

# Internet Safety Lesson plan

Internet Safety Lesson 1  
Years 3-6



Partnering to help kids connect

## Background

Young children can be quite naive about the potential safety and cyberbullying issues related to giving away their private information such as a password, or using someone else's password. This lesson aims to introduce to students the importance of protecting and respecting private information such as passwords and who to go to for help if they feel uncomfortable about anything online. The lesson also starts to explore what is acceptable, responsible communication online and what entails unacceptable, irresponsible communication online. Essentially, it is about starting to educate our young children about online safety.

## Look for possible linkages

If possible, link the lesson concepts to your own school's policies, curriculum, themes, and/or student rules to complement/reinforce these, eg. refer to your school's ICT student policies, or student rules such as *Be safe, Be responsible, Be respectful*. Ideally, these would be linked to the concepts of this lesson of not sharing passwords and also not being irresponsible and disrespectful by pretending to be someone else and using their password, etc.

## Learning Objectives

- This lesson will enable students the opportunity to:
- > identify passwords as information that must remain private and not be shared;
  - > recognise that the use of someone else's password is wrong and may be irresponsible;
  - > be aware of acceptable and unacceptable communication when using the internet;
  - > know when and how to seek parent/carer/adult/counsellor advice if they are ever in a situation where they are unsure about sharing a piece of information for online purposes.

## Resources required for this lesson

USB Video “Katie”, parent/carer information sheets, and butcher’s paper and pens. Please see *Resources* below for details

TIME	CONTENT	TEACHER INSTRUCTIONS	LEARNER ACTIVITIES
	<h3>Introduction</h3>		
5-10min	<p><b>Internet usage: Who? What?</b></p> <p>a) Do you (and/or your friends) use the internet?                      b) What do you/they use the internet for? <i>Emails, play games with other people online, chat with friends online, homework and tutoring, etc.</i>                      c) What is a password? Have you used a password before? <i>(This could include a generic password for logging onto school computers.)</i>                      d) Do you ever chat with other people online?                      e) Who do you chat with?                      f) What might you chat about?</p>	<p>Generate class discussion and interest in the topic by questioning students.</p> <p>It may be necessary to define passwords for the younger students – what they are and why and how they are used.</p>	<p>Students respond to questions.</p>
	<h3>Sequence</h3>		
5min	<p>‘Katie’ is a video about using the internet safely and responsibly. It is a short story about what can happen when passwords are shared.</p>	<p>Introduce and play the video ‘Katie’:</p>	<p>Students view video.</p>
15min	<p>Possible questions for video discussion:</p> <p>What did Katie do that caused the problem?  <i>Shared her password with a friend.</i></p> <p>What did Melanie do that caused the problem?  <i>Used Katie’s password and pretended to be Katie and sent mean messages to Katie’s best friend.</i></p> <p>Do you think Melanie would have said this to Katie’s friend if they were together in the same room talking?</p>	<p>Ask students questions as part of a group discussion of the video concepts and to confirm their understanding.</p> <p>Teacher explanation as required.</p>	<p>Group discussion. Students respond to questions.</p> <p>Listen and ask questions. Respond to teacher questions.</p>

TIME

CONTENT

TEACHER INSTRUCTIONS

LEARNER ACTIVITIES

(continued)

*Students might come up with a range of conjectures here for discussion, eg. No, as Melanie was pretending to be Katie and she could not do this if they were together in the same room. Emphasise that it is not responsible to say hurtful things online when the other person is not face-to face with you and does not know your true identity (who you really are).*

What did Katie's friend think was happening? How did this make Katie's friend feel?

*She thought the messages were from her best friend and that hurt her feelings.*

What did Katie's friend do? Was this the best thing to do? Why?

*She told her mother about the bad messages. Yes it was the best thing to do because an adult may be able to help.*

What did Katie's Mum ask Katie to do? Why?

*To change her password and never share it with others because you don't know how they might use it.*

**Acceptable And Unacceptable Communication**

Unhelpful/poor communication – saying negative things that might hurt someone's feelings.

Helpful/good communication – being a good friend by what we say.

Point out that internet communication does not usually allow us to see the other person and to see how they are feeling. Sometimes things can be taken the wrong way even if we don't mean it to be. Also, it can be easier for children to say and do things online that they might not say or do in person.

Talk about acceptable and unacceptable communication online and link back to Katie's story.

TIME	CONTENT	TEACHER INSTRUCTIONS	LEARNER ACTIVITIES
(continued)	<p>Highlight that this problem was sorted out but that could easily not have happened if the mothers had not become aware of the incident or they each didn't act in this way.</p> <p><b>Other sources of help:</b></p> <ul style="list-style-type: none"> <li>&gt; family member (eg. big brother/sister)</li> <li>&gt; teacher</li> <li>&gt; Kids Helpline.</li> </ul>	<p>Who else could you go to for help? Teacher explanation of other sources of help that are not suggested by students.</p>	
10min	<p><b>Rules for safely and responsibly using the internet to communicate could include (develop your own class list):</b></p> <ul style="list-style-type: none"> <li>&gt; Always keep your password secret</li> <li>&gt; Don't use someone else's password</li> <li>&gt; Don't pretend to be someone else</li> <li>&gt; Get help from a responsible person if you feel uncomfortable about anything you see or read online</li> <li>&gt; Only use good communication on the internet. Write only what you would say face-to-face to someone. Do not hurt others' feelings.</li> </ul> <p>See <a href="http://cybersmart.gov.au">cybersmart.gov.au</a> for tips on "Netiquette" (link provided in resources below).</p>	<p>Break students up into small groups and ask them to make up on butcher's paper, a list of rules for safely and responsibly using the internet. These will be reported back to the whole class for compiling a class list.</p>	<p>Students create their own list of rules on butcher's paper.</p>

## Conclusion

5min	<p>Reinforce by repeating the key concepts which now have become basic rules for internet usage.</p> <p><b>Homework</b> To share with their parents/carers:</p> <ol style="list-style-type: none"> <li>1. What they learnt about using the internet.</li> <li>2. Share the Kids Helpline Parents' Tip Sheet on Cyberbullying and the ACMA parent tips on Safer social networking. It is suggested that these Tip Sheets be provided as handouts to go home with students. (See resources below for links).</li> </ol>	<p>Check student responses.</p> <p>Set a homework activity for students to share with their parents/carers.</p>	<p>Share their lists with the class.</p> <p>Copy down homework and collect information sheets.</p>
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## Resources:

1. Video “Katie”

2. Parent/carer information sheets and links:

<http://www.kidshelp.com.au/grownups/news-research/hot-topics/cyber-bullying.php> Parents’ Tip Sheet on Cyberbullying

<http://www.cybersmart.gov.au/Parents/Cybersafety%20issues.aspx> ACMA Parent tips for younger children on “*Safer social networking*”

<http://www.cybersmart.gov.au/Parents/Resources%20to%20use%20with%20your%20child.aspx> for “*Parents – Resources to use with your child – Resources for young children*” for resources that parents can work through with their child to explore internet safety and cyberbullying. This includes establishing who to go to if there is a problem with cyberbullying, etc.

3. Student and teacher information

Kids Helpline is a free 24-hour counselling service for Australian kids and young people aged 5-25 years. You can get help over the **phone, email or web**. Counsellors talk with more than 6,000 kids each week, and help with all sorts of problems, big and small.

If you need to talk to someone now, call us on 1800 55 1800, 24 hours a day, 7 days a week.

Kids Helpline “*Staying safe online*” - <http://www.kidshelp.com.au/kids/information/hot-topics/staying-safe-online1.php>

[www.cybersmart.gov.au](http://www.cybersmart.gov.au) This site has a list of other links for students and teachers to explore and learn more tips for safe internet usage. This includes the site, Cybersmart, developed by the **Australian Communications and Media Authority (ACMA)**. Cybersmart is part of the Australian Government’s cybersafety program. Cybersmart provides activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the online world.

4. Teacher information

Cybersmart also offers training and resources for **schools**.

This includes:

What research tells us about 8/9-year-olds online

Cybercitizen profile ages 8/9

What research tells us about 10/11-year-olds online

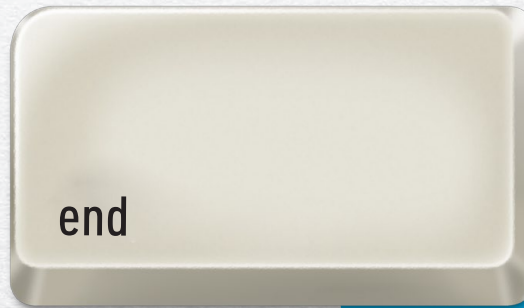
Cybercitizen profile ages 10/11

### Follow-up/reinforcement:

Next lesson – recall rules for safe and responsible internet usage.

Collect feedback on homework activity.

**Note:** This lesson may take longer than the suggested time for the younger classes and may require breaking up into smaller segments. Teachers are encouraged to accommodate the range of learners by modifying student learning experiences where appropriate.



[kidshelp.com.au](http://kidshelp.com.au)  
1800 55 1800