Basic *Children's Internet Protection Act* (CIPA)

—R E Q U I R E M E N T S—

Stage 1   ONLINE SAFETY REQUIREMENTS

Grades K-1

Children's Internet Protection Act

Background

The Children's Internet Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA Requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measure must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must **provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.**

Federal Communications Commission
445 12th Street SW, Washington, DC 20554
Phone: 1-888-225-5322

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Basic *Children's Internet Protection Act* (CIPA)
Implementation Guide

common sense
media

Common Sense Media's free, comprehensive E-rate Toolkit at www.commonsense.org/erate provides you, your teachers, and your school community with all of the resources you need to educate your students about three CIPA-required topics: 1) appropriate online behavior, 2) safety and privacy, and 3) cyberbullying. The Toolkit contains lessons organized by grade, complete with supporting student handouts, videos, assessments, and parent tips, as well as a Teacher Verification Document.

ELEMENTARY SCHOOL
One 45-minute lesson per grade per year

Grade	Lesson
K	Going Places Safely
1	Sending Email
2	Show Respect Online
3	Follow the Digital Trail
4	The Power of Words
5	Talking Safely Online

MIDDLE SCHOOL
Two 45-minute lesson per grade per year

Grade	Lesson
6	• Safe Online Talk • Strong Passwords
7	• Trillion Dollar Footprint • Cyberbullying: Crossing the Line
8	• Which Me Should I Be? • Cyberbullying; Be Upstanding

Access these lessons from the Toolkit's Teacher Page: www.commonsense.org/erate-teachers.

www.commonsense.org

Teacher Verification Document

commonsense media

TEACHER NAME: _____

TITLE: _____

GRADE/CLASS: _____

SCHOOL: _____

DISTRICT: _____

SCHOOL YEAR: _____

I verify that I have...

❒ Understood and embraced the district-wide Internet Safety Policy and the education requirements related to Children's Internet Protection Act (CIPA).

❒ Educated my students according to the lesson requirements.

I hereby certify that the above actions have been carried out during the 20___ – 20___ school year.

SIGNATURE: _____   **DATE:** _____

Teacher, please sign and turn in this Teacher Verification Document
and any other pertinent paperwork required by your district.

ACCEPTABLE USE AGREEMENT

English

Spanish

BAKERSFIELD CITY SCHOOL DISTRICT
1300 Baker Street
Bakersfield, CA 93305

ACCEPTABLE USE AGREEMENT (AUA):
DISTRICT TECHNOLOGICAL RESOURCES

Background Information, Commitments, and General Requirements

The Governing Board of the Bakersfield City School District's ("District") has adopted a policy (Student Use of Technology, BP 400.43) describing rules and procedures to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of, or access to, sensitive information, and to comply with the: (1) Children's Online Privacy Protection Act (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Broadband Data Improvement Act. (Pub.L. 110-385.); (3) Protecting Children in the 21st Century Act (15 USC 6551); (4) Children's Internet Protection Act (20 USC 6301 et seq); (5) Enhancing Education Through Technology Act of 2001 (20 USC 6751 et seq.); and (6) the internet safety provisions of the No Child Left Behind Act (20 USC 6777). This *Acceptable Use Agreement* (*AUA*) brings together information from several District policies describing user obligations and responsibilities. The term "user" means anyone using District technological resources (e.g., computers, Internet, email, other forms of direct electronic communications, and equipment provided by the District regardless of the physical location of the user).

The District will use technology protection measures to block or filter, to the extent possible, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor use of the District's technology resources for improper use without advance notice or consent and to take immediate corrective action regarding any improper activities. As the District deems necessary, authorized employees will: (1) monitor users' online activities; (2) access, review, and copy; (3) store or delete any electronic communication or files; and (4) disclose files and documents to others. Users have no expectation of privacy regarding their use of District technological resources.

Users shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on race or ethnicity, ethnic group identification, physical or mental disability, medical condition, marital or parental status, sex or gender, gender identity, gender expression, genetic information, age, color, ancestry, national origin or nationality, religion, limited proficiency in English, or sexual orientation.

District staff will provide age-appropriate instruction to students about the safe, proper, and appropriate behavior while using technological resources. Although student use of District technological resources to access public social networking sites is prohibited, such instruction shall include, but not be limited to: the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, interacting with other individuals on social networking web sites and in chat rooms, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Use of District Technological Resources

Before a student is authorized to use the District's technological resources, the student and his/her parent/guardian shall sign and return this *AUA* to acknowledge and agree to all the conditions specified here. Each District school will keep a copy of the *AUA* signature page on file. Annually and before each student uses District technology, the principal/designee will verify the presence of a fully executed *AUA*. Once signed, the *AUA* acknowledgement/permission page remains in effect until: (1) revoked by the parent; (2) the student has a cancellation of user privileges; or (3) the student is no longer enrolled. Even without a signature on the *AUA*, employees, students, and all other users are required to follow applicable laws, policies, procedures, including

the requirements described within this *AUA*. By using the District resources, each user agrees to comply with all rules. Each user is required to report any misuse of the District's technological resources to the appropriate employee (e.g., teacher, supervisor, or other District personnel). If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor, or other appropriate District personnel.

Students are authorized to use District technological resources or equipment to access the Internet or other online services in accordance with Board policy, the user obligations, and responsibilities specified in the District's *Acceptable Use Agreement*.

Accessing Technological Resources Outside of School Setting. Students will access the District technological resources outside of school only if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use outside of school.

Penalties for Improper Use

Students who violate District or school rules and regulations, to include the unacceptable uses of the District's technological resources may be subject to consequences including, but not limited to: (1) legal action; (2) suspension; (3) expulsion; (3) transfer to alternative programs; (4) cancelling or limiting student user privileges; (5) denial of participation in extracurricular or cocurricular activities; (6) or other privileges. When a crime may have been committed, the Superintendent or designee shall notify local law enforcement. In accordance with law and policy, students also may be subject to a District or school consequence(s), for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts school activities.

Disclaimer

The District makes no guarantees and denies any responsibility for the accuracy or quality of the information obtained by using District technological resources. Any statement accessible through the District's resources is understood to be the author's individual point of view and not that of the District, its affiliates, or employees. The student and parent/guardian, as a condition of the student's use of District technological resources, agree to indemnify and hold harmless the District or any District employee and waive all claims or suits for damages, costs, or injury arising from the failure of any technology protection measures, violations of copyright restrictions, user mistakes or negligence, or other obligations arising from use of District technological resources. Any charges a user accrues due to the inappropriate and unauthorized use of the District's resources are to be borne by the user.

BAKERSFIELD CITY SCHOOL DISTRICT:
ACCEPTABLE USE AGREEMENT
ADDITIONAL STUDENT AGREEMENTS

Personal Responsibility and Safety
1. I will use the school computers safely, responsibly, and for educational purposes.
2. I will take care of the computer and all technology equipment as if it belonged to me.
3. I will keep my passwords private and not share them with my friends.
4. I will only use school computers for classroom work assigned by the teacher.
5. I will report any misuse of the computer or the network to a teacher or the principal.
6. I will immediately stop and tell the teacher or person in charge if anything happens on the computer or on the Internet that is wrong or makes me feel uncomfortable.

Inappropriate Uses
7. I will not use someone else's username and password to log into the computer or network.
8. I will not read, delete, copy, or modify email or use another person's identity.
9. I will not attempt to bypass security measures on the District network.
10. I will not download any software from the Internet unless specifically directed to as part of a lesson.
11. I will not buy, sell, or advertise anything using the school computer and/or network.
12. I will not use technology equipment to encourage the use of drugs, alcohol, and tobacco or take any action that is unethical or prohibited by law or District policy.

Digital Citizenship
13. I will not threaten, harass, insult, ridicule, gossip, or tease others while I am online or using a computer. I understand these behaviors may result in punishment to include loss of privileges.
14. I will not copy information and use it as if it were my own ideas without giving credit to the information's author and source. I know that failure to properly cite my sources of information is called plagiarism and is a form of cheating.

Online Behavior
15. I understand that computer files and electronic communications are not private and may be accessed by the District to ensure proper use.
16. I will not share personal information (either my own nor another student's) including: references to where I live, details about family or friends (including names), my age, birthday, home address, or telephone number on the Internet.
17. I will use respectful and appropriate language without swearing, name calling, or causing others to feel uncomfortable due to their gender, race, appearance, behavior, or beliefs. (These are actions that could be considered harassment or bullying).
18. I will not post copyrighted material online.

Required Signatures: BCSD *Acceptable Use Agreement*

STUDENT

By signing below, I am showing I understand and agree to follow all rules listed in this four-page *Acceptable Use Agreement*. I understand that any rules I do not follow may result in disciplinary action, losing my user account, and legal action. I further understand I may be held responsible for using technological resources outside of school if my conduct violates District rules. I agree to report any misuse of the District electronic system to a teacher, principal, or other District employee.

Student Name (please print):_____

Student Signature_____ Date_____

PARENT OR GUARDIAN

As the parent/guardian of this student, I have read and understand this *Acceptable Use Agreement* (*AUA*) consisting of four pages. I understand this *AUA* has been designed to help ensure safe, proper, and appropriate conduct while staff and students use technological resources. By signing below, I am consenting to my student using District technological resources consistent with all the provisions of this *AUA*. I further understand I may revoke this consent in writing, but this revocation will not affect any action taken in reliance on my consent before the District receives my written notice of revocation.

Parent or Guardian Name (please print):_____

Signature_____ Date_____

SPONSORING TEACHER

I have received and read Board Policy 400.43 entitled Student Use of Technology, the accompanying administrative regulation, and this *Acceptable Use Agreement* (*AUA*) describing expectations for the appropriate use of the District's technological resources. I have been provided with information about the role of staff to supervise student use of technological resources. As the sponsoring teacher, I agree to instruct the student to fulfill the requirements of the policy and *AUA*. This commitment includes agreeing to report any prohibited use or misuse of the District's technological resources to the appropriate Bakersfield City School District administrator and to comply with all applicable law, policy, and procedure.

Teacher's Name (please print):_____

Signature_____ Date_____

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ACUERDO DEL USO ACEPTABLE (AUA):
RECURSOS TECNOLÓGICOS DEL DISTRITO

Información de los antecedentes, compromisos, y requisitos generales

La mesa directiva gobernante del Distrito Escolar de la Ciudad de Bakersfield ("Distrito") ha adoptado una norma (Uso de tecnología del estudiante, BP 400.43) describiendo las reglas y procedimientos para prevenir el acceso no autorizado y otras actividades ilícitas por usuarios en línea, prevenir la divulgación no autorizada, acceso, información sensitiva, y para cumplir con: (1) Decreto de Protección de la Privacidad En Línea de los Niños (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Decreto del Mejoramiento de Datos de Banda Ancha. (Pub.L. 110-385.); (3) Decreto Protegiendo a los Niños en el Siglo XXI (15 USC 6551); (4) Decreto de Protección de Internet de los Niños (20 USC 6301 et seq); (5) Decreto de Mejoramiento de la Educación Por Medio de la Tecnología del 2001 (20 USC 6751 et seq.); y (6) y las provisiones de seguridad del Internet del Decreto Ningún Niño se Quedará Atrás (20 USC 6777). Este *acuerdo del uso Aceptable* (*AUA*) une la información de varias normas del distrito describiendo las obligaciones y responsabilidades del usuario. El término "usuario" significa cualquier persona usando los recursos tecnológicos del distrito (ej., computadoras, Internet, correo electrónico, otras formas de comunicaciones electrónicas directas, y equipo proveído por el distrito a pesar de la ubicación física del usuario).

El distrito usará medidas de protección de tecnología para bloquear o filtrar, hasta el punto posible, acceso de descripciones visuales que son *obscenas, pornográficas, y dañinas para los menores* en la red informática. El distrito reserva el derecho de monitorear el uso de los recursos de tecnología del distrito por uso impropio sin aviso de anticipo o consentimiento y tomar una acción correctiva inmediata respecto a cualquier actividad impropia. Como el distrito considere necesario, los empleados autorizados: (1) monitorearán las actividades en línea de los usuarios; (2) conseguirán acceso, revisarán, y copiarán; (3) almacenarán o borrarán cualquier comunicación electrónica o archivos; y (4) divulgarán archivos y documentos a otros. Los usuarios no tienen expectación de privacidad respecto a su uso de recursos tecnológicos del distrito.

Los usuarios no deberán conseguir acceso, anunciar, someter, publicar, o mostrar cuestiones dañinas o inapropiadas que sean amenazadoras, obscenas, perturbadoras, o sexualmente explícitas, o que podrían ser interpretadas como acoso o menosprecio de los demás basado en la raza o etnicidad, identificación de grupo étnico, discapacidad mental o física, condición médica, estado civil o paternal, sexo o género, identidad de género, expresión de género, información genética, edad, color, ascendencia, origen nacional o nacionalidad, religión, aptitud limitada en inglés, u orientación sexual.

El personal del distrito proveerá instrucción de edad apropiada a los estudiantes acerca del comportamiento seguro, propio y apropiado mientras usan los recursos tecnológicos. Aunque el uso de los recursos tecnológicos del distrito del estudiante para conseguir acceso a sitios de redes sociales públicos es prohibido, tal instrucción deberá incluir, pero no estará limitada a: los peligros de anunciar información personal en línea, mala representación por depredadores en línea, cómo reportar amenazas o contenido inapropiado u ofensivo, interactuar con otros individuos en sitios de redes sociales y salas de charlas, comportamientos que constituyen acoso cibernético, y cómo responder cuando se es sujetado al acoso cibernético.

Uso de los recursos tecnológicos del distrito

Antes de que un estudiante sea autorizado para usar los recursos tecnológicos del distrito, el estudiante y su padre/madre/tutor deberá firmar y regresar este Acuerdo del uso aceptable (*AUA*) para reconocer y estar de acuerdo a todas las condiciones especificadas aquí. Cada escuela del distrito mantendrá una copia de la página

de la firma del *AUA* archivada. Anualmente y antes de que un estudiante use la tecnología del distrito, el director/designado verificará la presencia de un *AUA* totalmente ejecutado. Una vez firmada, la página de reconocimiento/permiso del *AUA* permanecerá en efecto hasta que: (1) sea revocada por el padre/madre; (2) el estudiante tenga una cancelación de privilegios de usuario; o (3) el estudiante ya no esté inscrito. Aún sin una firma en el *AUA*, a los empleados, estudiantes, y todos los demás usuarios se les requiere seguir las leyes aplicables, normas, procedimientos, incluyendo los requisitos descritos dentro de este *AUA*. Usando los recursos del distrito, cada usuario está de acuerdo con cumplir con todas las reglas. A cada usuario se le requiere reportar cualquier uso incorrecto de los recursos tecnológicos del distrito al empleado apropiado (ej., maestro, supervisor, u otro personal del distrito). Si el usuario no está seguro acerca de si un uso particular es aceptable o apropiado, él o ella deberán consultar a un maestro, supervisor, u otro personal apropiado del distrito.

Los estudiantes están autorizados para usar los recursos tecnológicos del distrito o equipo para conseguir acceso al Internet u otros servicios en línea en conformidad con la norma de la mesa directiva, las obligaciones del usuario, y responsabilidades especificadas en el *Acuerdo del uso aceptable* del distrito.

Conseguir acceso de recursos tecnológicos fuera de la ubicación de la escuela. Los estudiantes conseguirán acceso a los recursos tecnológicos del distrito fuera de la escuela sólo si un padre/madre o tutor legal supervisa su uso en todo momento. El padre/madre o tutor del estudiante es responsable por monitorear el uso del menor fuera de la escuela.

Consecuencias por el uso impropio

Los estudiantes quienes violen las reglas y el reglamento del distrito o escuela, que incluye los usos inaceptables de los recursos tecnológicos del distrito pueden estar sujetos a consecuencias incluyendo, pero no limitadas a: (1) acción legal; (2) suspensión; (3) expulsión; (3) transferencia a programas alternativos; (4) cancelar o limitar los privilegios de usuario del estudiante; (5) denegación de la participación en las actividades extracurriculares o co-curriculares; (6) u otros privilegios. Cuando un crimen pudo haber sido hecho, el superintendente o designado deberá notificar a las autoridades policíacas locales. De acuerdo con la ley y norma, los estudiantes también pueden estar sujetos a las consecuencias del distrito o escuela, por cualquier conducta fuera del recinto escolar durante las horas que no hay clases que represente una amenaza o peligro para la seguridad de los estudiantes, personal, o propiedad del distrito, o sustancialmente interrumpa las actividades de la escuela.

Denegación de responsabilidad

El distrito no hace garantías y niega cualquier responsabilidad por la exactitud o calidad de la información obtenida usando los recursos tecnológicos del distrito. Cualquier declaración accesible por medio de los recursos del distrito se entiende ser el punto de vista del autor individual y no del distrito, sus afiliados, o empleados. El estudiante y padre/madre/tutor, como condición del uso de los recursos tecnológicos del distrito del estudiante, está de acuerdo en indemnizar y librar de cualquier responsabilidad al distrito o a cualquier empleado del distrito y renunciar a todos los reclamos o proceso judicial por daños, costos, o perjuicio surgiendo de la falla de cualquier medida de protección tecnológica, violaciones de restricciones con derechos reservados, errores del usuario o negligencia, u otras obligaciones surgiendo del uso de los recursos tecnológicos del distrito. Cualquier cargo que el usuario acumule debido al uso inapropiado y no autorizado de los recursos del distrito debe ser sostenido por el usuario.

BAKERSFIELD CITY SCHOOL DISTRICT:
ACUERDO DEL USO ACEPTABLE
ACUERDOS ADICIONALES DEL DISTRITO

Seguridad y responsabilidad personal

1. Usaré las computadoras de la escuela sin peligro, responsablemente, y para propósitos educativos.
2. Cuidaré la computadora y todo el equipo de tecnología como si me perteneciera.
3. Mantendré mis contraseñas privadas y no las compartiré con mis amigos.
4. Sólo usaré las computadoras de la escuela para el trabajo del salón de clases asignado por el maestro.
5. Reportaré cualquier mal uso de la computadora o red informática al maestro o al director.
6. Me detendré inmediatamente y le diré al maestro o persona encargada si pasa cualquier cosa en la computadora o en el Internet que está mal, o me hace sentir incómodo.

Usos inapropiados

7. No usaré el nombre de usuario y contraseña de alguien más para entrar a la computadora o red informática.
8. No leeré, borraré, copiaré, o modificaré el correo electrónico o usaré otra identidad de la persona.
9. No intentaré pasar sobre las medidas de seguridad en la red informática del distrito.
10. No bajaré ningún software del Internet a menos que se especifique directamente como parte de la lección.
11. No compraré, venderé, o anunciaré cualquier cosa usando la computadora de la escuela y/o red informática.
12. No usaré el equipo de tecnología para animar el uso de drogas, alcohol, y tabaco o tomar alguna acción que sea poco ética o prohibido por la ley o norma del distrito.

Civismo digital

13. No amenazaré, acosaré, insultaré, burlaré, chismearé, o fastidiaré a otros mientras estoy en línea o usando una computadora. Entiendo que estos comportamientos pueden resultar en castigo que incluye la pérdida de privilegios.
14. No copiaré información y la usaré como si fueran mis propias ideas sin darle crédito al autor de la información y fuente. Sé que la falla de citar apropiadamente mis fuentes de información se le llama plagio y es una forma de hacer trampa.

Comportamiento en línea

15. Entiendo que los archivos de la computadora y comunicaciones electrónicas no son privadas y se puede conseguir acceso por el distrito para asegurar el uso propio.
16. No compartiré información personal (ya sea la mía propia ni de otro estudiante) incluyendo: referencias de donde yo vivo, detalles acerca de la familia o amigos (incluyendo nombres), mi edad, cumpleaños, domicilio, o número de teléfono en el Internet.
17. Usaré un lenguaje respetuoso y apropiado sin decir groserías, insultos, o causar a otros que se sientan incómodos debido a su género, raza, apariencia, comportamiento, o creencias. (Estas son acciones que podrían ser consideradas acoso o intimidación).
18. No publicaré material con derechos reservados en línea.

Firmas requeridas: *Acuerdo del uso aceptable* **del BCSD**

ESTUDIANTE

Firmando abajo, estoy mostrando que entiendo y estoy de acuerdo en seguir las reglas escritas en este *Acuerdo del uso aceptable* de cuatro páginas. Entiendo que cualquier regla que no siga puede resultar en acción disciplinaria, perder mi cuenta de usuario, y acción legal. Entiendo aún más que puedo ser responsable por usar los recursos tecnológicos fuera de la escuela si mi conducta viola las reglas del distrito. Estoy de acuerdo en reportar cualquier mal uso del sistema electrónico del distrito a un maestro, director, u otro empleado del distrito.

Nombre del estudiante (escribir con letra de molde):_____

Firma del estudiante_____ Fecha_____

PADRE/MADRE O TUTOR

Como el padre/madre/tutor del estudiante, he leído y entiendo este *Acuerdo del uso aceptable* (*AUA*) consistiendo de cuatro páginas. Entiendo que este *AUA* ha sido diseñado para ayudar a asegurar una conducta segura y apropiada mientras que el personal y estudiantes usan los recursos tecnológicos. Firmando abajo, yo consiento a que mi estudiante utilice los recursos tecnológicos del distrito consistente con todas las provisiones de este *AUA*. Entiendo aún más que puedo revocar este consentimiento por escrito, pero esta revocación no afectará ninguna acción tomada en virtud de mi consentimiento antes de que el distrito reciba mi aviso de revocación escrito.

Nombre del padre/madre o tutor (escribir con letra de molde):_____

Firma_____ Fecha_____

MAESTRO PATROCINADOR

He recibido y leído la Norma de la Mesa Directiva 400.43 titulada Uso de tecnología del estudiante, la Adjunta Regla Administrativa, y este *Acuerdo del uso aceptable* (*AUA*) describiendo expectativas para el uso apropiado de los recursos tecnológicos del distrito. Me han proveído con información acerca de la función del personal de supervisar el uso de recursos tecnológicos del estudiante. Como el maestro patrocinador, estoy de acuerdo en instruir al estudiante de cumplir con los requisitos de la norma y del *AUA*. Este compromiso incluye el estar de acuerdo en reportar cualquier uso prohibido o mal uso de los recursos tecnológicos del distrito al administrador apropiado del Distrito Escolar de la Ciudad de Bakersfield y cumplir con todas las leyes, normas, y procedimientos aplicables.

Nombre del maestro/a (escribir con letra de molde):_____

Firma_____ Fecha_____

8/12

KINDERGARTEN

Lesson Plan

Safety: Going Places Safely

Essential Question: How do I go places safely on the computer?

Learning Overview and Objectives

Overview: Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.

By taking a virtual field trip, students experience the power of the Internet to take them to places they might not be able to visit in person. They learn that, just as when traveling in the real world, they should also follow safety rules when they travel online.

objectives

Students will:

- Discover that computers can be used to visit far-away places and learn new things
- Understand that staying safe online is similar to staying safe in the real world
- Learn rules for traveling safely on the Internet

Materials and Preparation

Estimated time: 45 minutes

Materials

- **My Favorite Place Student Handout**
- Crayons or markers

Preparation

- Copy the **My Favorite Place Student Handout**, one for each student
- Preview the websites listed in Teach 1 and be prepared to guide students through one of the sites

Parent Resources

- Send parents the **Internet Safety for Elementary School Parent Tip Sheet** and the **Safe Online Talk for Elementary Students Parent Tip Sheet**

Key Vocabulary

- **Online:** Connected to the Internet on a computer
- **Distant:** Far away, as in another part of the country or the world
- **Website:** A place you can visit on the computer

Introduce

INVITE students to talk about places they have visited on a class field trip. If students have limited experience with field trips, provide some examples of the types of places they could visit as a class, such as museums, science centers, or zoos. Then have students choose a place they would like to go on a class field trip.

ENCOURAGE students to take an imaginary field trip to their chosen place. Begin by narrating the preparations while having students pantomime what's happening – for example, *put on your jacket; climb on/off the bus; get your ticket checked; go inside*. Then have volunteers describe what they think they might see and do once they arrive.

TEACH the Key Vocabulary word **online**.

EXPLAIN to students another way to visit interesting places all over the world is by going **online** on the computer. Ask students to suggest what kinds of places they might be able to visit online, and encourage all responses.

Teach 1: Travel Safety Rules

INVITE children to share some of the rules they follow when they travel in person. Encourage students to think about field trips they may have taken with their class. If they have limited experience with field trips, have them think about outings they have taken with their families, and the rules they learned on those trips from their parents or other trusted adults.

ASK *What do you need to do to stay safe when you visit new places?*

Students should be aware of the following safety rules:
- Always go places with an adult
- Don't wander off on your own
- Talk only with people you know

ASK *What do you need to do to stay safe when you go online and visit a new website?*

Encourage all student responses, but emphasize these three rules, which parallel the in-person rules above.
- Always go online with an adult
- Don't wander off – stick with websites an adult says are okay
- Talk only with people you know

POINT OUT to students that just as they follow safety rules for travel in the real world, when they go online they should follow the three safety rules you just discussed.

Teach 2: Computer Field Trip

TEACH the Key Vocabulary word **distant**.

POINT OUT to students that the computer makes it possible for them to visit **distant** places without ever leaving the classroom.

TEACH the Key Vocabulary word **website**.

EXPLAIN to students that they will be visiting **websites** that belong to real places, such as zoos and museums. These places may be distant from where they live, but they can visit them online.

CHOOSE one of the following websites to explore as a class. You may project the site onto a screen, or group students around a computer.

> **The New York Philharmonic Kidszone:** www.nyphilkids.org/main.phtml/
> This website provides children with a virtual tour of the concert hall and introduces them to musicians and various instruments in the orchestra. (You may need to download the free program Adobe Shockwave to fully access this site.)

> **Destination Modern Art:** www.moma.org/interactives/destination/
> This interactive, kid-directed site from New York's Museum of Modern Art takes children on a virtual tour of the museum, its artwork, and the artists.

> **Smithsonian National Zoological Park:** www.nationalzoo.si.edu/
> This website includes galleries of animal photographs, slide shows, and live "animal cams" of the residents of the National Zoo in Washington, D.C.

Allow the children to decide where to go on the site and in what order they will do so. Guide them in making choices, and read aloud any relevant text.

MODEL and point out as you go through the site how students are following the three online safety rules (always go online with an adult; don't wander off – stick with websites an adult says are okay; talk only with people you know).

ENCOURAGE students to discuss what they saw and learned on their online field trip.

ASK *What things did you see on the website that you've never seen before?* (Depending on the site you chose to explore, students may name animals, musical instruments, or paintings that they have seen for the first time.)

ASK *How was your online field trip different from an in-person field trip? How was it similar?* (Students should understand that on an online field trip, they can visit distant places that they might not be able to go to in person, without ever leaving the classroom. However, this kind of field trip shows them pictures and videos of things rather than the real things. But both types of field trips offer ways to see new and interesting things.)

Teach 3: My Favorite Place

ARRANGE students into groups to share crayons and markers.

DISTRIBUTE the **My Favorite Place Student Handout**, one for each student.

ENCOURAGE students to think of one of the things they liked best on the website they visited. Have them draw a picture of that thing. Then help students write down the name of their favorite thing.

INVITE students to share the pictures of their favorite things with the class, and have them describe where they saw it on the website and why they like it.

READ ALOUD the safety rules on the student handout. Review how they followed the rules when they went online, and stress how students should use these rules whenever they travel online.

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK *What rules do we have for visiting a new place in real life?* (Students should be able to name the three rules from Teach 1 for in-person travel.)

ASK *What rules do we have for visiting places online?* (Students should be able to name the three rules for online travel from Teach 1 and their student handouts.)

Extension Activity

Have groups of students collaborate on a poster showing some of the places they might like to go online. Have each student draw a picture of one place they would like to visit. At the bottom of each group's poster, help them write the safety rules for going places online. Have each group share their poster with the class. You may also wish to search the Internet for some websites that correspond to the places students chose and show them to the class.

Homework

Have students share their **My Favorite Place Student Handout** with their parent or an adult family member and tell them to describe the website they visited. Then encourage students to "teach" their family members the rules for staying safe when they go online. If students have computers at home, encourage them to visit a new place online together with their family member, and then share what they saw with the class.

Alignment with Standards – National Educational Technology Standards for Students © 2007
(Source: International Society for Technology in Education, 2007)

3. Research and Information Fluency
   a. plan strategies to guide inquiry
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

5. Digital Citizenship
   a. advocate and practice safe, legal, and responsible use of information and technology
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

6. Technology Operations and Concepts
   a. understand and use technology systems

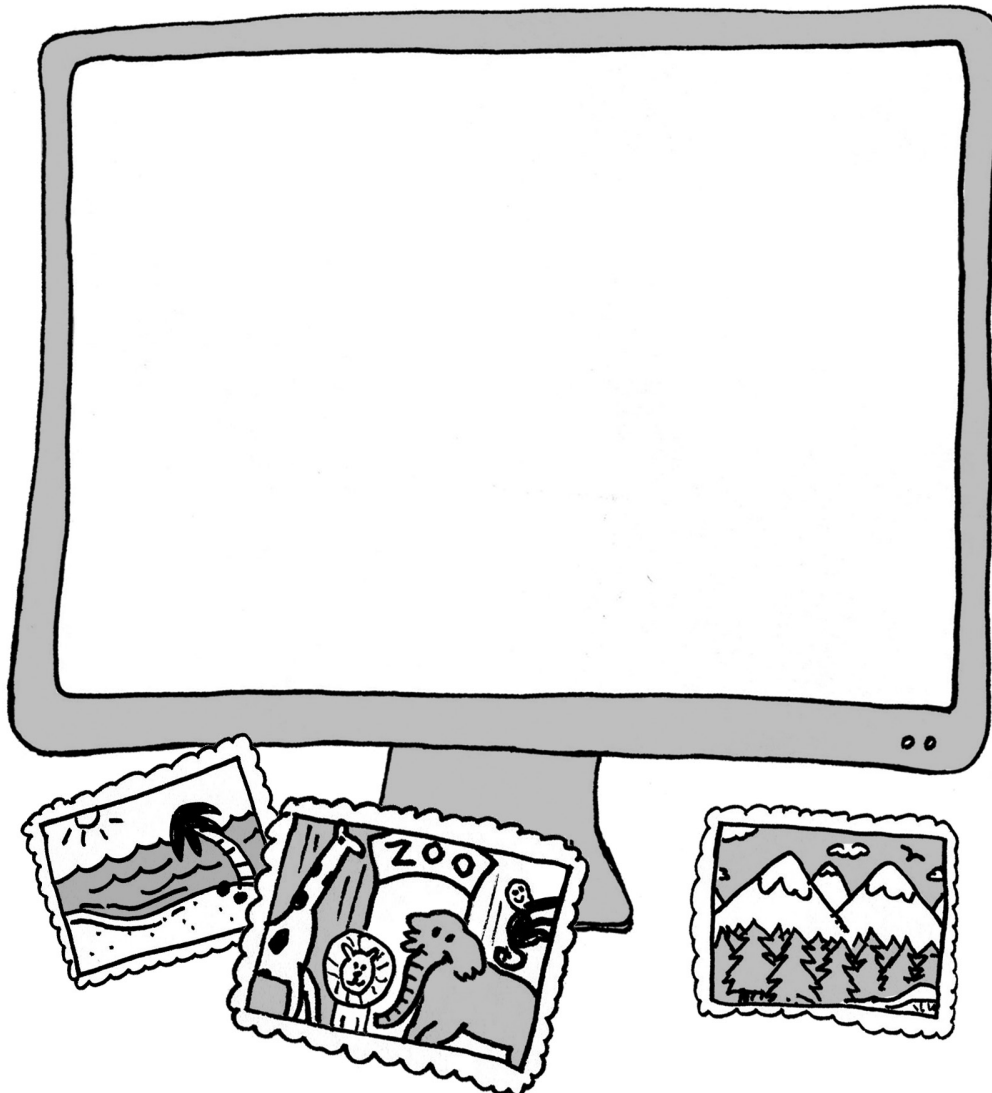
Name

Class

Date

Directions

Draw a picture on the screen of your favorite place online.

I went to _____

I saw _____

I followed these safety rules:

➤ Always go online with an adult.

➤ Don't wander off — stick with websites that an adult says are okay.

➤ Talk only with people you know.

FIRST GRADE

Lesson Plan

Sending Email

Essential Question: How do you connect with others through email?

Learning Overview and Objectives

Overview: Students explore how they can use email to communicate with real people within their schools, families, and communities.

After discussing the different ways they can send messages to other people, students observe an email exchange between teachers on paper. Students then participate in an imaginative role-play that helps them envision how messages are transmitted between people over the Internet.

objectives

Students will:

- Understand that the Internet provides a means of communicating with *real* people
- Describe how email messages are sent and received
- Demonstrate an appreciation of how real people send messages to one another on the Internet through a role-playing activity

Materials and Preparation

Estimated time: 45 minutes

Materials
- Access to school email network
- **Emails in Print Student Handout** or sample emails
- Paper, blank labels or nametags, and markers *or* crayons

Preparation
- Copy the **Emails in Print Student Handout**, one for every two students, *or* conduct a brief email exchange with another teacher at school and print out a string of at least three messages to show to students

Parent Resources
- Send home the **Digital Life for Elementary Students Parent Tip Sheet**

Key Vocabulary

- **Message:** Something you want to tell or ask another person
- **Email:** A kind of message you write and send on a computer
- **Internet:** A network that links everyone's computers together

teaching plans

Introduce

TEACH the Key Vocabulary word **message**.

ASK *To whom do you send messages? Who sends messages to you?* (Encourage students to think about relatives who may live far away, as well as friends from school that they sometimes talk to when they are at home.)

ASK *What kinds of messages do you need to send other people?* (Students may mention making plans, sharing news, talking about homework, or wishing someone a happy birthday.)

ASK *What are some ways that you send and receive messages?* (You may wish to reinforce students' understanding of the terms "send" and "receive" by writing a short message on a piece of paper and having them pass it around the classroom. They can practice saying the words "send" and "receive" as they hand off the message.)

Sample responses:

- *Written notes passed by hand*
- *Written letters sent through the mail*
- *Telephone calls*
- *Cell phone calls*
- *Text messages*

Write down and save students' responses to revisit at the end of the lesson.

ASK

- *Have you heard of email?*
- *Do you have an email account?*
- *Do other members of your family have an email account?*
- *Have you ever sent or received an email?*
- *How do you think email works?*

REVIEW the Key Vocabulary word **email**, and encourage students to discuss the idea that **email** is one way to send and receive messages.

Teach 1: Sending a Message

DISCUSS the idea that an email is a message that travels through the **Internet**. It travels from the computer of the person who sends it to the computer of the person who receives it. Have students describe how they might like to use email to connect with other people they know.

TEACH the Key Vocabulary word **Internet**.

CREATE an area of your classroom that is distinct from other areas – a rug area, or an area you set off using floor tape or other barriers.

ARRANGE students in small groups and distribute paper, blank nametags, and markers or crayons. Have one group make a sign that says **Internet** and place it in the rug area. Have other groups make sets of nametags with each of the following words: **send**, **receive**, and **email**. There should be enough sets for each student in your classroom to wear one nametag. (For example, if there are 24 students in your class, you should have eight nametags with each word.)

CHOOSE three volunteers and complete the following steps.

1. Present two of the students with the send and receive nametags and have them stand just outside the Internet area, on opposite sides. Tell them to imagine they are in different classrooms.

2. Instruct the "send" student to write a brief message (which can be as simple as "Hello") for the "receive" student.

3. Present the third student with the email nametag. Have that student pick up the message from "send" and deliver it to "receive."

4. Ask the "receive" student to read the message aloud.

5. Repeat the activity with new volunteers. Invent new scenarios for the role-play, such as the following (or invite students to come up with their own):

    * *Sending a message to a family member at home*
    * *Sending a message to a friend about an after-school plan*
    * *Sending a message to a relative in another town or country*

PRESENT students with the following scenario: *I'd like to tell [name a teacher in another classroom] some important news. I can't go and tell him/her now, because I am teaching in this room. Ask: How will I get the message to her/him?* (Students may suggest using a cell phone to call or text, or sending a student with a written note. They may also suggest the computer or email.)

ENCOURAGE students to discuss how through email you can use a computer to send the news to your colleague when he or she is somewhere else. Using email, you can send messages to people without being in the same place, and without seeing them or talking to them on the phone.

Teach 2: Traveling the Internet

DISTRIBUTE the **Emails in Print Student Handout**, which shows an email exchange between two teachers. Read aloud the exchange between the two teachers.

ASK *Which message was sent first?* (Point out to students that when they view a series of email messages, the most recent email message appears first, while the first message is at the bottom.)

ASK *Who sent the third message? Who received it?* (Direct students' attention to the different elements of the message headings, which show who sent the message, who received it, when it was sent, and the subject. Help them see that Mr. Gray sent the third email and Ms. Brown received it.)

INVITE students to watch you type a brief email message to another teacher, fill in the recipient and subject information, and click the button to send it.

ASK *How could I send a message to a different teacher in our school? To our principal? To the nurse?* (Guide students to recognize that email messages can be sent to all of these people as long as they have access to a computer.)

ASK *Can you send a message to a family member at home or at work? Can you send a message to a friend who lives in another town, or even another country?* (Help students understand that email messages can be sent all over the world, to anyone who has a computer. Remind them that they should always ask a parent, teacher, or other trusted adult when using email. Adults can help them create and send messages.)

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK *What is an email?* (A kind of message that you send using a computer.)

ASK *What happens when you send an email?* (It travels through the Internet to the computer of another person, who receives it.)

REVISIT the list that students created in the introduction, describing different ways to send messages. Encourage students to compare and contrast the different methods. What are the advantages and disadvantages of each one? When might they use one method instead of another?

Extension Activity

Explain to students that they can send the same email message to more than one person at a time. When they send it, the message travels through the Internet in two or more directions.

Have students draw pictures of themselves sending a message to two other people (a friend or teacher at school) and someone outside of school. The drawing should visualize the email traveling through the Internet. Have them label the drawing with their own name as the sender and the names of the two recipients. You may also want to have them label the drawing with the words **send**, **receive**, **email**, and **Internet**. Invite volunteers to share their drawings with the class and explain how people communicate through the Internet.

Homework

Remind students that the Internet connects people all over the country and all around the world. Have students think of a friend or relative who lives in another town or another country. Ask them to compose an email message to that person on a sheet of paper, and write the person's email address at the top of the message. Students who have computers at home can go online with a parent or other adult family member and send their email message from home. If students do not have computers at home, you may want to assist them in sending their messages from the classroom or school library.

Alignment with Standards – National Educational Technology Standards for Students © 2007
(Source: International Society for Technology in Education, 2007)

6. Technology Operations and Concepts
   a. understand and use technology systems

Emails in Print

Name	Class	Date

Directions

Two teachers, Ms.Brown and Mr.Gray, are using email.
Read from the bottom up!

Message 3

from:	Mr Gray <bjgray@schoolnetwork.edu>
to:	Ms Brown <nbrown@schoolnetwork.edu>
date:	Tue, Nov 23, 2011, 3:45 PM
subject:	Field trip

Thanks, Ms. Brown! We will go soon.

Mr. Gray
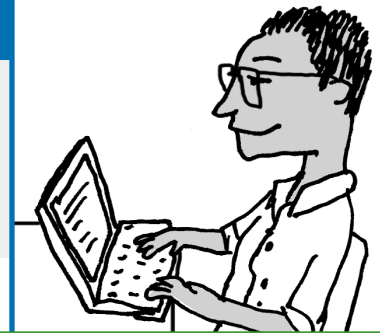
Message 2

from:	Ms Brown <nbrown@schoolnetwork.edu>
to:	Mr Gray <bjgray@schoolnetwork.edu>
date:	Tue, Nov 23, 2011, 3:40 PM
subject:	Field trip

Hi Mr. Gray.

Go to Bell Park. It is fun.

Ms. Brown
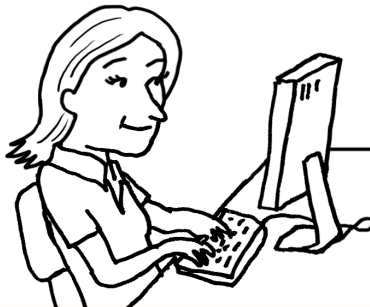
Message 1

from:	Mr Gray <bjgray@schoolnetwork.edu>
to:	Ms Brown <nbrown@schoolnetwork.edu>
date:	Tue, Nov 23, 2011, 1:24 PM
subject:	Field trip

Dear Ms. Brown:

**I want to take my class to the park. Which park is best?
Thank you for your help.**

Mr. Gray