



*The Leader in e-Safety Education*



REV#2.11



# **Gold Subscription Package Curriculum Sample**



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# Introduction to the Gold Subscription Curriculum

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The i-SAFE Gold Subscription curriculum includes several hundred standards-based e-Safety lesson plans, interactive learning activities and cutting-edge videos, spanning grades K through 12, for a comprehensive approach to teaching e-Safety in today's Web 2.0 world—safety, responsibility and security online. The lessons are easy to integrate and they align to standards in classes such as technology, library/media, social studies, health and safety, even language arts. The Gold Subscription curriculum contains all of the i-SAFE resources at your fingertips including the following lesson module topics:

- Cyber Community Citizenship
- Cyber Security
- Personal Safety
- Predator Identification
- Intellectual Property
- E-Rate Topics: Appropriate Use, Social Networking/Chat Rooms, Cyber Bullying
- Digital Literacy
- Outreach, Empowerment, and Review

i-SAFE curriculum is designed to foster active participation between student and their instructors through classroom discussion and cooperative group-learning activities. Integral to each lesson in all grade levels is the incorporation of an empowerment activity, which provides students with the opportunity to share what they have learned about Internet safety with their peers, their families and other community members. In this way, students internalize and take ownership of the concepts learned.

Video Webcasts accompany lessons at higher grades. Produced as peer-to-peer instruction, students introduce the e-Safety topics then periodically step away to allow classroom discussion. The Gold Webcast videos include these topics:

- Privacy
- Cyber Relationships
- Intellectual Property
- Cyber Security: Malware
- Cyber Citizenship
- Social Issues on the Web
- Pornography
- Cyber Harassment

18 additional videos are provided in the Gold Subscription Package to be played to students as an optional supplement to the curriculum, or to generate interest and/or discussion in a topic before or after an i-SAFE lesson.

# i-SAFE Alignment to NETS: The Next Generation

The i-SAFE curriculum meets grade cluster benchmarks and performance standards for 5 of the 6 National Educational Technology Standards for Students: The Next Generation (NETS), with an emphasis on Standard #5: Digital Citizenship. The following summarizes lesson alignment for each of the standards.

## 1. Creativity and Innovation

**Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**

i-SAFE lesson plan activities utilize a variety of technologies for those who choose the technology tract of the lesson. Students have opportunities to use publishing software, carry out Web quests, and safely communicate using technology. Additionally, all enrichment/empowerment activities incorporate use of technology to create and develop finished products. [All i-SAFE lessons; all enrichment/empowerment activities]

## 2. Communication and Collaboration

**Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

With a primary focus on online communication, the i-SAFE curriculum enables students to develop safe communication skills. Students are introduced to safe Web browsing and creation, e-mailing, instant messaging, blogging, newsgroup posting, etc. Each lesson age-appropriately incorporates opportunities for students to interact with peers and others to develop and/or present enrichment projects using a variety of media formats to communicate what they have learned. [All i-SAFE lessons; all enrichment/empowerment activities]

## 4. Critical Thinking, Problem-Solving & Decision Making

**Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.**

The i-SAFE program not only develops skills addressing current topics, but also allows students to utilize information to think critically and construct new knowledge. Through discussion and group work, lesson activities ask students to take learned/constructed knowledge and expand upon it to develop possible solutions to current problems, ultimately resulting in student empowerment and retention of knowledge. [All i-SAFE lessons]

## 5. Digital Citizenship

**Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

The core focus of the i-SAFE curriculum is to develop safe and secure use of technology along with understanding its impact. Every lesson addresses this standard, from identifying risks in online communication to issues of cyber security and online intellectual property theft. Responsibilities, rules and consequences are addressed for each topic as students relate online citizenship with real-world citizenship. [All i-SAFE lessons]

## 6. Technology Operations and Concepts

**Students demonstrate a sound understanding of technology concepts, systems and operations.**

The i-SAFE curriculum allows students to develop a familiarity with technology in a safe environment. Students develop an understanding of key terminology used in online communication and learn specific computer techniques. Students are given opportunities to practice usage in activities in a safe and responsible manner.

*[Grades K-4 lessons: Personal Safety, Text Messaging Safety, Safety and Identity] [Grades 5-8 lessons: Personal Safety, Text Messaging Safety, Web Logs: A Positive Approach to Blogging, Social Networking] [Grades 9-12 all i-SAFE non-Webcast and Webcast lessons]*

# Lesson Snapshots

## Personal Safety Lesson Sample: Grades 1-5: Unit—Acceptable Use Policies

### UNIT—Using the Acceptable Use Policy (AUP) as an Educational Tool

#### Introduction

An Acceptable Use Policy cannot be expected to be of much use if it is only referred to when someone breaks a rule. The AUP should be the foundation for teaching safe and responsible technology use. Use it to engage students in creating and maintaining usable, age-appropriate guidelines for responsible computer use in the classroom that include descriptions of acceptable use, consequences for unacceptable use, and procedures for responding to unsafe or inappropriate online situations.

#### Prepare the Staff



Communicate with staff early in the school year or whenever the Acceptable Use Policy is adopted to clearly define the expectations of its use, including expectations for enabling student understanding of the policy and how Internet safety and responsible use in general will be addressed throughout the year.

Make sure that every staff member signs a copy of the AUP.

#### Consider



See the introductory sections of the i-SAFE Complete AUP Guide available at [www.isafe.org](http://www.isafe.org), including the definition and purpose of an AUP, to reinforce with staff how your AUP will be used as a meaningful, working set of policies.

Help staff members implement the policies by providing them with age-appropriate activities and/or lesson plans that reinforce acceptable use policy concepts with students.

#### Introduction to the Lessons and Activities

##### Make it Meaningful!

Making it meaningful is the key to making it work.

Obviously young children cannot be expected to read and/or understand a lengthy document. Even older students may have difficulty! Providing classroom teachers with examples of age-appropriate activities that deal with building conceptual understanding of the AUP can go a long way in making a successful policy.

#### Elementary Grades

##### Consider



For the elementary grades, provide teachers with a shortened list of acceptable and unacceptable usages of school computer equipment (from the AUP). Make sure that the list only includes usage activities that are appropriate to the age of the learners.

The following activities will help teachers in the elementary grades create a teachable moment or two using the AUP.



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# Cyber Security Lesson Sample: Grades 3-4: Spam, Scams, and Phishing

## LESSON—Spam, Scams, and Phishing

Suggested grade level 3-4

### Protecting Your Personal Information When Using E-mail

#### Lesson Guide

This lesson focuses on the personal-safety issues brought about by e-mail, including phishing e-mails, spam, and scams.

#### Learning objectives

Students will:

- be introduced to the terms: phishing, spam, and scam
- understand the basic ways phishing, spam, and scam e-mails solicit personal information
- learn age-appropriate ways to deal with phishing, spam, and scam e-mails

#### Materials

- materials to create posters
- parent page for each student

#### Procedures

##### Discussion

- Review the term “e-mail.” Adjust the discussion to your students’ experience levels with e-mail. Explain that e-mail is a great way to communicate with friends and relatives, but that sometimes people you don’t know will send e-mails to try to trick you into giving away personal information.
- Explain the term “personal information” (information like your name, address, e-mail address, parents’ names, etc., that can be used to find you or contact you).
- Introduce terms the phishing, spam, and scam as e-mails that may try to steal personal information for bad purposes.
- Read the topics, definitions, and tips from the activity “Topics and Tips” list to the class.

##### Activity

Select from the following options depending on the reading and e-mail experience levels of the students.

##### Option 1

- Divide the class into small groups, and provide each group with a topic from the topic list (the topics can be copied and cut into sections for each group). Topics can be used by more than one group.
- Have each group read about the topic and create a poster to tell others about how to avoid giving up personal information when receiving phishing, spam, or scam e-mails.

##### Option 2

- Select one topic (phishing, spam, or scam), and go over it in detail with the class.
- Have each student create a small poster to tell others about how to avoid giving out personal information when receiving that type of e-mail.



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# Digital Literacy Lesson Sample: Grades 6-8: Introduction to Media Literacy

## LESSON PLAN—Introduction to Media Literacy

Suggested Grade Levels – Middle School

### Learning Objectives

Learners will understand the term “media literacy,” identify types of media involved and understand the importance of media literacy.

### Enrichment Goal

i-SAFE enrichment activities are designed so that they can be implemented by students. Provide your students with the necessary reference materials included with this lesson plan and guidance on how they can complete this activity. Suggestions include getting support from an adult advisor, school club, student council, technology team, etc. i-SAFE also offers a wide range of online support for students who register (free of charge) at [www.isafe.org](http://www.isafe.org), including the i-MENTOR Training Network videos.



In this lesson, learners will be provided with background information and use it to create a media product conveying the message to others.

### Materials/Preparation

- Prepare copies of the reference pages for each student

### Lesson Procedures

*All students participating in the i-SAFE curriculum are designated i-MENTORS. If they haven't done so already, have students enroll online by clicking on "Create Account" at [www.isafe.org](http://www.isafe.org) to take full advantage of the support and incentives offered. This may be done at any time during the lessons, or students may complete this registration at home.*

### Introductory Activity:

- Ask students to brainstorm what the term “media literacy” means to them.
- Discuss: Do they believe that they are media literate?

### Reference Discussion

- Hand out the reference/activity page “Exploring Media Literacy.”
- Briefly read over the page as a class and instruct students to complete the page individually or in small groups.
- Hand out the “Putting it Together” page and review with students.
- Using both reference pages, discuss the following:
  - > What is media?
  - > What does it mean to be literate?
  - > Why is media literacy important?
  - > Have students share their examples of the importance of media literacy.



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# Intellectual Property Lesson Sample: Grades 9-12: Cyber Ethics and Peer-to-Peer Networks

## LESSON—Cyber Ethics and Peer-to-Peer Networks

Suggested grade level 9-12

### Lesson Guide

Learners will examine the concept of cyber ethics and how ethics apply within the peer-to-peer network environment.

### Learning Objectives

Students will:

- understand the term file-sharing and its uses
- understand the term cyber ethics
- understand the ethical issues associated with file-sharing, including intellectual property

### Materials/Preparation

- a copy of reference and activity pages for each student

### Procedures

#### Discussion

Begin discussion with the following open-ended questions:

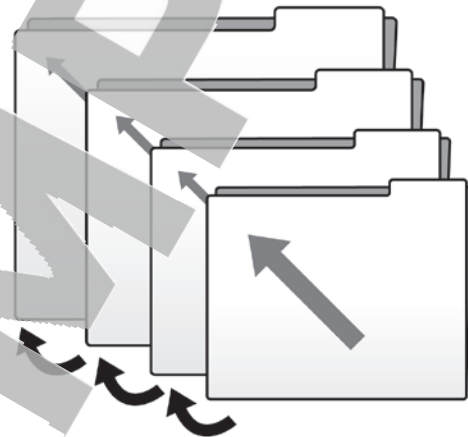
- What are laws? How do laws guide how we behave from day to day?
- How do laws govern our online actions?
- What are ethics? How are they similar to laws? How are they different?
- Ask students to define ethics.
- Ask students how ethics can/should govern our online actions.

#### Reference Page:

- Hand out the reference page to students and discuss.
- Divide students into small groups to complete the “Think About It” section.
- Meet back as a class to discuss group answers.

#### Activity

- Break students into small groups.
- Tell students the question of the day is: What are your cyber ethics?
- Explain that their activity today is to create a list of five to 10 “ethic” statements to guide Internet use and usage of peer-to-peer networks. During the creation of these, keep in mind the definition and key goal of ethics: to do no harm within the global society, Cyberspace.



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