

i-SAFE SCOPE AND SEQUENCE

GRADES K – 12

Grades K – 4

Cyber Community Citizenship	
Grade K	<p>The i-SAFE character, i-Buddy, is used to introduce the abstract concept of a community on the Internet through interactive, hands-on activities. Strategy introduced: students should have adult assistance when using the Internet.</p>
Grade 1	<p>The i-SAFE character, i-Buddy, is used to introduce the abstract concept of a community on the Internet, and to reinforce that students should have adult assistance when using the Internet. The following is covered:</p> <ul style="list-style-type: none"> • Community is defined as the area where we live, with places where we know real people. • Students identify how people get from place to place in the real community. • Cyberspace is described as a community that contains places to visit, just like in the real community. It is called the cyber community. • Introduction of the term “Website” to describe places in the Cyber community. • Students identify how kids get around in Cyberspace as (1) by using the Internet, and (2) with adult assistance. • A short story about I-Buddy prompts students to create a rule to reinforce the idea that if they get lost on the Internet, they should get help from an adult. • A citizen is described as a member of a community. • The term “cyber citizen” is used to describe a person who is in the Cyber community (using the Internet). • The similarity between community rules and Cyber community rules is identified. • Parents are identified as the primary educators who make rules to keep their children safe when in the physical community and when using computers and the Internet. • Students describe being good cyber citizens as using adult assistance when on the computer. • The saying “Cyber Smart is Cyber Safe” is used to reinforce the lesson concepts.
Grade 2	<p>Grade 1 concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Community is also identified as a group of people who like the same things. • A community has rules to help keep its citizens safe. A good citizen is one who knows and follows the rules of a community. • An activity introduces the concept that the following community rules can also apply to the Internet: <ul style="list-style-type: none"> ○ Do not lie ○ Do not cheat ○ Do not steal ○ Do not hurt others ○ Call an adult if you need help • Good citizens are also called responsible citizens. • Identification of people in the community who help keep others safe. • Community rules/laws are compared to Internet use rules.

<p>Grade 3</p>	<p>Grade 2 concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Place in communities are identified by addresses. • An Internet address is called a URL. • Terminology introduction and discussion: appropriate and inappropriate • Inappropriate places in the community, and on the Internet, are described as places that are not suitable for kids. • Concept introduction: inappropriate equals unsafe. • Age-appropriate descriptions of inappropriate websites • Concept introduction: inappropriate website can be accessed through e-mail. • E-mail is a way people communicate online by sending written letters. • Appropriate e-mail is a fun way to communicate with people you know. • Even if e-mail is not used very much yet at this age, the important thing to remember is that students should follow the rules for Internet and e-mail use that parents have established. • Age-appropriate strategy to get out of inappropriate websites is described as: <ul style="list-style-type: none"> ○ Click the 'X' (close box) in the corner of the web page.
<p>Grade 4</p>	<p>Grade 3 concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Some types of e-mail are inappropriate e-mails. • Inappropriate e-mails are described briefly as threatening or mean e-mails, hoaxes, scams and SPAM. • Definitions for inappropriate e-mails are described with age-appropriate terminology. • Ways to handle inappropriate e-mail that may be received are described in the following ways: <ul style="list-style-type: none"> ○ Don't open e-mail from people you don't know. ○ It's a good idea to ask for permission from an adult before you open <i>any</i> e-mail. ○ If an e-mail contains inappropriate materials delete it. ○ Never reply to SPAM e-mail • Concept introduction: inappropriate websites can be fixed so that responsible cyber citizens cannot get out of them very easily. • Additional strategies to get out of inappropriate websites are described as: <ul style="list-style-type: none"> ○ Click the back arrow ○ If all else fails, turn off the system completely.

Personal Safety

Grade K	<p>The i-SAFE character, i-Buddy, is used to introduce the abstract concept of safety while online, and to reinforce that students should have adult assistance when using the Internet through the following:</p> <ul style="list-style-type: none"> • Review of lesson 1 • Concept introduction: E-mail (example shown) • Age-appropriately define the term stranger • Discuss: how rules of the community such as “Do not talk to strangers” help safety. • The FBI is introduced and defined. • Concept introduction: People met online may be strangers.
Grade 1	<p>Grade K concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Different ways to communicate • Strangers can trick you into believing they are safe. • Terminology introduction and discussion: uncomfortable, and age-appropriate strategies for uncomfortable situations • Introduction of the FBI Internet Safety Tips: <ul style="list-style-type: none"> ○ Never give out personal information ○ Never write someone who has made you feel uncomfortable. ○ Never meet or visit with someone without your parent’s permission. ○ Tell an adult if you read anything on the Internet that makes you feel uncomfortable. ○ People online may not be who they say they are. • Strategy reinforced: students should have adult assistance when using the Internet.
Grade 2	<p>Grade 1 concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • The importance of rules and laws • Expansion of FBI Tips description • Strategy reinforced: students should have adult assistance when using the Internet
Grade 3	<p>Grade 2 concepts are briefly introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Discussion of the FBI Internet safety tips • Concept expansion: definition and discussion of the term trusted adult
Grade 4	<p>Grade 3 concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Concept introduction: identifying information • Other forms of cyber communication <ul style="list-style-type: none"> ○ Instant messaging (Concept of a buddy list is introduced) ○ Chat Rooms ○ Bulletin Boards • Terminology introduction and discussion: permission

Cyber Security

Grade K	<p>The i-SAFE character, i-Buddy, is used to introduce the abstract concept of the computer virus, and to reinforce that students should have adult assistance when using the Internet through the following:</p> <ul style="list-style-type: none"> • Review of previous lessons • Concept introduction: computers can get “sick” • Terminology introduction and discussion: virus • Compare descriptions of “sick” people and “sick” computers • Concept introduction: computer viruses can be found in e-mails • Age-appropriate prevention technique: Do not open emails without permission.
Grade 1	<p>Grade K concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Terminology introduction and discussion: infected • Concept introduction: a computer virus is a computer program.
Grade 2	<p>Grade 1 concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Terminology introduction and discussion: attachment • Concept introduction: there are laws and consequences governing people who invent viruses. • Terminology introduction and discussion: prevent, used in conjunction with how to protect the computer from viruses.
Grade 3	<p>Grade 2 concepts are introduced and built upon by introducing expanding explanations, vocabulary, and age-appropriate computer virus prevention techniques.</p>
Grade 4	<p>Grade 3 concepts are introduced and built upon by introducing the following:</p> <ul style="list-style-type: none"> • Terminology introduction and discussion: e-mail forwards. • Forwarded email is a red flag for viruses. • Terminology introduction and discussion: automatically, as it is related to viruses and e-mail. • Reinforcement of age-appropriate computer virus prevention techniques.

Intellectual Property

Grade 3	<p>The i-SAFE character, i-Buddy, is used to introduce the concept of Intellectual Property. Lesson activities:</p> <ul style="list-style-type: none"> • Create a comparison of tangible property to Intellectual Property • Age appropriately define rules for Intellectual Property • Identify material which qualifies as Intellectual Property • Create and share guidelines about using Intellectual Property
Grade 4	<p>An introduction to the concept of Intellectual Property is used to develop an understanding of how students can use online Intellectual property correctly. Lesson activities:</p> <ul style="list-style-type: none"> • Create a comparison of tangible property to Intellectual Property • Age appropriately define rules for Intellectual Property • Identify material which qualifies as Intellectual Property • Discuss guidelines for using Intellectual property correctly • Incorporates an integrated literacy activity in which students use an Intellectual property example correctly to create a new paragraph

Cyber Bullying

Grade 3	<p>Introduce the concepts of Cyber bullying and kindness online through a focus of relating them to behaviors in the physical world. Identify courses of action and resources:</p> <ul style="list-style-type: none"> • Simple definitions of cyber bullying and netiquette. • Tips on prevention • Resources to report <p>Student activities:</p> <ul style="list-style-type: none"> • Engage in a communication activity with focuses on being kind to one another. • Create a list of 3 ways to be kind to others and commit to completing them
Grade 4	<p>Introduce the concepts of Cyber bullying and kindness online with a focus on Netiquette. Identify courses of action and resources:</p> <ul style="list-style-type: none"> • Definitions of cyber bullying and netiquette. • Tips on prevention • Resources to report <p>Student activities:</p> <ul style="list-style-type: none"> • E-mail Aptitude activity • Recipe for kindness – students develop a recipe for kindness • Recipe posters – Recipes are displayed with illustrations

Internet Safety Songs and Movement

<p>Grades K - 4</p>	<p style="text-align: center;">i-S-A-F-E</p> <p>Learners will have fun singing <i>i-S-A-F-E</i> and will gain an understanding of a basic Internet safety concept: ask an adult to help while online. Scripted lesson plan shows how to reinforce concept.</p> <p>Alternative activities:</p> <ul style="list-style-type: none">• Students draw and color pages for each letter. Students draw a large letter (example I) and then list words or draw pictures that start with that letter to use when singing the song.• Movement Activity – as a class, take suggestions for various movements for each letter. For example – when the I letter part of the song plays skip in place. Allow students to come up with a set movement for each letter. When the song plays, students to dance the set steps for each letter.• Divide class up into groups. Assign each group a different letter. Groups develop a special movement, poster, etc. for their letter. They are in charge of singing when their letter plays, etc.
<p>Grades K - 4</p>	<p style="text-align: center;">Ask an Adult (When You Login)</p> <p>Learners will have fun moving to <i>Ask an Adult</i> and will gain an understanding of a basic Internet safety concept – ask an adult to help while online They will reinforce learning with review of some of the dangers that can be found on the Internet.</p> <p>Alternative activities:</p> <ul style="list-style-type: none">• Students draw pictures of what it means to them while the song is playing. Share the songs with the class and discuss what they know about Safety Online.• Take a catch phrase from the song (ex. Safety First) and ask students to brainstorm words they can make from these letters. (Ex. Tea, sit) Use the song as a time limit. Students have until the end of the song to come up with new words. Play again with a different phrase from the song.
<p>Grades K- 4</p>	<p style="text-align: center;">I Got a Buddy</p> <p>Learners will have fun making i-Buddy puppets and using them to “dance” to the music while reviewing and reinforcing learning about how to make good decisions when online.</p> <p>Alternative activities:</p> <ul style="list-style-type: none">• Students draw pictures while the song is playing of what it means to them. Share the songs with the class and discuss what they know about Safety Online.• Have students come up with a “second friend” to go with i-Buddy that will help them also remember Internet Safety rules. Have them draw a picture of the buddy and submit excellent ones to i-SAFE for consideration in future lessons.

<p>Grades K- 4</p>	<p style="text-align: center;">Safe As Can Be</p> <p>Learners will have fun listening to <i>Safe as Can Be</i> while drawing a picture of the images in the song. Students will reinforce learning with a review of Internet Safety concepts from the i-SAFE lessons.</p> <p>Alternative activities:</p> <ul style="list-style-type: none"> • Students draw pictures while the song is playing of what it means to them. Share the songs with the class and discuss what they know about Safety Online. • Students draw and name a “second friend” to go with i-Buddy that will help them also remember Internet Safety rules.
<p>Grades 3- 4</p>	<p style="text-align: center;">Chat Room</p> <p>Students will have fun listening to the Chat room song and will reinforce learning by developing an accompanying movement/dance to act out the concepts presented: Be smart, be safe, and be wise.</p> <p>Alternative activity:</p> <ul style="list-style-type: none"> • Students create hand signs to go along with the music or the song chorus and present. • Students make drums out of cylindrical containers (oatmeal, coffee cans, etc.) and play along with the song.
<p>Grades K - 4</p>	<p style="text-align: center;">Know the Turf</p> <p>Learners will have fun listening to <i>Know the Turf</i> while participating in activity stations for the song (ex: movement, art, musical, etc). Students and teacher will reinforce learning with a review of Internet Safety concepts from the i-SAFE lessons.</p> <p>Alternative activity:</p> <ul style="list-style-type: none"> • Teacher chooses one station activity as a whole class activity.
<p>Grades 2 - 4</p>	<p style="text-align: center;">You Got to Follow the Plan</p> <p>Learners will have fun listening to <i>You Got to Follow the Plan</i> while participating in a Scavenger hunt to reinforce the FBI Safety Tips. Students and Teacher will reinforce learning with a review of Internet Safety concepts from the i-SAFE lessons.</p>

Grades 5 – 8

Personal Safety	
Grade 5	<p>In an age and experience appropriate manner, investigate and identify key concepts associated with responsible and safe Internet choices and behaviors as they pertain to:</p> <ul style="list-style-type: none"> • Providing personal information • Screen names and Passwords • Online communication methods <p>Student Activities:</p> <ul style="list-style-type: none"> • Identify safe and unsafe passwords and online IDs. • Write an Internet safety script to accompany presentation slides. • Make a presentation to parents or others to inform about online personal safety. • Tier 2: Host a Parent presentation about Internet safety
Grade 6	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction, to investigate and identify key concepts associated with responsible and safe Internet choices and behaviors as they pertain to:</p> <ul style="list-style-type: none"> • Providing personal information • Screen names and Passwords • Online communication methods <p>Student Activities:</p> <ul style="list-style-type: none"> • Create and distribute brochures about online personal safety • Participate in a bingo review game (optional). • Tier 2: Host a Brochure Distribution Table and/or Cyber Safety Day or Week
Grade 7	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction, to investigate and identify key concepts associated with responsible and safe Internet choices and behaviors as they pertain to:</p> <ul style="list-style-type: none"> • Providing personal information • Screen names and Passwords • Online communication methods <p>Student Activities:</p> <ul style="list-style-type: none"> • Create a lesson plan and or activity, or use the Library Safe Card, to teach others about online personal safety • Choice of online or offline information review game (optional) • Tier 2: Engage in the Student i-Adopt-A-School program
Grade 8	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction, to investigate and identify key concepts associated with responsible and safe Internet choices and behaviors as they pertain to:</p> <ul style="list-style-type: none"> • Providing personal information • Screen names and Passwords • Online communication methods <p>Student Activities:</p> <ul style="list-style-type: none"> • Engage in a reading and discussion of true Internet crime stories • Create and present a presentation about online personal safety. • Tier 2: Host the i-SAFE Assembly Experience.

Cyber Community Citizenship

Grade 5	<p>The Internet community is compared to the physical community, highlighting the following similarities:</p> <ul style="list-style-type: none"> • Real people interact • Examples of safe/appropriate and unsafe/inappropriate places • Strategies for age-appropriate safe travel <p>Student activities:</p> <ul style="list-style-type: none"> • Design and display a map/poster to illustrate safe and unsafe places in both communities. • Tier 2: Incorporate this activity into an i-SAFE event such as a parent presentation
Grade 6	<p>The Internet community is compared to the physical community, with a focus on rules and responsibilities as citizens.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Create a Venn diagram poster to illustrate a comparison of (1) places and (2) citizenship responsibilities, in the physical and cyber communities. • Create a Cyber citizenship rule and use a choice of media/venue to share it with others: Display posters or broadcast safe travel tips • Tier 2: Incorporate this activity into an I-SAFE event such as a Cyber Safety Day/Week
Grade 7	<p>The Internet community is compared to the physical community, with a focus on the following:</p> <ul style="list-style-type: none"> • Who participates • How people interact • The roles of community leaders <p>Student activities:</p> <ul style="list-style-type: none"> • Interview students about their online activities. • Interview other school or community members about their online activities. • Tier 2: Incorporate this activity into an i-SAFE event or plan a separate event.
Grade 8	<p>The Internet community is compared to the physical community, with a focus on evaluating the appropriateness of websites considering:</p> <ul style="list-style-type: none"> • Age-group • Intended use • Reliability of information <p>Student activities:</p> <ul style="list-style-type: none"> • Create a Webpage evaluation tool. • Evaluate Webpages. • Create and display posters or webpage to inform others about website evaluation. • Tier 2: Incorporate this activity into an I-SAFE event or plan a separate event.

Cyber Security

Grade 5	<p>Cyber security issues are addressed, focusing on the following issues:</p> <ul style="list-style-type: none"> • E-mail protocol and etiquette • Attributes of viruses • Consequences of spam, flaming, and viruses <p>Student activities:</p> <ul style="list-style-type: none"> • Participate in a game to illustrate how viruses spread. • Design and distribute a brochure to inform about e-mail etiquette and safety. • Tier 2: Host a Brochure Distribution Table and/or Cyber Safety Day or Week
Grade 6	<p>An overview of cyber security issues leads into a focus on:</p> <ul style="list-style-type: none"> • Vocabulary associated with e-mail use • Attributes of computer viruses • Consequences of malicious behavior involved in online communication <p>Student activities:</p> <ul style="list-style-type: none"> • Develop a top ten list of e-mail rules. • Create a slogan to reinforce the necessity of proper e-mail etiquette. • Create a poster or webpage of list and/or slogan and display • Tier 2: Integrate use of posters or webpages in a Cyber safety week or other event.
Grade 7	<p>An overview of cyber security leads into a focus on the aspects of cyber bullying:</p> <ul style="list-style-type: none"> • Recognition • Consequences • Techniques to prevent or discourage <p>Student activities:</p> <ul style="list-style-type: none"> • Participate in a self-esteem activity. • Create a skit or scenario about a cyber security issue, which presents a problem and appropriate solution. • Tier 2: Use skits during CLI for another grade or incorporate into another event.
Grade 8	<p>Overview of cyber security issues, with details on specific threats and consequences of:</p> <ul style="list-style-type: none"> • Computer viruses • Trojan horses • Worms • Hacking <p>Student activities:</p> <ul style="list-style-type: none"> • Complete a KEWL chart (KWLS-type). • Complete a topic review crossword puzzle. • Develop a way to share information learned about cyber security. • Post suggestions for leading others in learning on the designated online bulletin board. • Tier 2: Incorporate posted idea(s) into a larger cyber safety event.

Predator Identification

Grade 5	<p>Investigate and identify key concepts associated with responsible and safe online interaction, with a focus on issues associated with Internet predators:</p> <ul style="list-style-type: none"> • Key characteristics • Grooming process • Proactive techniques to reduce risk <p>Student activities:</p> <ul style="list-style-type: none"> • Participation in the ID Match-up game illustrates how screen names are used. • Share Internet safety knowledge with parents/guardians through a survey. • Tier 2: Incorporate the survey activity into a parent night, open house, etc.
Grade 6	<p>Investigate and identify key concepts associated with responsible and safe online interaction, with a focus on issues associated with Internet predators:</p> <ul style="list-style-type: none"> • Key characteristics • Grooming process • Proactive techniques to reduce risk <p>Student activities:</p> <ul style="list-style-type: none"> • Participation in the Information game illustrates how indirect information is obtained. • Share Internet safety knowledge with parents/guardians through a survey. • Tier 2: Incorporate the survey activity into a cyber safety week, open house, etc.
Grade 7	<p>Investigate and identify key concepts associated with responsible and safe online interaction, with a focus on issues associated with Internet predators:</p> <ul style="list-style-type: none"> • Key characteristics • Grooming process • Proactive techniques to reduce risk <p>Student activities:</p> <ul style="list-style-type: none"> • The Chat Race game is used to identify how predators in a chat situation obtain information. • Share Internet safety knowledge with parents/guardians through a survey. • Tier 2: Incorporate the survey activity into CLI or another Internet safety event.
Grade 8	<p>Investigate and identify key concepts associated with responsible and safe online interaction, with a focus on issues associated with Internet predators:</p> <ul style="list-style-type: none"> • Key characteristics • Grooming process • Proactive techniques to reduce risk <p>Student activities:</p> <ul style="list-style-type: none"> • Participation in the ID Match-up game illustrates how screen names are used; including predator example. • Share Internet safety knowledge with parents/guardians through a survey. • Tier 2: Incorporate the survey activity into the Assembly experience or other Internet safety event.

Intellectual Property

Grade 5	<p>Investigate and identify key concepts associated with responsible use on the Internet, focusing on the following aspects of intellectual property:</p> <ul style="list-style-type: none"> • Attributes and types • Definitions of copyright and plagiarism • Techniques to avoid IP theft and plagiarism <p>Student activities:</p> <ul style="list-style-type: none"> • Complete a KEWL chart (KWLS-type) and network the results with others on the online bulletin board. • Create original posters or webpages to illustrate the concept of intellectual property. • Tier 2: Incorporate poster or webpage project into an Internet safety event (may be incorporated into the activity promoted in the Personal Safety lesson).
Grade 6	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction, to investigate and identify key concepts associated with responsible use on the Internet, focusing on the following aspects of intellectual property:</p> <ul style="list-style-type: none"> • Attributes and types • Definitions of copyright and plagiarism • Techniques to avoid intellectual property theft and plagiarism • Consequences on intellectual property theft <p>Student activities:</p> <ul style="list-style-type: none"> • Complete a Persuasion chart. • Create and share PSAs to promote information about intellectual property rights. • Tier 2: Use PSAs to promote an Internet safety/responsible use event (may be incorporated into the activity promoted in the Personal Safety lesson).
Grade 7	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction, to identify key concepts associated with responsible use on the Internet, focusing on the following aspects of intellectual property:</p> <ul style="list-style-type: none"> • Attributes and types • Definitions of copyright and plagiarism • Techniques to avoid intellectual property theft and plagiarism • Consequences on intellectual property theft <p>Student activities:</p> <ul style="list-style-type: none"> • Complete a Cause and Effect chart. • Create and share PSAs, poems or jingles to promote information about intellectual property rights. • Tier 2: Use PSAs to promote an Internet safety/responsible use event (may be incorporated into the activity promoted in the Personal Safety lesson).
Grade 8	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction, to identify key concepts associated with responsible use on the Internet, focusing on the following aspects of intellectual property:</p> <ul style="list-style-type: none"> • Definitions of copyright and plagiarism • Laws governing intellectual property <p>Student activities:</p> <ul style="list-style-type: none"> • Playact a mock trial. • Post, display, or broadcast mock trial and results. • Tier 2: Hold the mock trial during a Cyber Safety week or parent night, etc.

Cyber Bullying

Grade 5	<p>Build upon concepts introduced in previous grade level, or use an age-appropriate introduction to investigate and identify key concepts associated with cyber bullying and netiquette:</p> <ul style="list-style-type: none"> • Attributes and types • Expansion of definition • Techniques to avoid bullying <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Participate in the Instant Messaging Aptitude activity. • Kindness Quilt – Students develop quilt squares on topic of kindness. • Kindness Quilt displayed and students pledge to commit three kind acts. • Tier 2: Quilt is incorporated into larger event such as a Parent night or open house.
Grade 6	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction to investigate and identify key concepts associated with cyber bullying and netiquette:</p> <ul style="list-style-type: none"> • Attributes and types • Expansion of definitions • Background on why. Discuss motivation for both <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Complete a KEWL chart. • Participate in the Online Chat Aptitude activity. • Post suggestions for leading others in learning about cyber bullying on the bb. • Tier 2: Incorporate ideas into larger cyber safety event
Grade 7	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction to identify key concepts associated with cyber bullying:</p> <ul style="list-style-type: none"> • Attributes and types / Expansion of definitions • Techniques to avoid/report bullying • Consequences of cyber bullying <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Participate in the Cyber bullying scenario activity. • Create and broadcast PSAs about Cyber bullying. • Tier 2: Use PSAs to advertise Internet safety event.
Grade 8	<p>Build upon concepts introduced in previous grade levels, or use an age-appropriate introduction to identify key concepts associated with cyber bullying:</p> <ul style="list-style-type: none"> • Expansion of definition • Introduction of cyber stalking concept • Laws governing harassment online <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Read victim stories and write “Dear Abby” type letters. • Create and publish articles about Cyber Bullying and its prevention • Tier 2: Incorporate published articles in a larger event: read over school PA, handouts.

Integrated Math – Internet Safety Focus

Intro to Graphs	<p>Learners will continue developing their understanding of online dangers through a math themed lesson aimed at teaching basic graphing skills. Students will be introduced to the bar graph and practice making bar graphs.</p> <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Develop a “living bar graph” • Translate the living bar graph to paper. • Practice graphing basic questions.
Graphing	<p>Learners will continue developing their understanding of online dangers through a math themed lesson aimed at teaching graphing skills. Students will learn three basic graph types along with their primary functions – line graph, bar graph, and circle graph.</p> <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Review through discussion Internet safety concepts • Define the three types of graphs • Graph statistics provided by i-SAFE • Share graphs through a presentation with classmates.
Survey and Statistics	<p>Learners will continue developing their understanding of online dangers (specifically cyber bullying) through a math themed lesson aimed at teaching basic survey and statistic skills. New vocabulary will be introduced including mode, median, mean, outliers, and range.</p> <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Review through discussion Internet Safety concepts • Define the new vocabulary • Review i-SAFE statistics • Develop survey questions for provided topics • Use class data from survey questions to compute the mode, median, mean, outliers, and range. • Share information through a presentation with classmates.
Word Problems and Algebraic Equations	<p>Review information on predator awareness while developing a comprehensive understanding of basic algebra terms and concepts. Concepts are taught in comparison to Internet safety themes. Students will practice building equations in relation to word problems.</p> <p>Student activities provide specific focus for grade level:</p> <ul style="list-style-type: none"> • Review through discussion Internet Safety concepts • Set up algebraic equations based on word problems. • Write and solve own word problems. Rotate problems through various groups.

Homeland Security

**Grades
7 - 8**

Integrate knowledge and concepts previously learned about hacking, steganography, malicious code (i.e. viruses and worms) with information on cyber terrorism, to identify and comprehend the utilization of the Internet in cyber terrorism and cyber warfare.

Student activities:

- Review previous lesson concepts.
- Participate in a webquest for knowledge about homeland security issues.
- Construct guidelines that can be used to combat cyber terrorism by students and others in the community.
- Share guidelines through a choice of various media.

National Student Watch

**Grades
5 - 8**

Learners will develop a comprehensive understanding of their school's action or disaster plan in response to homeland security threats, and the means of relaying information concerning threats.

Student activities:

- Listen to a story
- Review the school's Action Plan
- Critique the action plan
- Run through the Action Plan

Acceptable Use Policies

**Grades
5 - 8**

Learners will become familiar with what an acceptable use policy is, their school/districts AUP, and how to offer suggestions for revision based on what they have learned.

Student activities:

- Discuss components of AUPs
- Review the school's AUP
- Draft a letter highlighting suggested changes to the school AUP
- (optional) Take a poll among peers about contents of the AUP

Safe Website Design

**Grades
5 - 8**

Learners will develop a comprehensive understanding of safety tips to remember when designing and building their own websites such as:

- Providing personal information
- Protecting Identity
- Not posting pictures, etc.

Student Activities:

- Evaluate a sample student site for errors.
- Develop safety rules for website design.
- (optional) Develop a model safe website.

Web Logs

**Grades
5 - 8**

Introduce the concept of Personal Web Logging (Blogging) and safety issues concerned with it such as:

- Providing personal information
- Protecting Identity
- Form of communication

Student Activities:

- Read a newsletter with information on blogging.
- Write sample safe blogs on assigned topics.
- Develop safe Blogging rules.

Copyright and Fair Use

**Grades
5 - 8**

Learners will develop their knowledge of intellectual property by taking a closer look at copyright and fair use laws.

Student Activities:

- Evaluate scenarios for legitimate fair usage
- Discuss copyright and fair use exceptions as a class
- Develop rules to guide fair use in class.

Grades 9 – 12

Library of Activities and Webcasts	
Cyber Community	<p>The Internet community is compared to the physical community with a focus on:</p> <ul style="list-style-type: none"> • Similarities and differences • Appropriate vs. Inappropriate online interactions <p>Student activities:</p> <ul style="list-style-type: none"> • Complete a survey concerning Online activity. • Discuss survey in class with peer group. • Engage parents in discussion about Internet safety with a parent survey.
Webcast: Privacy and the Internet	<p>An Introduction to safety online focusing on:</p> <ul style="list-style-type: none"> • Personal Information • Online Privacy • Various forms of online communication. <p>Student activities:</p> <ul style="list-style-type: none"> • Observe a webcast. • Discuss webcast topics and questions. • Share knowledge with others through the selection of outreach activities.
Webcast: Cyber Relationships	<p>An investigation of safety in online communication focuses on:</p> <ul style="list-style-type: none"> • Proactive techniques • How people interact • Refusing requests for information • Reporting suspicious activities <p>Student activities:</p> <ul style="list-style-type: none"> • Observe a webcast. • Discuss webcast topics and questions. • Share knowledge with others through the selection of outreach activities.
Webcast: Intellectual Property	<p>Identify appropriate use of the Internet and intellectual property by covering:</p> <ul style="list-style-type: none"> • Definition of Property • Definition of Intellectual Property • Related key terminology • Rules, Laws, and Consequences <p>Student activities:</p> <ul style="list-style-type: none"> • Observe a webcast. • Discuss webcast topics and questions. • Share knowledge with others through the selection of outreach activities.

<p>Webcast: Security: Malicious Code</p>	<p>An investigation of Internet security issues focuses on:</p> <ul style="list-style-type: none"> • Definition of Malicious Code • Identity Theft • Related key terminology • Rules, Laws, Consequences • A general focus on methods for prevention and how to keep computer secure <p>Student activities:</p> <ul style="list-style-type: none"> • Observe a webcast. • Discuss webcast topics and questions. • Share knowledge with others through the selection of outreach activities.
<p>Webcast: Security: Cyber Citizenship</p>	<p>An investigation of Citizenship issues presented by Internet use focuses on:</p> <ul style="list-style-type: none"> • Hacking and hactivism • Steganography • Potentials of terrorist use of the Internet • Provides information on techniques to protect computers from external threats. • Associated legal consequences <p>Student activities:</p> <ul style="list-style-type: none"> • Observe a webcast. • Discuss webcast topics and questions. • Share knowledge with others through the selection of outreach activities.
<p>Webcast: Social Issues</p>	<p>Developed around a collection of student-produced videos on Internet social issues, including:</p> <ul style="list-style-type: none"> • The grooming process • Online identities • Online relationships <p>Student activities:</p> <ul style="list-style-type: none"> • Observe a webcast. • Discuss webcast topics and questions. • Share knowledge with others through the selection of outreach activities.
<p>Webcast: Pornography on the Web</p>	<p>Developed around the winning high school entry in the Student Filmmaker Contest. Presents the problems associated with the ease of access to pornography on the Internet.</p> <p>Note: Educators will be cautioned to view the Webcast first and determine whether or not the content is in accordance with school policies.</p>
<p>Webcast: Cyber Harassment</p>	<p>An investigation of Cyber Harassment issues focuses on:</p> <ul style="list-style-type: none"> • Definition of Harassment, Bullying and Stalking as they apply to the Internet • Rules, Laws, Consequences • The Ryan Halligan Story <p>Student activities:</p> <ul style="list-style-type: none"> • Observe a Webcast. • Discuss Webcast topics and questions. • Share knowledge with others through the selection of outreach activities

Service Learning

<p style="text-align: center;">Public Service Announcements</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the development and delivery of public service announcements to educate others.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Select and view an i-SAFE webcast. • Develop a public service announcement to educate others on the webcast Internet safety topic. • Broadcast the PSA to others.
<p style="text-align: center;">Orientation Presentation</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the planning and delivery of an i-SAFE orientation presentation to others.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Review the i-SAFE Orientation PPT presentation • Option: Select and view an I-SAFE webcast. • Plan an event for presentation deliver • Present the i-SAFE Internet Safety orientation presentation.
<p style="text-align: center;">Student Assembly</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the development and delivery of the i-SAFE Assembly Experience for a Middle or High School.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • View the i-SAFE webcast, Cyber Relationships. • Review the i-SAFE Assembly Experience CD/DVD and training PPT. • Produce the i-SAFE Assembly Experience for a Middle or High School assembly.
<p style="text-align: center;">Community Posters</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the creation and display of Internet safety awareness posters to educate others.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Select and view an i-SAFE webcast. • Develop posters to educate others on the webcast Internet safety topic. • Arrange to display the posters in public area.

<p>Library Safe Card Program</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the planning and delivery of the i-SAFE Library Safe Card Program.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Review the i-SAFE Library Safe Card program (LSC) • Option: Select and view an i-SAFE webcast. • Make plans to help a school or local library implement the LSC • Provide an initial presentation of the LSC at the selected library
<p>i-Adopt-a-School</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the development and delivery of the i-SAFE i-Adopt-a-School program (teaching younger students about internet safety). Teaching can occur during regular classes or as part of a club or after school program for younger students.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Select and view an i-SAFE webcasts. • Review learning material for younger children. • Develop a plan to teach younger students about Internet safety, using i-SAFE materials. • Teach younger students about Internet safety.
<p>Parent night</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the development and delivery of the i-SAFE i-Parent program.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Review the i-SAFE i-Parent program CD and training PPT. • Select one of the following presentation topics: Predators, Cyber Security, Cyber Bullying, or Internet Safety Overview to present to parents. • Make plans to hold the presentation • Provide the i-Parent presentation to a parent gathering.
<p>Community Leaders Meeting</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the development and delivery of the i-SAFE Community Leaders program.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Select and view an i-SAFE webcast. • Review the i-SAFE Community Leaders program CD • Plan and host the Community Leaders Meeting
<p>Brochure Distribution</p>	<p>Student participants will explore Internet safety concepts and the need for public awareness thru public service on these issues, through the development and distribution of brochures to educate others.</p> <p>Student activities:</p> <ul style="list-style-type: none"> • Select and view an i-SAFE webcast. • Develop a brochure or series of brochures to educate others on Internet safety. • Distribute brochures to others.