

Living Safely: How to Be Safe on the Internet

Materials

Pencils
Worksheets
Computers
Internet Connection
Scratch Software
“Safe” Sign
“Not Safe” Sign

Overview

This lesson will focus on teaching students what material is safe to post on the internet and what material should not be posted on the internet. Following the instruction students will create their own Weebly websites and edit the “About Me” section to include safe information about themselves. As a class the students will play a game using Scratch in which they have to identify whether a profile is safe or not safe. After playing the game the students will have an opportunity to add their own made-up profiles to the game.

Vocabulary

Cyber Bullying
Digital Citizenship
Duplicate
Internet
Sprite

Standards

Health and Fitness

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component 2.4: Acquires skills to live safely and reduce health risks.

2.4.1: Understands abusive and risky situations. Describes the risks associated with providing personal information through the use of technology.

Introductory Activity

Before class begins write the following two questions on the board:

“How old is a 6th grader who posts information on the internet?”

“When you are using the internet what do you spend your time doing?”

As students enter the classroom encourage them to think about their answer to each of the questions. Instruct students to keep their answers to themselves until class starts. Once all students have arrived have the students share and discuss their answers. The answer to the first question is that there is no way to know how old anyone is on the internet unless you know them in real life. The idea is to teach students that they never know the identity of people on the internet and should never believe what they say unless they know who the person is in real life. For the second question encourage students to brainstorm all the ways in which they use the internet. As a teacher you should also offer students additional ways to spend their time on the internet that they may not have considered before.

At this time you may also choose to have students answer the first question on the provided worksheets. Once all students have completed the questions the answers should be discussed as a class.

Teacher Input and Modeling

As a class you should spend time discussing the following topics:

- Reasons why the internet is good: connect with family and friends around the world, access to lots of information and solutions to problems, connect groups of people wanting to support a cause, share information you may know that others don't, etc.
- How to determine if a website is a safe site: publisher, last edited, factual information, looks professional, etc.
- What information you can give out: first name only, favorites (sports, food, color, etc), likes and dislikes.
- What to do if someone asks you for personal information: tell an adult or someone you trust right away.
- How society can make the internet safer.

- Reasons why the internet can be a dangerous place if not used correctly: Children can be kidnapped, identity theft, etc.
- Information that should never be given out: full (first and last) name, street address, name of school, school address, e-mail address, phone numbers, passwords, mother's maiden name, parent's place of work, etc.

Additionally, you can play the following videos:

<http://www.brainpop.com/technology/computersandinternet/onlinesafety>

<http://www.brainpop.com/technology/computersandinternet/informationprivacy/>

Guided Practice

At this point in time have all of the students log into their Weebly accounts and follow these instructions:

Click **Create a Site**

Choose a Title

Choose a Subdomain

Click **Pages**

Click **New Page**, name it "Scratch"

Click **Save**

Click New Blog, name it "Blog"

Click Save

Click **Elements**

Click **Blog**

Click in the box underneath "Author" and fill it in with Safe information about yourself.

Click **Publish**

Log Out

These instructions will allow the students to create their Weebly websites as well as create a section to post their Scratch projects and a place to Blog.

Next, have students open Scratch and run **internet_safety_game.sb** As the instructor you may also choose to have students play this game as a class. In order to play the game the students will need to click the green flag and then follow the on-screen instructions. Students should play the game until they get a perfect score. Encourage students who finish early to explore the code by clicking on the different sprites.

Once the students have aced the quiz they will start on their own version of this project. The idea behind this project is to expose students to more complex parts of Scratch. Throughout the session they will learn more in depth about each of the steps they follow in this lesson. Students will create two new fictional profiles to add to the game. The first profile they create should be a "safe" profile and the second profile should be a "not safe" profile. Make sure that students make fictional profiles and not profiles that model themselves. To add new profiles to the game students should follow these instructions:

Safe Profile

- Right-Click on the sprite named **Profile2**
- Choose **Duplicate**
- Click on the new sprite that was created and name it Profile3 in the box above the Script
- Click on **Profile3**
- Click the **Costumes** tab
- Click **Edit** under Costume 1
- Use the eraser tool to erase the picture and draw your own
- Click the text tool to edit the profile
- Delete Costume2
- Click **Copy** under Costume 1
- Click Costume2
- Draw in green check marks next to all the correct information in the profile.
- Click the **Scripts** tab
- Change all *profiles=2* to *profiles=3*

Not Safe Profile

- Right-Click on the sprite named **Profile2**
- Choose **Duplicate**
- Click on the new sprite that was created and name it Profile4 in the box above the Script
- Click on **Profile4**
- Click the **Costumes** tab
- Click **Edit** under Costume 1
- Use the eraser tool to erase the picture and draw your own
- Click the text tool to edit the profile
- Delete Costume2
- Click **Copy** under Costume 1
- Click Costume2
- In the profile, draw in green check marks next to all the safe information and red x's on the "not safe" information.
- Click the **Scripts** tab
- Change all *profiles=3* to *profiles=4*

Note: You may also duplicate a sprite by using the duplicate button near the



Once the new profiles are complete the students need to follow these additional instructions:

Click the *notsafe* sprite

Drag the wait and broadcast game_over pieces to the bottom if statement.

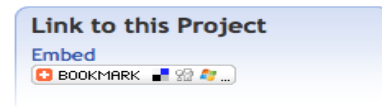
Doing this allows the game to end and a new game to start. This is not necessary. If you would prefer not to include this, the ending will be overlapped by some closing sprites. To remove these you should delete the sprites named “closing” and “play_again”



Modification: If students are having trouble with the project teachers can opt to have the students edit the current profiles instead of creating their own new ones.

Once students have finished their projects they should Share them on the Scratch website. They then can find their projects online then follow these instructions:

- click the blue **Embed** link on the right-side of the page
- Copy the code given in the **As an applet** section



On their Weebly websites they should follow these instructions:

- click the “Basic” section
- drag down the “Custom HTML” block
- Click **Edit Custom HTML**
- Paste in the code that they copied

This will post their Scratch projects on their websites. Remind the students that to see their new content online they will need to click the orange **Publish** button.

Check for Understanding

When students have completed their programs they should then be able to play each others games and score perfectly to show that they understand the material from the lesson. Additionally you can choose to play the game described below:

Post “Safe” and “Not Safe” signs on opposite sides of the classroom. Have the students stand in a group in the classroom. The teacher should name different items that people post on the internet. Then students should go stand under the sign that indicates whether the information is safe or

not. Have one student from each group share their reasoning, then explain the correct answer. Continue to ask questions. To make it more fun for the students you can have them keep individual scores for how many they get correct. For ideas on what to say check the Teacher Input & Modeling section.

At this time you may also choose to have students complete the post-assessment on Moodle. It is three questions long and should not take more than 5 minutes to complete.

Additional Notes

- If students have extra time have them work on the design and layout of their website. They can also take pictures of themselves using the class camera to post on their website.
- The students' websites are password protected which means they have a little bit more freedom with what is posted on their websites. Parallel this to privacy settings on certain websites.

Living Safely: How to Be Safe on the Internet

In this lesson you will be learning how to stay safe while using the internet. You will also be playing a game with Scratch and then adding your own code to make the game even better.

1. Please answer these questions before starting the activities.

- a. Name three things you should never post on the internet.

- b. What should you do if someone online asks for your home address?

2. Log-in to your Weebly website and follow these instructions:

Click **Create a Site**
Choose a Title, then Choose a Subdomain
Click **Pages**
Click **New Page**, name it "Scratch"
Click **Save**
Click **New Blog**, name it "Scratch Blog"
Click Save
Click **Elements**
Click Scratch Blog, click in the box underneath "Author" and fill it in with Safe information about yourself.
Click **Publish**
Log Out

3. Open up Scratch and play the Internet Safety Game.

4. Follow these instructions to add your own profiles to the game:

Safe Profile

- Right-Click on the sprite named **Profile2**
- Choose **Duplicate**
- Click on the new sprite that was created and name it Profile3 in the box above the Script
- Click on **Profile3**
- Click the **Costumes** tab
- Click **Edit** under Costume1
- Use the eraser tool to erase the picture and draw your own
- Click the text tool to edit the profile
- Delete Costume2
- Click **Copy** under Costume1
- Click Costume2
- Draw in green check marks next to all the correct information in the profile.
- Click the **Scripts** tab
- Change all *profiles=2* to *profiles=3*

"Not Safe" Profile


- Right-Click on the sprite named **Profile2**
- Choose **Duplicate**
- Click on the new sprite that was created and name it Profile4 in the box above the Script
- Click on **Profile4**
- Click the **Costumes** tab
- Click **Edit** under Costume1
- Use the eraser tool to erase the picture and draw your own
- Click the text tool to edit the profile
- Delete Costume2
- Click **Copy** under Costume1
- Click Costume2
- In the profile, draw in green check marks next to all the safe information and red x's on the "not safe" information.
- Click the **Scripts** tab
- Change all *profiles=3* to *profiles=4*

5. Upload your completed project to Moodle, share it on the Scratch website, and post it on your Weebly website.

Preview Final Post-Assessment

Start again

1 ⚡ Where do humans get most of their energy from?
Marks: --/1
Choose one answer.
 a. Medicine
 b. Exercise
 c. I don't know.
 d. Food.
Submit

2 ⚡ Explain why it is easier to locate something with a grid.
Marks: --/1
Answer:


Path:

Submit

3 ⚡ You can burn away all of the calories eaten in a large meal in a few minutes.
Marks: --/1
Answer:
 True
 False
Submit

4 ⚡ What does CDC stand for?
Marks: --/1
Choose one answer.
 a. Clear Deer Camp
 b. I don't know.
 c. Centers for Disease Control
 d. Center Domain Club
 e. Centers for Disease Control and Prevention
Submit

5 ⚡ What is the first line of defense in your immune system?
Marks: --/1
Answer:

Submit

6 ⚡ How can you stop the spread of contagious diseases?
Marks: --/1
Choose one answer.
 a. Wash your hands regularly.
 b. Cover your mouth when you cough.
 c. Keep a healthy distance from sick people.
 d. All of the above.
 e. I don't know.
Submit

7 ⚡ How are animations made?
Marks: --/1
Choose one answer.
 a. Draw one image and then the computer does the rest.
 b. I don't know.
 c. By displaying a rapid succession of images.
 d. Disneyworld does it with special science.
Submit

8 ⚡ Name 3 things that it is okay to post on the internet.
Marks: --/1
Answer:

Submit

9 ⚡ Prescription drugs from your doctor can still be abused.
Marks: --/1
Answer:
 True
 False
Submit

10 ⚡ What instinct does stress come from?
Marks: --/1
Choose one answer.
 a. From my Mom
 b. Natural
 c. I don't know.
 d. Homework Assignments
 e. Fight or flight.
Submit

11 ⚡ Your heart rate increases as you exercise.
Marks: --/1
Answer:
 True
 False
Submit

12 ⚡ How many chemicals are in tobacco cigarettes?
Marks: --/1
Choose one answer.
 a. 50
 b. 1
 c. 0
 d. I don't know.
 e. 100s
Submit

13 ⚡ What chemicals are released in your body when you exercise?
Marks: --/1
Choose one answer.
 a. glucose
 b. I don't know.
 c. awesomeness
 d. endorphins
 e. Heart beats
Submit

14 ⚡ Describe a solution to the following conflict: "You and your friend want to play different games."
Marks: --/1
Answer:

Submit

15 ⚡ When going through the conflict resolution process the first step is to call each other names.
Marks: --/1
Answer:
 True
 False
Submit

16 ⚡ What are whole grains?
Marks: --/1
Choose one answer.
 a. Grains that contain only the endosperm.
 b. Grains that contain the bran, germ, and endosperm.
 c. Something that is bad to eat.
 d. I don't know.
Submit

17 ⚡ What is one way to determine if a website is has accurate information?
Marks: --/1
Choose one answer.
 a. It was updated recently.
 b. It looks professionally made.
 c. There are little or no grammar and spelling errors.
 d. all of the above
 e. I don't know.
Submit

18 ⚡ Name one symptom of stress.
Marks: --/1
Answer:

Submit

19 ⚡ You should tell an adult right away if someone you do not know on the internet asks for your phone number.
Marks: --/1
Answer:
 True
 False
Submit

20 ⚡ In Scratch how do you know whether a sprite is touching a certain color?
Marks: --/1
Choose one answer.
 a. By clicking on the sprite and entering the color.
 b. I don't know.
 c. By using "touching color <?>" from the Sensing section.
 d. By using "touching color <?>" from the Control section.
Submit

21 ⚡ What does resolution mean?
Marks: --/1
Choose one answer.
 a. I don't know.
 b. The problem itself.
 c. The action of solving a problem.
 d. The action of starting a problem.
Submit

22 ⚡ What are leukocytes?
Marks: --/1
Choose one answer.
 a. Pathogens
 b. I don't know.
 c. A tasty snack.
 d. White blood cells.
Submit

23 ⚡ I do not need to worry about being healthy until I am an adult.
Marks: --/1
Answer:
 True
 False
Submit

24 ⚡ Name one statement you could say to someone who offers you drugs.
Marks: --/1
Answer:

Submit

25 ⚡ It is okay to eat foods from the Oils food group as long as you do not eat too many.
Marks: --/1
Answer:
 True
 False
Submit

26 ⚡ How is blood pressure represented?
Marks: --/1
Choose one answer.
 a. Systolic pressure/Diastolic pressure
 b. Pressure
 c. I don't know.
 d. Diastolic pressure/ Systolic pressure
 e. By determining your heart rate.
Submit

27 ⚡ How do you copy a sprite in Scratch?
Marks: --/1
Choose one answer.
 a. I don't know.
 b. Left-click on the sprite and choose "Copy".
 c. Press the "Copy" button.
 d. Right-click on the sprite and select "Duplicate".
 e. Magic.
Submit

28 ⚡ During REM your brain is active but you body is paralyzed.
Marks: --/1
Answer:
 True
 False
Submit

29 ⚡ What does PMR stand for?
Marks: --/1
Choose one answer.
 a. I don't know.
 b. Pinconnes Meld Rest
 c. Progressive Muscle Relaxation
 d. People Must Read
Submit

30 ⚡ Name one way to increase the chances of a good nights' rest.
Marks: --/1
Answer:

Submit

31 ⚡ What does BMI stand for?
Marks: --/1
Answer:

Submit

32 ⚡ How many meters long is the digestive system?
Marks: --/1
Answer:

Submit

33 ⚡ Checking one website for all of your information is a good idea.
Marks: --/1
Answer:
 True
 False
Submit

34 ⚡ A variable is used to store information.
Marks: --/1
Answer:
 True
 False
Submit

35 ⚡ The stomach has no muscles.
Marks: --/1
Answer:
 True
 False
Submit

36 ⚡ How do you send a message in Scratch?
Marks: --/1
Choose one answer.
 a. By selecting "When I Recieve"
 b. By selecting "broadcast"
 c. By clicking the message button.
 d. I don't know.
 e. By selecting "When clicked"
Submit

37 ⚡ Non-communicable diseases can be acquired by touching someone with the disease.
Marks: --/1
Answer:
 True
 False
Submit

38 ⚡ What was the most difficult part of creating the "Die Bacteria" game.
Marks: --/1
Answer:

Submit

Save without submitting Submit page Submit all and finish