Lesson/Activity Title:
ONLINE SAFETY

Time: 10-15 minutes for focus; 10-15 minutes for teach model; 15-20 minutes for guided practice; 45-75 minutes for independent practice; 15-20 minutes for closure

Instructional Goals:

- The students will use the **PebbleGo** Next Social Studies online database to research safe and appropriate internet use.
- The students will apply concepts learned about internet use to create a multimedia presentation (or a paper brochure) about these concepts.

Integrated Content Standards

- AASL Standards Framework for Learners (http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Learner-Framework-Spread.pdf)
- Common Core English Language Arts/Literacy Standards (www.corestandards.org/ELA-Literacy/)
- National Educational Technology Standards for Students (https://www.iste.org/standards/for- students)
- NCTE/IRA Standards for English Language Arts (www.ncte.org/standards/ncte-ira)
- National Curriculum Standards for Social Studies (http://socialstudies.org)

Materials/Resources:

- **PebbleGo** Next Social Studies online database
- Safe and Appropriate Internet Use handout
- Computer with multimedia presentation software or paper, pencils, and markers/colored pencils if multimedia software is unavailable

Procedures/Lesson Activities:
Focus

1. Ask students what they use the internet to do.

2. Ask students how they make sure they are using the internet safely and appropriately.

Teach/Model

3. Tell students they will have the opportunity to create a multimedia presentation (or a paper brochure) based on their internet use.

4. Show students how to navigate the **PebbleGo** Next Social Studies database.

5. Navigate to "Technology and Society." Click on the article "Online Safety."

6. Review how to move between the tabs within the article by clicking on "Safe Browsing" and "Sorting Fact from Fiction."

7. Remind students that they can utilize the readaloud feature if they would like.

8. Demonstrate how to play the video within the article by clicking the appropriate icon.

9. Tell students they always need to give proper credit to their research source by including a bibliography section on their final product. Point out the cite button near the bottom of the article.

10. Explain to students that they will need to think about the ways in which they use the internet. They will fill out a chart with how they use the internet safely and appropriately for each of these uses. Once they are finished, they will create a multimedia presentation or a brochure about their internet use.

11. Pass out the Safe and Appropriate Internet Use handout.

Guided Practice

12. Model filling in parts of the **Safe and Appropriate Internet Use** handout using the article "Online Safety."

13. Model creating a slide or two using multimedia presentation software. Students should include an introductory slide that discusses the topic of their presentation. Each slide that follows should include one way the student stays safe and appropriate while using the internet. The final slide should act as a conclusion, summing up the presentation and its topic. If multimedia software is unavailable, students can create a paper brochure instead. The brochure should include an introduction and a conclusion, as well as a section for each way the student stays safe and appropriate online.

14. Discuss the benefits of internet use and the importance of using it safely and appropriately.

Independent Practice

15. Allow each student to think about the ways in which they use the internet.

16. Allow students time to navigate the **PebbleGo** Next Social Studies online database and complete the handout.

17. Give students time to create their multimedia presentations or brochures using the information from their handouts.

18. Allow students time to share their presentations or brochures with a small group and to discuss what they learned from each.

Closure

19. Remind students that it is important to use the internet safely and appropriately, for both their sake and the sake of others.

Extend/Enrich

Encourage students to write goals for themselves based on their internet use. This could involve the amount of time they spend on the internet, how they interact with others on the internet, or what sites they visit on the internet. Encourage students to pay attention to their internet use for the next week. After the end of that week, give students time to write a reflection on how their internet use has changed, how they feel about these changes, and what else they could do differently to make sure they stay safe while online.

Name: _____

Safe and Appropriate Internet Use

Ways I Use the Internet	How I Stay Safe and Appropriate Online
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