money or credit card details.

★ Don't accept any offers that seem too good to be true - they probably are.

emember to always be cybersmart. Protect your privacy.

AACPS Digital Citizenship

Lesson Title: esearch: Ask a Media Specialist   **Grade:2**

Time: 30 minutes

Overview:

Students learn that the library is the best place to begin research because the librarian can help them find information in all kinds of media.

Objectives:

- Identify resources available for research at the library
- Recognize that the media specialist can help find information
- Construct appropriate questions to ask a media specialist

Maryland Technology Literacy Standards for Students (MTLSS):

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.

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

Introduce

- **Ask:** *What kinds of things do media specialist do at the library?* (buy new books, keep books in order, read stories to children, check books in or out, and so on)
- Tell students that one job of the media specialist is to help them find the information they need.

- **Distribute** the activity sheets.   **OTE: Pre teach the following vocabulary terms as needed—*endangered animal, media specialist, encyclopedia, fact book, Web site, magazine.***
- Have students complete the activity sheets. Explain that learning how to ask the right questions will help them find the information they need at a library.

- Remind students that whether they go into cyberspace at school, at home, or at the library, they should always ask an adult before giving out private information (full name, address, name of school, school address, Email address, phone numbers, and password).
- Discuss "Be CyberSmart!" section from the activity sheet explaining that the library has books about many subjects that they can take home, read on their own, and bring to school to show their class.

Closure:

- **Ask:** *What in the library may have the facts you want?* (encyclopedias, fact books, magazines, the Internet)
- **Ask:** *Whose job is it to help you find what you need?* (the media specialist's job)
- **Ask:** *What can you do if you need a picture of a baby elephant?* (Ask the media specialist to help you find one online and print it.)

Extension:

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

- Have students write their own questions to ask a media specialist based on a project of their own choosing.

Ask a Media Specialist

You want to help an endangered animal. There are manyanimals to choose. Which animal will you choose?

First, you need to know which animals are endangered. Write a question to ask the media specialist.

_____

_____

_____

The media specialist knows all the placesto search. She may look in an **encyclopedia** or a **fact book**. She may go to a **Web site** on the computer.

Name _____ Date _____

You learn which animals are endangered. You choose bats as your project. You want to take home a book about bats. Write a question to ask the media specialist.

_____

_____
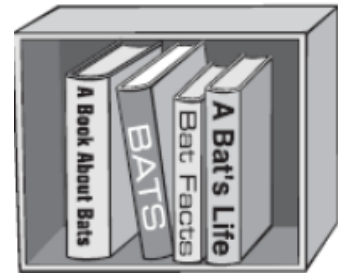
The library also has magazines. You want a magazine with facts about bats. Write a question to ask the media specialist.

_____

_____

You also want a photo of a bat. The media specialist c take you into cyberspace. You can pick the photo you like best. Then it can be printed for you. Write your question to ask the media specialist.

_____

_____

_____

Be CyberSmart!®

Cyberspace is not always the best place to find what you need. Sometimes a book is easier to read.

Lesson Title: Using eywords

Grade: 2

Time: 30 minutes

Overview:

Keyword searching is an effective way to locate information on the World Wide Web. Students learn how to select keywords to produce the best search results.

Objectives:

- Describe the function of keywords and keyword searches

- Follow a step-by-step procedure for selecting suitable keywords

Materials:

- Activity sheets:

    Using Keywords

    See How It Works

- Chalkboard or chart paper

- Online computer access

Site Preview:

 eb esources TechConnections Using eywords

- Ask Kids

- http://www.askkids.com/

Maryland Technology Literacy Standards for Students (MTLSS):

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Standard .0 Technology for Problem solving and Decision making: Students will use technology and develop strategies to solve problems and make informed decisions.

Activities:

Introduce (offline)

Explain to students that they can find answers to all kinds of questions on the World Wide Web.

Ask: What would you like to know about pets? Record questions on the board or chart paper.

Distribute the activity sheets-Using Keywords and See How it Works.

Read "Learn About It" with students, allowing them to share their knowledge of and experiences with guinea pigs.

Explain that a keyword is used to find relevant Web sites and pages. **Optional: ave students analyze this compound word. Explain that key has more than one meaning here it means important.**

Help students complete "Try It Yourself." Make sure that students' sentences and questions are reasonable. (For example: Do guinea pigs make good pets?)

To ensure successful search results, guide students to include "guinea," "pig," and "pet" among their keywords.

 (Online)

Have students follow the directions on Activity Sheet 2-See How it Works, go to Web Resources>TechConnections>Using Keywords>AskKids.com. You can go to the same page as the students.

After students complete their last step, review the printouts of their search results to determine if they entered their keywords correctly and obtained reasonable results.

Help students link to sites likely to answer their questions. Students will enjoy looking at the photos and reading about the advantages of guinea pigs as pets.

Closure (offline)

Ask: What do you have to remember when you use keywords? (how to write questions, to check what kinds of words are important, and checking spelling)

Extend (online)

Have students apply their keyword skills to search for facts related to a topic they are studying in language arts/reading (such as a children's book author), social studies (such as the tallest mountain in their state), or science (cloud shapes).

Name _____ Date _____

Using Keywords

Learn About It

You tell your parents you want a pet guinea pig. Your parents say, "Do they make good pets?" To find out, you can search the World Wide Web for facts about guinea pigs. Using keywords is one way to search.

Try It Yourself

Here's how to pick keywords.

- First, write a question or sentence telling what you want to find out.

_____

_____

_____

- Now read what you wrote. Circle the important words and write them below. These are your keywords.

_____

_____

- Check the spelling of your keywords.

Name _____ Date_____

See How It Works

Now you are ready to search the World Wide Web.
Check each box as you do the step.

☐ 1. Turn on the computer.

☐ 2. Go to www.becybersmart.org/students.

☐ 3. Now, click on the blue square.

☐ 4. Find the title for this lesson and open the link for
Yahoo! Kids.

☐ 5. At Yahoo! Kids click in the text box next to the
Search button. Then type your keywords. Check
and correct your spelling.

[_____] [Search]

☐ 6. Click the Search button.

☐ 7. Print the page with the title "Yahoo! Kids Site
Matches." Write your name on it.

☐ 8. Read the list of sites. Circle the ones you think will
tell you if guinea pigs make good pets.

AACPS Digital Citizenship

Lesson Title: Finding Good Sites   Grade 2

Time: 30 minutes

Overview: Students explore, evaluate, and compare children's informational Web sites, and conclude that people's opinions about the quality and usefulness of sites will vary.

Objectives:

- Use a set of criteria to evaluate and compare informational sites
- Conclude that people's opinions about sites will vary

Materials:

Activity Sheet *Finding   ood Sites (Two copies per pair)*

Computer Access for Students

Markers or Crayons

 ebsites: Tech Connections

- [Fascinating Horse](#)
- [The Dino Dictionary](#)
- [Flying Animals](#)
- [The Kid's Ag Page](#)
- [Kids Go Wild, Wild Animal Facts](#)

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Standard .0   Technology for Problem solving and Decision making: Students will use technology and develop strategies to solve problems and make informed decisions.

Activities:

- Have students identify a picture book with which they are all familiar.
- **Ask:**   *o you like the pictures in this book?* Have students who wish to answer "yes" raise their hands. Then have students answering "no" raise their hands.
- Point out that people can have different ideas about what books, television shows, movies— or even Web sites—they like.

Computer Lab: (Students may work in pairs)

- Distribute one copy of the activity sheet, *Finding   ood Sites.*
- Take students to Web Resources > Tech Connections > Digital Citizenship. Find the title of this lesson, and open its links. Choose a site to explore with the class.
- Have students complete the activity sheet and share their totals. Point out that totals will vary because students may have different ideas about the Web site.

- Distribute the second copy of the activity sheets, *Finding   ood Sites.* This one could be done independently.
- Have students link to another site selected for this lesson, explore the site, and complete the activity sheet.

- Invite students to report the number of "thumbs up" they awarded the second site. Point out that a site could be awarded from 0-11 points. **Ask:** *How many thumbs up should a site get to be called a good site?* Answers should be expressed as a number out of a maximum of 11.
- **Ask:** *What does it mean if you gave two points to one site and ten points to another?* (It means that the site with ten points is a better site to use than the one with two points.)
- Discuss how rating sites can help decide whether a site is worth revisiting when similar information is needed.

   ebsites Used in this lesson: (Please note that any tech connections website may be used in place of these websites)

Fascinating Horse- http://projects.edtech.sandi.net/encanto/seahorses/facinatinghorse.html

Dino Dictionary- http://dinodictionary.com/

Flying Animals- http://wings.avkids.com/Book/Animals/beginner/

Kid's AG Page- http://www.agr.state.il.us/kidspage/

Kids Go Wild, Wild Animal Facts- http://www.kidsgowild.com/

Closure:

- **Ask:** *How do you use a list of   uestions to rate a Web site?* (Go to the site, answer each question, and total the number of "thumbs up.")
- **Ask:** *How can a site get three thumbs up from one student and ten from another?* Students should acknowledge that, due to the nature of the questions, opinions will vary from person to person.

Extension: Allow students to use a children's search site to find additional informational sites, use the activity sheet to rate the sites, and share their results. This could completed by using the Online Databases.

Name _____ Date _____

Finding Good Sites

Name of Site _____

URL _____

Date visited _____

Read each question. Circle your answer.

How It Looks and Reads

1. Do the pictures have clear labels?

yes   no

2. Do the pictures help you understand the words?

yes   no

3. Do the colors and patterns make it easy to read?

yes   no

4. Can you understand what you read?

yes   no

How It Works

5. Can you find what you need from the home page?

yes   no

Name _____ Date _____

6. Do all of the links work?

yes   no

7. Do the pages load quickly?

yes   no

Who's In Charge?

8. Is it easy to find out who made the site?

yes   no

9. Is it easy to write back to them?

yes   no

The Facts

10. Are the facts in this site useful?

yes   no

11. Would you visit this site again?

yes   no

How many "thumbs up" did you color?

AACPS Digital Citizenship

Lesson Title: Things For Sale

Grade 2

Time: 30 minutes

Overview: Students learn that some Web sites are advertising environments intended to promote good feelings about products.

Objectives:

- Explain that the purpose of some sites is to make people feel good about a product and want to buy it
- Analyze the features of an advertising environment in cyberspace

Materials:

- Activity sheet: *Things For Sale*
- Online computer access
- Printer access

Site Preview

The use of these sites is for educational illustration purposes only and does not constitute a recommendation or commercial endorsement.

- Crayola Games and Fun
- Barbie
- Ronald.com

Maryland Technology Literacy Standards for Students (MTLSS)

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.

Standard 5.0 – Technology for Information Use and Management:

Students will use technology to locate, evaluate, gather, and organize information.

Activities:

Introduce: (offline)

- Have students imagine the following scenario. *You're visiting a store that sells only your favorite kinds of toys. There's a play area where you can try out the toys. There's a screen showing a video about the toys.*
- **Ask:** *What makes people want to stay in this store?* (There are fun and interesting things to see and do.)
- Explain that there are also places in cyberspace that are fun, interesting, and sell things.

(online)

- Take students to Web Resources>Tech Connections> Find the title of this lesson (Things for Sale), and open its links. Choose a site to explore with the class.
- Show students how the entire site is designed to entertain them for long periods of time and to make them notice and feel good about products for sale.
- Have students identify all the ways the product is made into a "star" of the site (displayed and integrated into the site's activities). Optional: Define and discuss the terms "advertising" and "ads," and help students identify any ads displayed on the site.

(online)

- Have students complete the activity sheet and share their answers.
- Optional: Have students explore another site selected for this lesson and complete a second activity sheet.

Closure: (offline)

- **Ask:** *What is the purpose of the site(s) you looked at in this lesson?* (to show kids a fun time and make them feel good about products for sale)
- **Ask:** *How can you recognize such a site?* Students should recognize that the product is displayed while they are enjoying the activities at the site.

Extention: (offline)
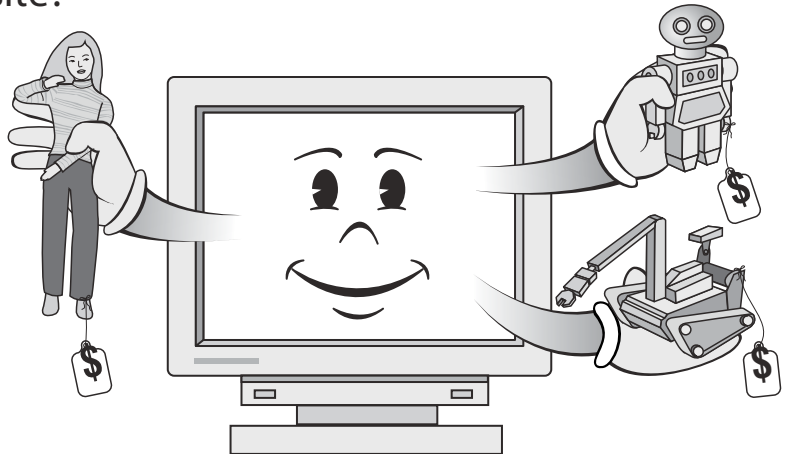
The following activity can be added for students:

Have students choose a favorite toy and brainstorm possible features of the toy's Web site that would entertain other children and make them feel good about and want to buy the products.

Name _____ Date _____

Things for Sale

1. What site are you visiting?

_____

2. What is pretty or fun about this site?

_____

_____

_____

3. What is this site trying to sell?

_____

_____

4. How is it the "star" of this site?

_____

_____

5. How does the site make you want to visit again?

_____

_____