



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



teaching plans

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

Common Sense Media is an independent, nonprofit resource that helps families and educators teach kids how to be safe and smart in today's 24/7 media world. Go to www.commonsensemedia.org for thousands of reviews and expert advice.