ALLEGHANY
county public schools

Internet Safety Curriculum

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Introduction

The instructional staff of Alleghany County Public Schools believes that the Internet has a profound influence on education and that it has the potential to positively impact a student's academic achievement. Additionally, the instructional staff acknowledges that the high-speed Internet has made the World Wide Web more interactive and that it has expanded communication possibilities beyond the written word. Furthermore, the instructional staff recognizes that students tend to adopt new technologies quickly and that many of them do not have the experience or knowledge to understand the potential risks. Therefore, the instructional staff believes that parents, educators, and community members must encourage students to take advantage of the Internet's benefits while reducing its risks.

Alleghany County Public Schools has an Internet acceptable use policy that contains an Internet safety component and the division maintains current filtering software in an effort to reduce the risks associated with Internet use. In addition, a program for integrating Internet safety had been developed and infused into the core curriculum. The goal of these efforts is to help protect young people from online dangers.

This document contains the Alleghany County Public Schools Internet Safety Curriculum for grades K-12. When students use the Internet in the classroom, teachers remind students of the rules outlined in the Acceptable Use Policy, discuss techniques for evaluating information from Web pages, review the potential dangers of using Web pages or e-mail for communication, and note proper precautions to take as well as a appropriate steps to take if they encounter a problem by infusing age-appropriate lessons into the core curriculum. The overall goal is to help students internalize these messages by constantly repeating the cybersafety elements.

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Administrative Guidelines for Internet Safety

The purpose of the Administrative Guidelines for Internet Safety is to insure safety for all users of the Alleghany County Public Schools network. A comprehensive program of Internet Safety is a critical element of the division's Acceptable Use Policy (GAB-R/IIBEA-R). Guidelines intended to ensure the safety of all are included in the policies for students and staff. In addition, the following specific regulations exist to protect both employees and students who access the Alleghany County Public Schools network.

1. All students and their parents are required to read and sign the AUP annually.

2. All staff members sign the AUP upon initial employment.

3. Parents are informed of potential dangers associated with Internet use both in and out of school.

4. Parents have access to written materials on the division web site that can inform them of potential dangers associated with Internet use.

5. A comprehensive program of Internet Safety is in place K-12 and it is reviewed annually.

6. The Internet Safety program is integrated into all curricular areas and updated as needed to provide adequate and timely instruction in all aspects of Internet Safety.

7. A program of staff development will incurred annual review of all Internet Safety policies by professional staff to include school-based meetings, web-based communications, and email news regarding potential dangers associated with Internet use.

8. A technology team composed of key technology personnel will review the policies and program annually and make recommendations as needed.

9. The School Board will review program and policy updates annually.

Teacher Training Components

Methodology	Resources	Related Standards of Learning
• All teachers attend in in-service by ITRT on Internet safety for general content knowledge • All teachers may request one-on-one instructional support from ITRT on grade level specific curriculum content • All teachers review and sign the Acceptable Use Policy and review the appropriate components with their students • All teachers are required to document Internet safety instruction in their daily lesson plan books • All teachers are trained in the use of the NetSmartz.org curriculum as it relates to the core curriculum • All teachers are encouraged to make use of teachable moments as they relate to Internet safety	• The Virginia Department of Education's Internet Safety page • www.netsmartz.org • Virginia Technology Standards for Students and Instructional Personnel • WebWiseids.org • iSafe.org • CyberSmart Curriculum	• CyberSmart's alignment of Virginia K-8 Sol's and Internet Safety • C/T K-2.1, 2.2, 2.3, 2.4, 2.7 • C/T 3-5.3, 5.4 • C/T 6.8.3 (a,b), 8.4 (a,b), 8.5 (a,b) • C/T 9-12.3, 12.4, 12.6, 12.7

Curriculum Overview
Grades K-2

GRADE	GOAL	TOPIC	OBJECTIVES
K-2	Know the Rules	Check First	Recognize the need to check with parent or other trusted adult before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.
K-2	Know the Rules	Take a Friend	Recognize the importance of taking a friend when going places or playing outside.
K-2	Know the Rules	Tell People "No"	Understand what to do if someone tries to touch them in ways that make them feel scared, uncomfortable, or confused.
K-2	Know the Rules	Tell a Trusted Adult	Recognize the need to tell a parent, guardian or other trusted adult if anything happens to them.
K-2	Develop Internet Awareness	Chat Abbreviation	Recognize the need to be Net smart
K-2	Develop Internet Awareness	Chat Abbreviation	Recognize the need to be Net smart in various situations
K-2	Develop Internet Awareness	Instant Messaging	Recognize the dangers of sharing personal information online
K-2	Develop Internet Awareness	Viruses Damage Computers	Recognize how viruses are spread and how they can damage computers
K-2	Understand the World Wide Web	World Wide Web	Recognize that the World Wide Web connects us from person to person by comparing it to a spider web
K-2	Understand the World Wide Web	Dangers of the World Wide Web	Recognize the potential dangers associated with the World Wide Web
K-2	Understand the World Wide Web	Dangers of the World Wide Web	Recognize the potential dangers on the Internet

Curriculum Overview
Grades 3-4

GRADE	GOAL	TOPIC	OBJECTIVES
3-4	Know the Rules	Check First	Recognize the need to check with parent or other trusted adult before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.
3-4	Know the Rules	Take a Friend	Recognize the importance of taking a friend when going places or playing outside.
3-4	Know the Rules	Tell People "No"	Understand what to do if someone tries to touch them in ways that make them feel scared, uncomfortable, or confused.
3-4	Know the Rules	Tell a Trusted Adult	Recognize the need to tell a parent, guardian, or other trusted adult if anything happens to them
3-4	Develop Internet Awareness	Chat Abbreviation	Recognize the need to be Net smart
3-4	Develop Internet Awareness	Instant Messaging	Recognize the dangers associated with sharing personal information online
3-4	Develop Internet Awareness	Computer Viruses	Recognize what a computer virus is, how they spread from computer to computer, and how they can damage computers
3-4	Develop Internet Awareness	Passwords	Recognize how passwords work and how important it is to have a password that no one can guess
3-4	Develop Internet Awareness	Passwords	Understand the concept of non-identifying information and how to create a good password
3-4	Develop Internet Awareness	Passwords	Develop strategies for creating strong passwords and review the importance of keeping a password private
3-4	Understand the World Wide Web	Internet Dangers	Recognize dangers on the Internet
3-4	Understand the World Wide Web	Internet Dangers	Reinforce the ability to recognize dangers on the Internet
3-4	Understand the World Wide Web	Internet Dangers	Recognize that people are not always who they say they are on the Internet and identify personal information that should not be shared on the Internet

Curriculum Overview
Grades 5-6

GRADE	GOAL	TOPIC	OBJECTIVES
5-6	Know the Rules	Check First	
5-6	Know the Rules	Take a Friend	
5-6	Know the Rules	Tell People "No"	
5-6	Know the Rules	Tell a Trusted Adult	
5-6	Develop Internet Awareness	Chat Abbreviations	Review the basic Internet safety rules
5-6	Develop Internet Awareness	Instant Messaging	Recognize how difficult it is to tell when someone is misrepresenting themselves online
5-6	Develop Internet Awareness	Viruses	Recognize how viruses can affect their computer and how easy it is for a virus to spread
5-6	Understand the World Wide Web	Internet Dangers	Recognize possible dangers on the Internet
5-6	Understand the World Wide Web	Internet Dangers	Recognize that people are not always who they say they are on the Internet
5-6	Understand the World Wide Web	Internet Dangers	Identify safe and unsafe online behaviors
5-6	Understand the World Wide Web	Online Information	Distinguish between appropriate and inappropriate information to share online
5-6	Understand the World Wide Web	Social Networking	Identify rules that should be followed when adding "friends" on social networking sites
5-6	Understand the World Wide Web	Cyberbullying	Identify the various forms of Cyberbullying, their effects and consequences

Curriculum Overview
Grades 7-8

GRADE	GOAL	TOPIC	OBJECTIVES
7-8	Develop Internet Awareness	Personal Information	Recognize why it is important to protect personal information while online
7-8	Develop Internet Awareness	Password Protection	Recognize why it is important to protect passwords from everyone except parents or guardians
7-8	Understand the World Wide Web	Cybebullying	Recognize how information from friend to friend can become information shared with everyone on the World Wide Web
7-8	Understand the World Wide Web	Decision-making	Recognize how decisions made while using the Internet can have serious consequences
7-8	Understand the World Wide Web	Promises and Intentions	Recognize the difference between promises and intentions of an unknown person vs. those made by a trusted adult and how to know whom to turn to when feeling sad and alone
7-8	Understand the World Wide Web	Vocabulary	Recognize and use vocabulary dealing with Internet behavior i.e. flaming and cyberstalking
7-8	Understand the World Wide Web	Communication	Recognize the need to communicate with a trusted adult when confronted by unknown persons online
7-8	Understand the World Wide Web	Cyberbullying	Understand how to protect themselves against cyberbullies
7-8	Understand the World Wide Web	Social Networking	Identify rules that should be followed when adding "friends" on social networking sties
7-8	Understand the World Wide Web	Cyberbullying	Understand Cyberbullying, its effects and possible consequences

Curriculum Overview
Grades 9-12

GRADE	GOAL	TOPIC	OBJECTIVES
9-12	Develop Internet Awareness	Personal Information	Recognize how to avoid the negative consequences associated with giving out personal information and the need to maintain privacy on the Internet
9-12	Understand the World Wide Web	Cyberbullying	Recognize the consequences of giving out a password to anyone other than parents or guardians
9-12	Understand the World Wide Web	Cyberbullying	Recognize the positive and negative aspects of sharing information on the Internet
9-12	Understand the World Wide Web	Online Acquaintances	Recognize the consequences of meeting an unknown person who was met on the Internet and the importance of communicating with a trusted adult

Internet Safety Curriculum Detail

Grades K-5

At the elementary level, there are four general Cybersafety elements that can be taught. These were synthesized from Virginia Dept. of Education materials, the NetSmartz.org website, and other Internet safety resources:

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Computer Rules & Ethics			
	Follow the Rules			Follow the district's Acceptable Use Policy; practice safety rules everywhere, even on the computer; obey rules posted in the classroom
K-5	AUP (Acceptable Use Policy)			Discuss at the beginning of the school year when students return signed AUP AUP on the ACPS website: http://www.alleghany.k12.va.us/main/index.php?m=13&p=114 It refers to this policy in Policy Manual: Acceptable Computer System Use *Also refers to page 15, Student/Parent Handbook
K-5	Internet rules when using classroom computers	All		Netsmartz Rules for Online Safety K-6 K-2 Netsmartz Internet Safety Pledge 3-6 Netsmartz Internet Safety Pledge SafeKids Rules KidSafe Rules WebWise Kids Internet Safety Plan
K-5	Internet rules when using library computers	Lib Media		Post and discuss rules pertaining to use of library computers. Limit to kid-friendly search engines and stress Internet safety rules.
	Character Counts			Exhibit the 6 pillars of character when interacting on computers; be a good netcitizen; respect others when communicating electronically
K-5		All: Character Counts		Discuss responsibility, trustworthiness, caring, respect, fairness, citizenship in relation to school/class/Internet rules

Grades K-2

An Introduction to the Internet can be added for younger students

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Introduction to the Internet			
K-1	Clicky's Web World: What's to Do on the Web			Netsmartz animated website: http://www.netsmartzkids.org/activities/clwebworld/clwhat2do.htm
K-1	Cyberspace at School			Cybersmart lesson: http://www.cybersmartcurriculum.org/lesson_plans/k1_07.asp Children explore the concept of cyberspace as a means of communicating with *real* people within their school.
K-1	Go Places Safely			Cybersmart lesson: http://www.cybersmartcurriculum.org/lesson_plans/k1_01.asp 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.
2-3	My Cyberspace Neighborhood			Cybersmart lesson: My Cyberspace Neighborhood Students explore the concept of cyberspace as a means of connecting people and explain how the ability to communicate can unite a neighborhood.
		Social Studies-Geography	2.6	Construct simple maps
	Computer Rules & Ethics			
	Follow the Rules			Follow the district's Acceptable Use Policy; practice safety rules everywhere, even on the computer; obey rules posted in the classroom
K	Good citizen: follow rules and understand consequences of breaking rules	History: Civics	K.8	When showing them websites, mention that when they get on the Internet when they're older, they must have an adult with them
K	Need for rules/practices	Health-PE	K.3	Include Internet rules when discussing school rules
K-3	Respect for rules/laws	Guidance	EP1 (K-3)	Include Internet rules when discussing school rules
	Know the Rules: Check First			Netsmartz Activity Card (lesson plan): Students watch the "Know the Rules" rap video [link to video]. They discuss checking first with a parent, guardian, or another trusted adult before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone.

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
K	Participate in creative dramatics	English-Oral Language	K.1	Students practice what was discussed through teacher-guided group skits.
1	Expand and use listening and speaking vocabularies		1.2	Students create their own Internet Safety skit with teacher assistance
2	Create and participate in oral dramatic activities		2.1	
1	Good citizenship: recognize purpose of rules & practice self-control	History/Social Science: Civics	1.10	
K-2				NetSmartz Activity card: Know the Rules: Take a Friend http://www.netsmartz.org/resources/activitycards.htm#k2 Students watch the "Know the Rules" rap video and discuss the importance of taking a friend with them when going places or playing outside. They make individual map of their neighborhoods and highlight a path to a
2	Demonstrate map skills by constructing simple maps, using title, map legend, and compass rose	Geography	2.6	favorite play area where they would take a friend with them to be safer.
	Character Counts			Exhibit the 6 pillars of character when interacting on computers; be a good netcitizen; respect others when communicating electronically
K-3	Exhibit principles of character (honesty, trustworthiness, respects others' rights and property, fairness, caring, citizenship, responsibility for actions)	Guidance	EP1	Stress that character is important when dealing with people and materials on the Internet
1	Demonstrate responsible behavior (respect for others, acceptance of responsibility)	PE/Health	1.6	When discussing responsible behavior and respect, mention respect for people you can't see (on the telephone, on the computer) and responsible behavior on the computer
1	Good citizenship: take responsibility for one's own actions	History/Social Science: Civics	1.10	Explain the responsibilities of a good (net) citizen (Are You a Good Cyber-citizen? http://www.cybercrime.gov/rules/cybercitizen.htm)
2-3	Respect rights of others while using computers	All		CyberSmart lesson: Good Manners Everywhere http://www.cybersmartcurriculum.org/lesson_plans/23_03.asp Students discuss good manners in the real world and learn some do's and don'ts when using E-mail in cyberspace. Respectful behavior when sending online messages (email)
		History/Social Science: Civics	2.10	Explain the responsibilities of a good (net) citizen (Are You a Good Cyber-citizen? http://www.cybercrime.gov/rules/cybercitizen.htm)
	Property Rights			Respect other peoples' computers; don't do anything to damage them, either physically or internally (e.g., downloading an email containing viruses, or a program containing spyware); also respect intellectual

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				property rights (no pirating software or plagiarizing); give credit to sources of information (citations/bibliographies)
K-1	Respect property of others (school computers)			Cybersmart lesson: Is This Yours? http://www.cybersmartcurriculum.org/lesson_plans/k1_02.asp
K	Good citizen: taking care of personal belongings, respecting what belongs to others	History: Civics	K.8	In this short 10-15 minute lesson, children learn that computers, like other objects, are property and should be respected.
K-2	Spread of viruses			NetSmartz UYN Activity card: Don't Open that File http://ncmec.vo.llnwd.net/o15/downloads/print/k2dontopen1.pdf Students discuss computer viruses by relating them to germs that spread between humans, using a "hands-on" activity to demonstrate this point. They watch "UYN:Don't Open That File" and talk about how viruses can damage computers and what to do to protect the computer.
2	Respect and protect the rights and property of others	History/Social Science: Civics	2.10	NetSmartz video: Clicky's Stolen Song (computer ethics) NetSmartz video rap: Don't Steal like a Pirate

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Personal Safety			http://www.yourschools.ca/internetsafety/personalinformation.htm
	Protect Identity			Information that is shared online-even with a friend--can find its way to strangers who might do you harm. Not giving out personal information and using passwords are ways to protect yourself.
K-2	Dangers of sharing personal information online			NetSmartz Activity Card UYN: The Boy Who Loved IM http://ncmec.vo.llnwd.net/o15/downloads/print/k2boyim1.pdf 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.
	Identify common signs and logos	English-Reading	K.6	They make stop signs to remind them to stop and "Use Your NetSmartz."
2-3	Private identity information Write stories, letters, and simple explanations; use available technology	English: Writing	2.11	Cybersmart lesson: What's private? Children learn about the power of the Internet to facilitate collaboration among students worldwide. While co-writing a story online, students learn an important safety rule: Before sharing private information in cyberspace, they must get permission from a parent or teacher.
	Social Networking			E-mailing, IM-ing, online gaming, chatting, and other ways of making and keeping up with friends online can be a lot of fun—but you have to be careful of people you have never actually met who may misrepresent

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				themselves. Even people you know can use online communications to harass or bully you.
K-2	People who misrepresent themselves			Puppet show: an unseen person pretends to be someone else And/or what can be done with digital images (yours and someone else's)? They can be altered to look like someone or something else
K-2	Not everyone is truthful			NetSmartz Kids: Web Outlaws (online interactive) Clicky's Challenge: Name That Outlaw (") http://www.netsmartzkids.org/activities/clwebworld/outlaws.htm Did you ever hear someone tell a tale that you didn't quite believe? On the Internet, it's easy to make up stories about who you are. Remember that people you meet in chat rooms or on email may not be playing safely.
2	Use knowledge of simple abbreviations	English-Reading	2.6	UYN: Use your Netsmartz video (with Alyson) NetSmartz K-2 Activity card: Chat Abbreviation 1 http://ncmec.vo.llnwd.net/o15/downloads/print/k2nschat1.pdf
2-5	Cyberbullying Harrassment			
2	effects of verbal and nonverbal aggressive behavior	PE/Health	2.5a	Include this type of behavior over the Internet or in email/IM

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Online Safety Strategies			
	Problem-solving strategies			What should you do when you encounter a problem online? If you get to a website you know you shouldn't see? If a friendly person online pressures you to meet in person? If someone is bullying you? Some problems can be solved by just following the rules; some by strategies like just saying 'no'; others by knowing where to go and whom to ask
K-3	Precautions/steps/ strategies if a problem is encountered online	All		NetSmartz online game: Clicky's Quest (what to do when a 'web outlaw' is encountered) NetSmartz K-2: UYN Chat Abbreviation activity card 2: http://ncmec.vo.llnwd.net/o15/downloads/print/k2nschat2.pdf (what to do in various situations on the web: use your NetSmartz)
	Refusal skills			
2	Development of refusal skills		2.2 d	NetSmartz K-2 Activity card: Tell People No http://ncmec.vo.llnwd.net/o15/downloads/print/k2tellno.pdf
	Identify helpful resources			Knowing safe ways to search online and safe sites to visit, as well as adults you can turn to, can help prevent or solve online problems
K	Kid-friendly search engines	English	K.12	Surfing the Web for ABCs http://www.siec.k12.in.us/~west/proj/abc/abcless.htm

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				This idea uses safe-searching techniques with young children as part of a lesson on beginning sounds. A list of kid-safe search engines: http://www.alleghany.k12.va.us/TRT%5Felem/tech_integ.htm#internet_safety
K-2	Knowledge of acceptable sites to visit			K-2 Websites for Children (handout-Netsmartz) List on my website Attention big brothers and sisters! You may know how to safely surf, but little ones don't. Help them out by showing them how to find Web sites that are good for kids. You know that some sites are good for kids, but not all of them are safe places. If you get scared or worried by a Web site, just click "Back" or log off.
K-3	Identify resource people in school and community: how to seek their help Match simple descriptions of work people do with names of those jobs: community workers (..teacher..)	Guidance HSS: economics	EP6 K.6	Who you might ask/tell if you have a problem with people or websites on a computer Ways in which the teacher can help if you are having problems on the computer
K	Importance of seeking guidance from parents/trusted adults	PE/Health	K.5	K-2 NetSmartz video and activity card: Tell a Trusted Adult http://ncmec.vo.llnwd.net/o15/downloads/print/k2telladult.pdf
K-2	Trusted adults			NetSmartz Know the Rules: Tell a trusted adult http://ncmec.vo.llnwd.net/o15/downloads/print/k2telladult.pdf Students watch the "Know the Rules" rap video. They discuss telling a parent, guardian, or other trusted adult if anything happens to them. Students post word cards of possible trusted adults and then draw pictures of their own trusted adults on a "Trust Tree."

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Media/Information Literacy			
	Separate fact from fiction			Unfortunately, not everything we read on the web is true. It's a long process to determine what is real and what is fiction or just someone's opinion. Practice and some evaluation techniques can help build the necessary skills. And you can always ask a trusted adult.
1	Fiction-nonfiction (starting K), distinguish between real and	Library Media	1.1	Recognize information as real or not; characters, events in stories

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	make-believe (people or information)			
	Evaluate websites			When students research on the Internet, they need to be reminded about how to evaluate Web sites for authenticity and factuality.
K-1	Web page evaluation			CyberSmart lesson Good Sites: Children explore and evaluate a children's Web site, concluding that people's opinions about the quality and usefulness of a site will vary. An extension of this lesson is for children to evaluate 2 websites using recommended criteria and happy faces.
1	Use simple reference materials	English-Reading	1.10	Participate in an online dictionary scavenger hunt: Internet safety can be addressed when students are using online resources for research or interactive sites for practicing other skills. Remind students that they must follow the division's Acceptable Use Policy; and not all web sites contain truthful and accurate information.
	Propaganda			
2	Realize influence of print/electronic media	PE/Health	2.4	
	Recognize commercial intentions			
K-1	Recognizing Commercial Intentions			Cybersmart lesson: Find the Ad: Children learn that the purpose of advertisements is to encourage people to buy something; children also practice differentiating ads from content on Web sites.
2-3	Persuasive tactics (online ads)			Cybersmart lesson: Things for Sale Students learn that some Web sites are advertising environments intended to promote good feelings about products.
2	Use oral language for different purposes: to inform, to persuade, and to entertain	English: Oral language	2.3	When helping students learn how to use oral language or how to write to inform, persuade, and entertain, point out how these techniques are often used on Web sites.

Grades 3-4

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Introduction to the Internet			
3-4	Netsmartz: What to do on the web			Netsmartz animated website: http://www.netsmartzkids.org/activities/nsrules/nswhat2do.htm
	Computer Rules & Ethics			
	Follow the Rules			Follow the district's Acceptable Use Policy; practice safety rules everywhere, even on the computer; obey rules posted in the classroom
3-4	Safety rules			NetSmartz Activity card: Know the Rules: Take a Friend http://ncmec.vo.llnwd.net/o15/downloads/print/34checkfirst.pdf

Students watch the "Know the Rules" rap video. They discuss checking first with a parent, guardian, or another trusted adult before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone. Students make safety books to reinforce these concepts and take them home to show their parent or guardian. |
3	Explain purpose of rules and laws	Civics	3.10	3-6 Internet Safety Pledge (supplemental activity) http://www.netsmartz.org/resources/pledge.htm
2-3	Respect rights of others while using computers	All		CyberSmart lesson: Good Manners Everywhere http://www.cybersmartcurriculum.org/lesson_plans/23_03.asp Students discuss good manners in the real world and learn some do's and don'ts when using E-mail in cyberspace. Respectful behavior when sending online messages (email)
4-5	Computer ethics			Cybersmart lesson: Do the Right Thing Students learn that they should apply the same ethical principles in cyberspace that guide them in face-to-face situations. Extension activity involves a mock trial.
		English-Oral Language	4.1	Effective oral communications skills
	Property Rights			Respect other peoples' computers; don't do anything to damage them, either physically or internally (e.g., downloading an email containing viruses, or a program containing spyware); also respect intellectual property rights (no pirating software or plagiarizing); give credit to sources of information (citations/bibliographies)
2-3	Respect property of others (works of others)			CyberSmart lesson: Whose Property is this? http://www.cybersmartcurriculum.org/lesson_plans/23_02.asp Students extend their understanding of "property" to include not only computer equipment but also the work of others, and then discuss rules for

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				respecting such property.
3	Identify components of a bibliographic record	Library Media	3.1	Include bibliographic citation for information taken from Internet sources
3-4	Spread of viruses			NetSmartz UYN Activity card: Don't Open that File http://ncmec.vo.llnwd.net/o15/downloads/print/34dontopen1.pdf Students discuss what viruses are, how quickly they can spread, and how computer viruses can damage computers. They watch "UYN: Don't Open That File." The students review the main points and decode clues to find a hidden message.
4	Recognize the importance of expressing information in own words	Library Media	4.5	When taking notes or doing research, it is not acceptable for students to copy and paste sentences and paragraphs from online articles into a word processing document and turn it in as their own work.
4-5	Plagiarism and Copyright			Cybersmart lesson: Whose is it anyway? Students learn that, although the Internet makes it very easy, copying others' work and presenting it as one's own is unethical. They also learn about circumstances in which it is permissible to copy others' work.
		English: Writing	4.7	Write paragraphs on related topics

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Personal Safety			http://www.yourschools.ca/internetsafety/personalinformation.htm
	Protect Identity			Information that is shared online-even with a friend--can find its way to strangers who might do you harm. Not giving out personal information and using passwords are ways to protect yourself.
2-3	Private identity information Student will write stories, letters, simple explanations, and short reports across all content areas; use available technology	English: Writing	3.10	Cybersmart lesson: What's private? Children learn about the power of the Internet to facilitate collaboration among students worldwide. While co-writing a story online, students learn an important safety rule: Before sharing private information in cyberspace, they must get permission from a parent or teacher.
3-4	What makes a good password			NetSmartz 3-4 Activity Card: Password Rap 1 http://ncmec.vo.llnwd.net/o15/downloads/print/34password1.pdf Students discuss how passwords are like keys and why it is important to have a password that isn't easy to guess. NetSmartz Activity Card: Password Rap 2 http://ncmec.vo.llnwd.net/o15/downloads/print/34password2.pdf Students discuss the concept of non-identifying information and basic ideas for what makes up a good password.

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				NetSmartz Activity card: Password Rap3 http://ncmec.vo.llnwd.net/o15/downloads/print/34password3.pdf Children learn more complex ways to create a strong password, and review the importance of keeping a password private.
	Social Networking			E-mailing, IM-ing, online gaming, chatting, and other ways of making and keeping up with friends online can be a lot of fun—but you have to be careful of people you have never actually met who may misrepresent themselves. Even people you know can use online communications to harass or bully you.
2-5	Cyberbullying Harrassment			
4	identification of bullying and aggressive behavior	PE/Health	4.2b	Include this type of behavior over the Internet or in email/IM
3-4	Instant messaging			NetSmartz Activity card: The Boy who loved IM http://ncmec.vo.llnwd.net/o15/downloads/print/34boyim1.pdf Students map out a diagram showing how easy it is to come in contact with unknown people by trading buddy lists with friends. They watch "UYN: The Boy Who Loved IM." They discuss the dangers of sharing personal information and finish by writing a paragraph describing what they will do if a Follow-You Fiona tries to contact them online.
	Write descriptive paragraphs	English: Writing	3.9	
	Write paragraphs	English: Writing	4.7	
3-4	Recognize dangers on the Internet			NetSmartz Activity Card: Meet the Wizzy Wigs 1 http://ncmec.vo.llnwd.net/o15/downloads/print/34meetww1.pdf Students watch "Meet the WizzyWigs" and are introduced to possible dangers on the Internet in the form of characters named the WizzyWigs.
	Student will write stories, letters, simple explanations, and short reports across all content areas	English: Writing	3.10	Then they write and illustrate a story about one of the WizzyWigs.
4	Recognition of harmful or abusive relationships	PE/Health	4.2d	Include these types of relationships online
4-5	Chat, messaging, email			Cybersmart lesson: Safe Talking in Cyberspace Students explore positive aspects of online chatting and messaging, consider a potentially uncomfortable scenario, and learn to apply safety rules that protect their private identity information. Finders keepers, and anyone who finds your email address on the Web can use it to send you mail you don't want or to find out where you live. If you get a message from someone you don't know, tell your parents right away

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				Cybersmart lesson: Handling E-mail and IM too! Students consider the positive uses of E-mail and IM and identify safety strategies for responsibly managing unsolicited messages. Netsmartz Kids: Email Tab: http://www.netsmartzkids.org/mail/ecard.htm
4-5	Chatrooms, messaging	English	4.6	A SMART Exercise KS2 http://www.kidsmart.org.uk/downloads/lessonplans/lessonplan_comm.pdf This lesson idea can be incorporated when teaching about language structure or the use of codes in history.
4-5	Safety with Cyberpals			Cybersmart lesson: Safety with Cyberpals Students learn that they can develop rewarding online relationships, but should never reveal private identity information to a person they know only in cyberspace.
Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Online Safety Strategies			
	Problem-solving strategies			What should you do when you encounter a problem online? If you get to a website you know you shouldn't see? If a friendly person online pressures you to meet in person? If someone is bullying you? Some problems can be solved by just following the rules; some by strategies like just saying 'no'; others by knowing where to go and whom to ask
4-5	Strategies for handling conflict	Guidance	EP11 EP12	http://www.usemod.com/cgi-bin/mb.pl?ConflictResolution
3	Process of resolving conflicts peacefully	PE/Health	3.2b	NetSmartz Activity card: Cyberbullying on the Internet: You Can't take it Back (this lesson is listed under the middle school age level; however, if this is a problem at the elementary level, determine if it is appropriate for your class)
4-5	Recognize when someone/something online makes you uncomfortable Use of descriptive words in writing	English: Writing	4.7	Cybersmart lesson: Be Comfortable Students consider some online scenarios and examine their personal comfort levels. They learn to recognize feelings of discomfort and responsibly manage their actions in cyberspace. Explores descriptive words for feelings.
	Identify helpful resources			Knowing safe ways to search online and safe sites to visit, as well as adults you can turn to, can help prevent or solve online problems
3-4	Trusted adults			NetSmartz: Tell a Trusted Adult http://ncmec.vo.llnwd.net/o15/downloads/print/34telladult.pdf Students watch the "Know the Rules" rap video. They learn that it is important to tell a parent, guardian, or other trusted adult if anything happens to them. Students complete an activity page and list details about three trusted adults in their lives.

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Media/Information Literacy			
	Separate fact from fiction			Unfortunately, not everything we read on the web is true. It's a long process to determine what is real and what is fiction or just someone's opinion. Practice and some evaluation techniques can help build the necessary skills. And you can always ask a trusted adult.
3-4	Fact-fiction	English	3.6 4.5	Students can apply nonfiction reading skills to information on Web sites, especially when identifying the author's purpose or distinguishing between fact and opinion.
3-4				NetSmartz Activity Card: Who's Your Friend on the Internet 1? http://ncmec.vo.llnwd.net/o15/downloads/print/34friend1.pdf Students watch "Who's Your Friend on the Internet?" and learn that people are not always who they say they are on the Internet. Children individually list things considered to be personal information and then discuss them as a group
	Evaluate websites			When students research on the Internet, they need to be reminded about how to evaluate Web sites for authenticity and factuality.
4	Evaluate & synthesize information Use available technology	English- Reading	4.6 4.7	NetCheck website evaluation tool (4-6): http://www.2learn.ca/evaluating/div2netscheck2.html
4-5	Compare children's search sites			Cybersmart lesson: Choosing a Search Site Through online observations, students record and compare the features of four children's search sites. They then construct a lift-the-flap poster that will guide them in selecting appropriate search sites.
	Propaganda			
	Propaganda tactics, misleading ads, etc.)		K-1 2-3 4-5	Doing research online: explore source of website (backtrack url), what is the agenda of the person promoting ideas; how different websites present the same topic
	Recognize commercial intentions			
4-5	Web advertising techniques Compare fact and opinion Evaluate and synthesize information	English- Reading	4.5 4.6	Cybersmart lesson: A Place to Advertise Students explore how some Web sites are designed as advertising environments to entertain visitors while promoting advertisers' brands and products. Don't be fooled by free prizes! Before you enter a contest or give out any personal information, ask a parent for help. Free prizes may be a tricky way of finding out where you live so companies can sell you their products.

Grades 5-6

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Computer Rules & Ethics			
	Follow the Rules			Follow the district's Acceptable Use Policy; practice safety rules everywhere, even on the computer; obey rules posted in the classroom
4-5	Acceptable Use Policy			Cybersmart Lesson: Understand Your Acceptable Use Policy Acceptable Use Policy (AUP) contracts encourage responsible behavior by students and staff and give administrators enforceable rules for acceptable use of school computers. Students will interpret and make inferences about their school's AUP.
5-6	Safety rules Write letters	English: Writing	5.9	NetSmartz Activity Card: Know the Rules: Take a Friend http://ncmec.vo.llnwd.net/o15/downloads/print/56takefriend.pdf Student's watch the "Know the Rules" rap video and discuss the importance of taking a friend with them when going places or playing outside. Students read pretend headlines (situation cards) and write or type a "Letter to the Editor" in response to the headlines.
5-6	Safety rules Describe characteristics of poetry (rap lyrics?) Write for a variety of purposes	English: Reading Writing Poetry Music	5.5 5.8	NetSmartz Activity Card: Know the Rules-Check First http://ncmec.vo.llnwd.net/o15/downloads/print/56checkfirst.pdf Students watch the "Know the Rules" rap video. They discuss checking first with a parent, guardian, or another trusted adult before going anywhere, helping anyone, accepting anything, getting into a car, or leaving with anyone. Students create their own safety rap lyrics in groups or individually, with assigned strips of sentences they much include in the rap. If time permits, students present their raps to the class.
	Character Counts			Exhibit the 6 pillars of character when interacting on computers; be a good netcitizen; respect others when communicating electronically
4-5	Responsibilities and privileges of cyber citizens			Cybersmart lesson: Citizens of CyberSpace Students learn that Internet users are citizens of a global community with the power to share ideas with people around the world. Online projects: http://www.ciese.org/nationalprojects.html http://www.globalschoolnet.org/expeditions/
4-5	Computer ethics	English-Oral		Cybersmart lesson: Do the Right Thing Students learn that they should apply the same ethical principles in cyberspace that guide them in face-to-face situations. Extension activity involves a mock trial.

Grade Level	Internet Safety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
		Language	5.3	Make planned oral presentations
	Property Rights			Respect other peoples' computers; don't do anything to damage them, either physically or internally (e.g., downloading an email containing viruses, or a program containing spyware); also respect intellectual property rights (no pirating software or plagiarizing); give credit to sources of information (citations/bibliographies)
4-5	Plagiarism and Copyright			Cybersmart lesson: Whose is it anyway? Students learn that, although the Internet makes it very easy, copying others' work and presenting it as one's own is unethical. They also learn about circumstances in which it is permissible to copy others' work.
		English: Writing	4.7	Write paragraphs on related topics
5	Student will compile a bibliography on a given subject.	Library Media	5.2	Bibliographic citations are ways of giving credit to an author for his/her work; this includes anything copied from the Internet (pictures, music, text, video, etc.)
5-6	Spread of viruses			NetSmartz UYN Activity card: Don't Open that File http://ncmec.vo.llnwd.net/o15/downloads/print/56dontopen1.pdf Students talk about how viruses can affect their computer, and play a group activity called "The Virus" to demonstrate how viruses spread.

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Personal Safety			http://www.yourschools.ca/internetsafety/personalinformation.htm
	Protect Identity			Information that is shared online-even with a friend--can find its way to strangers who might do you harm. Not giving out personal information and using passwords are ways to protect yourself.
4-5	Private Information			Cybersmart lesson: Private Information By examining and identifying actual online requests for private information, students learn to apply the same safety rules in cyberspace as they use when encountering strangers in the face-to-face world.
4-5	Privacy Rules			Cybersmart lesson: Privacy Rules! Students learn that children's Web sites must protect their private information, and look for privacy policies and privacy seals of approval.
	Social Networking			E-mailing, IM-ing, online gaming, chatting, and other ways of making and keeping up with friends online can be a lot of fun—but you have to be careful of people you have never actually met who may misrepresent themselves. Even people you know can use online communications to harass or bully you.
5-6	People who misrepresent themselves	Classroom		NetSmartz Kids Activity Card: The Boy Who Loved IM 1 http://ncmec.vo.llnwd.net/o15/downloads/print/56boyim1.pdf Students learn how difficult it is to tell when someone is misrepresenting

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				themselves online and play a game to reinforce this.
5-6	Recognize dangers on the Internet			NetSmart Activity card: Meet the WizzyWigs 1: http://ncmec.vo.llnwd.net/o15/downloads/print/56meetww1.pdf Students watch "Meet the WizzyWigs" and are introduced to possible dangers on the Internet in the form of characters named the WizzyWigs.
5-6	Acceptable/non-acceptable social networking (email, IM, chat)			NetSmartz Activity Card Angela's Experience 1 http://ncmec.vo.llnwd.net/o15/downloads/print/56angela1.pdf Students watch "Angela's Experience" and discuss the safe and unsafe online behaviors they identified in the vignette. NetSmartz Activity Card Post-to-be-Private 1 http://ncmec.vo.llnwd.net/o15/downloads/print/mspostprivate1.pdf Students watch "Post-to-be Private" and discuss what rules should be followed when adding "friends" on social networking sites. They participate in an activity where they decide whether or not to add someone they don't know in real life to their friends list.
	Write for a variety of purposes (Persuasive writing); use available technology	English-Writing	5.8	Students then write a persuasive letter to help a fictional friend realize potential dangers of using social networking sites. Upon completing these activities, students will know to only accept "friends" on their social networking profiles that they know and trust in real life.

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Online Safety Strategies			
	Problem-solving strategies			What should you do when you encounter a problem online? If you get to a website you know you shouldn't see? If a friendly person online pressures you to meet in person? If someone is bullying you? Some problems can be solved by just following the rules; some by strategies like just saying 'no'; others by knowing where to go and whom to ask
4-5	Understand problem-solving strategies	Guidance	EP9 (4-6)	
	Peer-pressure strategies			
4-5	Strategies for managing peer pressure			Dealing with peer pressure: http://kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&article_set=22003&cat_id=20069&
	Strategies for handling conflict			
4-5	Strategies for handling conflict	Guidance	EP11 EP12	http://www.usemod.com/cgi-bin/mb.pl?ConflictResolution NetSmartz Activity card: Cyberbullying on the Internet: You Can't take it Back (this lesson is listed under the middle school age level; however, if this is a

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				problem at the elementary level, determine if it is appropriate for your class)
	Refusal skills			
5-6	Develop refusal skills	English: Writing	5.8	NetSmartz Activity Card Know the Rules: Tell People No http://ncmec.vo.llnwd.net/o15/downloads/print/56tellno.pdf Students watch the "Know the Rules" rap video and discuss what to do if someone tries to touch them in ways that make them feel scared, uncomfortable, or confused. They review "Body Language That Says 'NO'" and complete a writing activity in response to situation cards. Students practice saying "NO" with a partner as they act out their written responses to the situation cards.
	Identify helpful resources			Knowing safe ways to search online and safe sites to visit, as well as adults you can turn to, can help prevent or solve online problems
5-6	Trusted adults			NetSmartz: Students watch the "Tell a Trusted Adult" rap video. http://ncmec.vo.llnwd.net/o15/downloads/print/56telladult.pdf They learn that it is important to tell a parent, guardian, or other trusted adult if anything happens to them. Students brainstorm and identify who the trusted adults are in their family, neighborhood, friend group, school, and community. They then complete a math project using drawing compasses to create their own "Circle of Trust."

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
	Media/Information Literacy			
	Evaluate websites			When students research on the Internet, they need to be reminded about how to evaluate Web sites for authenticity and factuality.
5-6	Evaluate websites (created for 6-8 grade, determine if appropriate for your class)			Jo Cool or Jo Fool: http://www.media-awareness.ca/english/games/jocool_jofool/teachers.cfm
	Propaganda			
	Propaganda tactics, misleading ads, etc.)		K-1 2-3 4-5	Doing research online: explore source of website (backtrack url), what is the agenda of the person promoting ideas; how different websites present the same topic
	Recognize commercial intentions			
5	Write for a variety of purposes: describe, inform, entertain, explain	English: Writing	5.8	When helping students learn how to use oral language or how to write to inform, persuade, and entertain, point out how these techniques are often used on Web sites.
4-5	Web advertising techniques			Cybersmart lesson: A Place to Advertise Students explore how some Web sites are designed as advertising environments to entertain visitors while promoting advertisers' brands and products.

Grade Level	Cybersafety Elements/Concepts	Content Area	SOL	Lessons/Ideas from Netsmartz & Other websites
				Don't be fooled by free prizes! Before you enter a contest or give out any personal information, ask a parent for help. Free prizes may be a tricky way of finding out where you live so companies can sell you their products.

Internet Safety Terminology K-5

From Netsmartz Internet Definitions: http://www.netsmartz.org/safety/definitions.htm

Attachment- This is a file that has been added to an e-mail. It could be something like a photograph or a clip of your favorite song. It could be something harmful to your computer, like a virus. Remind children to never open an attachment or e-mail from someone they don't know.

Blacklisting software A form of filtering that blocks only sites specified as harmful. You can add and remove sites from this "no-go" list. This method of filtering allows for more full use of the internet, but is less efficient at preventing access to harmful material that is not on the list. -

Blocking software-Computer programs that block access to web sites or other services available over the internet. -

Chat- Real-time communication over the internet. You type and send messages that appear almost instantly on the computer monitors of the other people who are participating in the chat.

Chatroom- An interactive forum where you can talk in real-time. The chatroom is the place or location online where the chat is taking place. Many chatrooms are established so that people can discuss a common interest like music or movies.

Cookie- A small file that is downloaded by some web sites to store a packet of information on your browser. These packets include information such as login or registration identification, user preferences, and online "shopping-cart" information. Your browser saves the information and sends it back when you return to that web site. Cookies can be used to customize the display you see through the browser or keep track of the different pages within the site that you visited. You can configure your browser to alert you when a cookie is being sent. You can refuse to accept cookies or erase all cookies saved on your browser.

Cyberbullying- sending or posting harmful or cruel text or images using the internet or other digital communication devices.

Cyberspace- Refers to all the computer networks on the internet. The term distinguishes the physical world from the virtual or computer-based world.

Cyberstalking/harrassment- Terms that can refer to the online enticement of children; rude or threatening messages; slanderous information; or repeated, unwanted messages.

Download- Putting information on your computer. You can download information from the internet, discs or CDs, and other computers.

Emoticons- Animated faces that express different emotions you can send in e-mails, chat, and Instant Messaging. Emoticons are a way to show someone online how you are feeling.

File-sharing programs- Programs that allow many different users to access the same file at the same time. These programs can be used to illegally download music and software.

Filtering software- Different methods to screen unwanted internet content including whitelisting, blacklisting, monitoring activity, keyword recognition, or blocking-specific functions such as e-mail or Instant Messages.

Firewall- This is a system that creates a special "wall" used by network servers to separate their Intranet from the internet. It keeps out unwanted information like spam and viruses and unwanted people like hackers.

Flaming- Sending a deliberately confrontational message to others on the internet, usually in capital letters.

Gamer- Someone who plays online or computer games

Hacker- A popular term for someone who accesses computer information either legally or illegally.

History- A list of web sites the people using a particular computer have visited. Viewing the history can be used to monitor what sites your children have visited.

ICQ- A program that allows users to communicate with other users in real time. Users can be alerted when other ICQ users have logged onto the program. ICQ allows users to chat, Instant-Message, send files, and play games.

Instant Messaging (IM) - A service that allows people to send and get messages almost instantly. To send messages using Instant Messaging you need to download an Instant-Messaging program and know the Instant-Messaging address of another person who uses the same Instant-Messaging program.

IRC (internet relay chat) - A system that enables people online to join in live discussions, allowing people to engage in real-time chat. IRC is like a CB radio for the internet. Internet Relay Chat is a virtual meeting place where people from all over the world can meet and talk.

Monitoring software- Software products that allow parents to monitor or track the web sites or e-mail messages that a child visits or reads.

Mouse trapping- A commonly used technique by pornography sites where a user gets "locked" in a web site. While surfing the internet it is possible to click a web site and have multiple undesirable web sites open. When this happens, you often cannot close or back out of the sites and must close your web browser completely.

Netiquette- Courtesy, honesty, and polite behavior practiced on the internet.

Online grooming- Using the internet to manipulate and gain trust of a minor as a first step towards the future sexual abuse, production, or exposure of that minor. Sometimes involves developing the child's sexual awareness and may take days, weeks, months, or some cases years to manipulate the minor.

Password- The secret word you use when signing onto the internet or an online service that helps to confirm your identity.

Pharming- An online scam that attacks the browser's address bar. Users type in what they think is a valid web-site address and are unknowingly redirected to an illegitimate site that steals their personal information.

Phishing- An online scam that uses e-mail to "fish" for users' private information by imitating legitimate companies. People are lured into sharing user names, passwords, account information or credit-card numbers. The phishing e-mail usually contains a link to an illegitimate site. Scammers copy the look of a web site to set up a nearly identical page, one that appears to be part of that company's site.

Piracy- Illegally copying copyrighted software, music, or movies

Privacy Policy- The policy that a company or organization operating a web site uses for handling the personal information collected about visitors to the site.

Search engine- A program that searches information on the world wide web by looking for specific keywords and returns a list of information found on that topic.

Server- A special software package that connects to a network and provides data. The computer that this software runs on is also often called the server.

Social networking site - A social networking site is a web site specifically focused on the building and verifying of social networks for whatever purpose.

Spam- Unwanted e-mail from someone you don't know. It is usually trying to sell you something.

Spimming- Mass mailings sent as Instant Messages to users. Often these can feature links to explicit porn sites.

Streaming (media) - The exchange of video clips, sound, or other types of media over the internet. It is a way for the user to quickly download these files.

Temporary internet files- A folder on your computer that will tell you every site that your child has visited, unless they have learned to delete these files. Every time you open a web page, your computer saves a copy of that site's files and graphics in your "temporary internet files" folder. The amount of files can build up and make your computer run slow. You may want to periodically review this folder and delete the files.

Virus- A computer program that can destroy files or make your computer "crash." Viruses can be sent via e-mail or through other file-sharing programs. Anti-virus software and not downloading information from people you don't know can help keep viruses from damaging your computer.

Warez - pirated or illegally-distributed software

Web-based chat- a form of communication where users can have real-time conversations with other users conducted through an ISP. Chat can take place in a chatroom, Instant-Messaging program, or on IRC channels.

Whitelisting- A form of filtering that only allows connections to a preapproved list of sites that are considered useful and appropriate for children.

Internet Safety Terminology Grades 6-12

1. blog/blogging: This term is derived from *Web log* and is an increasingly popular type of Web site. Most take the form of journal entries and allow readers to post comments.

2. bookmark(s): This browser feature stores a Web address in memory and allows the user to link quickly to the site.

3. chat rooms: These Web sites or online services facilitate electronic discussions by quickly posting the comments and responses of multiple users.

4. circumventor sites: These parallel Web sites allow children to get around some *filtering* software and access sites that have been blocked.

5. cyberbullies/cyberbullying: This refers to any online threats by one student toward another, typically through e-mails or on Web sites (e.g., *blogs, social networking* sites).

6. cybercrime: This refers to any Internet-related illegal activity.

7. cybersecurity (sometimes *cyber security*): This refers to any technique, software, etc., used to protect computers and prevent online crime.

8. cyberstalking: This refers to a number of methods individuals use to track, lure, or harass another person online.
9. electronic footprints: Computers maintain a record of all Web site visits and e-mail messages, leaving a trail of the user's activity in cyberspace. These data can still exist even after the browser *history* has been cleared and e-mail messages have been deleted.

10. favorite(s): This is the name for *bookmarks* (see above) used by Microsoft's Internet Explorer browser.

11. file sharing: This software enables multiple users to access the same computer file simultaneously. File sharing sometimes is used illegally to download music or software.

12. filter/filtering: This refers to different types of software that screen and block online content.

13. gaming: This term describes Internet games, which can be played either individually or by multiple online users at the same time.

14. **griefers:** These Internet users intentionally cause problems for other *gamers*.

15. **grooming:** This refers to the techniques sexual predators use to get to know their victims in preparation for sexual abuse.

16. **history:** This is a tracking feature of Internet browsers that shows all the recent Web sites visited.

17. **identity theft:** In this crime, someone obtains the vital information (e.g., credit card, Social Security, bank account numbers) of another person, usually to steal money. Email scams, *spyware*, and *viruses* are among the most typical methods for stealing someone's identity.

18. **instant message/messaging:** Known by the acronym *IM*, this is a variation of *chat rooms* that allows users to communicate through text messages.

19. **malicious code:** This refers to any computer code that is intentionally introduced into a system to damage or destroy files or disrupt the operation of a computer.

20. **monitoring:** This refers generally to the technique of tracking where people have been on the Internet by looking at the *history* of the browser. It also refers to software used for the same purpose.

21. **P2P--peer-to-peer computing:** This is a popular way for Internet users to share one another's computer files—usually music, game, or software files.

22. **phishing:** This scam involves sending a fraudulent e-mail soliciting credit card, Social Security, or other personal information from an unsuspecting user.

23. **social networking:** This refers broadly to online communities where people share information about themselves, music files, photos, etc. There are many social networking Web sites (e.g., MySpace, Facebook, or Friendster).

24. **spam:** This refers to any unsolicited e-mail, or junk mail. Most spam is either a money scam or sexual in nature. Internet Service Providers, e-mail software, and other software can help block some, but not all, spam.

25. **spyware:** This refers to a wide-variety of software installed on people's computers without their knowledge. The programs typically will track computer use and create numerous pop-up ads. In some instances, the spyware can damage the computer and facilitate *identity theft*.

26. viruses: These are software programs that typically arrive through e-mail attachments and multiply on the hard drive, quickly exhausting the computer's memory. A *trojan* is a variation that allows unauthorized users access to the computer, from which they can send infected e-mails or *spam*.

27. wireless computers: Many networks now allow computers access to the Internet without being connected with wires. These networks are becoming increasingly more popular and powerful, allowing people to access the Internet using cell phones and other devices.

Middle School/High School Activities and Resources

Activities Grades 6-8			
Core Subject	**SOL**	**Activity**	**Resource**
English	6.2	As students learn to express opinions with convincing arguments, emotions likely will become heated. Students should be apprised of the dangers of cyberbullying. This lesson incorporates the teaching of bullying issues with literature. It easily can be extended to include cyberbullying.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *No More Bullying: Understanding the Problem, Building Bully-free Environments* *http://www.readwritethink.org/lessons/lesson_view.asp?id=935*
	6.5, 7.6, 7.7, 8.6	When students use online tools as reference resources, address the general safety issues appropriate for this age group. In writing factual articles for an online encyclopedia, students learn about fact and opinion as found on the Internet.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ www.wikipedia.com http://school.discoveryeducation.com/schrockguide/eval.html *Active Reading: Learning to Think Like Fact Checkers* *http://www.nytimes.com/learning/teachers/lessons/20051205monday.html*
	7.3, 8.3	Students exploring persuasive messages can see how these same techniques are used in Web content and advertisements. This lesson develops student awareness of the logical fallacies used in advertising.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *Identifying and Understanding the Fallacies Used in Advertising* *http://www.readwritethink.org/lessons/lesson_view.asp?id=785*
	8.6	Students learning to analyze details for relevance and accuracy also can use these skills with Internet sites. This lesson provides techniques for teachers to use when teaching students how to evaluate Web sites.	www.NetSmartz.org http://www.library.cornell.edu/olinuris/ref/research/webeval.html http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *Inquiry on the Internet: Evaluating Web Pages for a Class Collection* *http://www.readwritethink.org/lessons/lesson_view.asp?id=328*

	7.8, 8.7	If students are using online tools for written communications, address the general safety issues This lesson is written for high school students but could easily be adapted to upper middle school students. It also is very good for ESL students.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://disney.go.com/surfswell/index2.html http://school.discoveryeducation.com/schrockguide/eval.html *Naming in the Digital World: Creating a Safe Persona on the Internet* *http://www.readwritethink.org/lessons/lesson_view.asp?id=843*
History/Social Science	**USI.1, USII.1, CE.1, WH.1**	If students are using online resources for practicing skills or conducting research, address the general safety issues. This lesson focuses on research skills and illustrates how predators easily can piece together information about students.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *Search Me (Not): Developing Profiles of Literary and Historical Figures by Imagining Their Web Searches* *http://www.nytimes.com/learning/teachers/lessons/20060810thursday.html*
	USII.1, CE.1	As students learn to express opinions with convincing arguments, emotions likely will become heated. Students should be apprised of the dangers of cyberbullying.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	CE.7	While studying the impact of media on public opinion and public policy, use examples from the Web. Students doing research must learn to recognize techniques used to persuade others of a certain point of view.	www.cnn.com www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	USII.1, CE.1	Use the Web to underscore the concepts of interpreting ideas from different perspectives and separating fact from opinion.	www.cnn.com www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	USII.8, CE.3, CE.8, CE.10, CE.11, CE.12	Students exploring the impact of new technologies on our culture should examine safety issues related to the Internet and other electronic communication devices.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	CE.1	Students using charts and spreadsheets to explore information could examine Internet cybersafety data.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://www.pewinternet.org/search.asp

			http://school.discoveryeducation.com/schrockguide/eval.html
Science	**6.1, LS.1, PS.1**	If students are using online tools for written communications, address the general safety issues appropriate for this age group. This lesson, based on a doctored photograph of a shark, can help students understand that not all they see online is true.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *Don't be Fooled by a Photograph* *http://www.nationalgeographic.com/xpeditions/lessons/03/g68/hoaxphoto.html*
	6.1	Students learning how to think logically can evaluate information on the Internet for accuracy and logical validity. This lesson in logical thinking helps students understand how online predators gather bits of information to target victims.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *Forensic Problem Solving and Einstein: The Vanishing Videos Mystery* *http://www.wiredsafety.org/wiredlearning/Einstein/index.html*
	6.9, PS. 1	Students doing research must explore the difference between fact and opinion and recognize techniques used to persuade others of a certain point of view.	www.cnn.com www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
Math	**6.18, 6.19, 6.20, 7.16, 7.17, 7.18, 8.12, 8.13**	Students could use data about cybersafety issues. Although this resource is not a lesson plan, it can provide a good reference for students exploring how data can be presented and misrepresented using charts and graphs.	www.NetSmartz.org http://www.cybersmartcurriculum.org/lesson_plans/ http://www.ctap4.org/cybersafety/ http://www.pewinternet.org/search.asp http://school.discoveryeducation.com/schrockguide/eval.html *Critical Thinking Across the Curriculum* *http://mcckc.edu/longview/ctac/graphs.htm*

Activities
Grades 9-12

Core Subject	SOL	Activity	Resource
English	**9.3**	Students exploring literary styles can see how these same styles are used in Web content and advertisements.	www.msn.com www.wikipedia.com http://school.discoveryeducation.com/schrockguide/eval.html
	9.4, 9.9, 10.11, 11.4, 11.10, 12.7, 12.8	When students use online tools as reference resources, address the general safety issues appropriate for this age group. This lesson focuses on the various forms of literacy required in today's world. A teacher easily can incorporate safety issues into this lesson plan.	www.NetSmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *Defining Literacy in a Digital World* *http://www.readwritethink.org/lessons/lesson_view.asp?id=915*
	9.4, 10.9, 12.8	Students can apply nonfiction reading skills to information on Web sites, especially when identifying the author's position and purpose.	www.cnn.com www.NetSmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	12.1	As students learn to express opinions with convincing arguments, emotions likely will become heated. Students should be apprised of the dangers of cyberbullying. Note: Cybersafety may be used as a topic for presentations. This lesson addresses music downloading and legal issues as topics for a persuasive debate activity.	www.cnn.com www.NetSmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html *Copyright Infringement or Not? The Debate over Downloading Music* *http://www.readwritethink.org/lessons/lesson_view.asp?id=855*
	11.9	If students are using online resources for practicing skills, address the general safety issues.	http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org
	9.6, 10.7, 10.11, 11.7, 11.9, 12.7	If students are using online tools for written communications, address the general safety issues.	www.cnn.com www.NetSmartz.org http://www.ctap4.org/cybersafety/

			http://school.discoveryeducation.com/schrockguide/eval.html http://www.ctap4.org/cybersafety/
		This lesson teaches students to create safe user names while learning about word connotations.	*Naming in the Digital World: Creating a Safe Persona on the Internet* *http://www.readwritethink.org/lessons/lesson_view.asp?id=843*
		This lesson focuses on student communication with news outlets and blogs. Safety issues can be incorporated easily. Teachers may opt to use a blog simulation rather than a real blog.	*Sound Off!: Exploring How Public Interaction Changes the News Experience* *http://www.nytimes.com/learning/teachers/lessons/20050714thursday.html*
	9.6, 10.7, 11.7, 12.7	When writing, students can use Internet safety as a topic. Students use fiction to explore their assumptions about technology.	*Paying Attention to Technology: Exploring a Fictional Technology* *http://www.readwritethink.org/lessons/lesson_view.asp?id=323*
		Students focus on their personal uses of technology and how these affect their lives.	*Paying Attention to Technology: Writing Technology Autobiographies* *http://www.readwritethink.org/lessons/lesson_view.asp?id=325* http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org
	9.3, 9.4, 11.2, 12.7	When exploring the differences between fact and opinion, students should understand that Web sites do not always contain factual information and that certain techniques can be used to persuade others.	http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org
	11.1, 11.7, 12.1	Students learning to write persuasive messages can see how these same techniques are used in Web content and advertisements.	http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org
		This lesson focuses generally on advertising techniques and can easily incorporate Internet-based advertising.	*Watching the Watchers: Analyzing Explicit and Subtle Advertising in a Variety of Media* *http://www.nytimes.com/learning/teachers/lessons/20060727thursday.html* http://www.ctap4.org/cybersafety/
	9.4, 9.9, 10.11, 11.4, 11.10, 12.7, 12.8	When students research on the Internet, remind them how to evaluate Web sites for authenticity and factuality.	http://www.library.cornell.edu/olinuris/ref/research/webeval.html http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org

	9.4, 11.2	Students learning to analyze details for relevance and accuracy can use these same skills with Internet sites. In this lesson, students learn about techniques used in advertising, including electronic ads.	http://school.discoveryeducation.com/schrockguide/eval.html *Identifying and Understanding the Fallacies Used in Advertising* *http://www.readwritethink.org/lessons/lesson_view.asp?id=785* http://www.ctap4.org/cybersafety/
English	**9.4, 9.9, 10.4, 10.11, 11.4, 11.10, 12.4. 12.7, 12.8**	Students exploring issues with research and for writing projects can use technology and ethics as a topic. Students use their book review techniques to review a technology. Students use the technology of a blog to write about how their own visions of a utopia would work. An alternative activity is included for divisions that do not have access to blog technology.	http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org *Paying Attention to Technology: Reviewing a Technology* *http://www.readwritethink.org/lessons/lesson_view.asp?id=838* *Blogtopia: Blogging About Your Own Utopia* *http://www.readwritethink.org/lessons/lesson_view.asp?id=942*
History/Social Science	**WHII.15, WG.7, VUS.1, VUS.14, GOVT.1, GOVT.18**	As students learn to express opinions with convincing arguments, emotions likely will become heated. Students should be apprised of the dangers of cyberbullying. This lesson asks students to probe the issues involved with social networking sites, the government's role in protecting children, and their own role as citizens.	http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org *Protecting Our Space: Developing Public Service Announcements to Offer Information about Online Safety* *Concerns for Teens* *http://www.nytimes.com/learning/teachers/lessons/20060622thursday.html* http://www.ctap4.org/cybersafety/
	WHII.1, WG.7, VUS.1, GOVT.1, GOVT.6	Students doing research must explore the difference between fact and opinion and recognize techniques used to persuade others of a certain point of view. Students explore the nature of propaganda. Teachers can make a connection to information found on Web sites or in advertisements.	*Argument, Persuasion, or Propaganda?: Analyzing World War II Posters* *http://www.readwritethink.org/lessons/lesson_view.asp?id=829* http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	WHII.15, WG.9, WG.12, VUS.14, GOVT.9, GOVT.11	Students exploring the impact of new technologies on our culture should examine safety issues related to the Internet and other electronic communication devices. This lesson focuses on the government's	http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html www.netsmartz.org *Online and Off the Record: Exploring Internet Privacy Protections for Children*

		role in protecting children, balanced with free-speech rights. This lesson explores the various communication technologies available today and their impact on everyday life.	*http://www.nytimes.com/learning/teachers/lessons/20030515thursday.html* *R U Talkin 2 Me? Analyzing the Effects of Contemporary Communications Technologies* *http://www.nytimes.com/learning/teachers/lessons/20061106monday.html*
Science	**ES.2, ES.11, ES.12, ES.14, BIO.1, BIO.8, PH.3, PH.4**	Remind students that personal observations and opinions can be communicated on the Internet as if they are fact. In this lesson, students explore a pseudoscience topic (e.g., Bermuda Triangle, palm reading, Bigfoot) through Internet sites. They apply the scientific method while exploring the topic.	http://school.discoveryeducation.com/schrockguide/eval.html http://www.library.cornell.edu/olinuris/ref/research/webeval.html http://www.ctap4.org/cybersafety/ www.netsmartz.org *Pseudoscience Activity: Study in the Scientific Method* *http://www.scienceteacher.org/k12resources/lessons/lesson18.htm*
	ES.1, BIO.1, CH.1, PH.1	Teachers can help students understand that data collected and presented on the Internet may be flawed due to many variables, including equipment malfunction, human bias, or presentation mechanisms.	
	ES.1, BIO.1, CH.1, PH.1	If students are using online tools for written communications, address the general safety issues appropriate for this age group.	www.netsmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	ES.1, BIO.1	As students learn to express opinions with convincing arguments, emotions likely will become heated. Students should be apprised of the dangers of cyberbullying.	www.netsmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
Math	**A.4, A.5, AII/T.19, PS.1, PS.8, PS.9**	Students could use data about cybersafety issues.	www.netsmartz.org http://www.ctap4.org/cybersafety/ http://www.pewinternet.org/search.asp http://school.discoveryeducation.com/schrockguide/eval.html
	PS.9	Students could use data about information found on the Internet.	www.netsmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html

	G.1	Students can explore logical arguments using information about cybersafety.	www.netsmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
	DM.12	Students can use logic techniques to analyze arguments on Web sites.	www.netsmartz.org http://www.ctap4.org/cybersafety/ http://school.discoveryeducation.com/schrockguide/eval.html
		This logical-thinking lesson can help students understand how online predators gather bits of information to target victims.	*Forensic Problem Solving and Einstein: The Vanishing Videos Mystery* *http://www.wiredsafety.org/wiredlearning/Einstein/index.html*