

Internet Safety Pledge

Grades 3-5

(Adapted from McGruff Safeguard)

When I am online, whether at home or school, I will . . .

- *only post pictures or videos online with the approval of my teacher or parents.
- *never give out personal information about myself (like my address or phone number).
- *remember that people online might not be who they say they are.
- *not talk to strangers online or meet them in real life.
- *tell an adult if something online makes me feel uncomfortable or scared.
- *not open emails and messages from people I don't know.
- *be nice to others online.
- *not be a cyberbully.
- *tell my parents or teachers if I know of anyone who is being cyberbullied.
- *be careful about what websites I decide to visit.

Teacher's Signature _____

Date _____ Class Name _____

I accept our school's challenge to stop cyberbullying and pledge to use caution when using the internet. (Internet Safety Pledge)

1. _____

2. _____

3. _____

4. _____

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20. _____



Digital Citizenship Pledge

Essential Question

How do you create a positive online community?

Lesson Overview

Students will establish group norms to create a positive online community that promotes responsible and respectful digital behavior within their classroom.

Students collaborate in creating a digital citizenship pledge outlining their collective social norms for exploring in and interacting with the digital world.

Learning Objectives

Students will be able to ...

- establish expectations and norms for the group related to appropriate online behavior.
- participate responsibly and respectfully in an online community.
- collaborate on a classroom motto about digital citizenship.

Materials and Preparation

- Copy the **We the Digital Citizens Pledge Student Handout**, one per group of two or three students.
- Print out one copy of the **We the Digital Citizens Pledge** as a poster for your classroom wall (which can be printed in black and white or in color, sizes 8.5" x 11" or 11" x 17").

Family Resources

- Send home the **Digital Life Family Tip Sheet (Elementary School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

NETS•S: 1a, 1b, 2a, 2b, 2d, 3a-d, 4a-c, 5a-d, 6a, 6b, 6d

Key Vocabulary –

community: a group of people with a common background or shared interests

expectation: something one looks forward to or assumes will occur

digital citizen: a member of a worldwide community linked by the Internet

pledge: a promise, an oath, or a commitment

motto: a memorable phrase that a group chooses to represent itself; a slogan

introduction

Warm-up (5 minutes)

DEFINE the Key Vocabulary term **community**.

ASK:

What are some communities that you are a part of?

Sample responses:

- sports teams
- religious groups
- volunteer groups

DISCUSS how your class also constitutes a community.

INVITE students to explain the Key Vocabulary term **expectation**, then share the definition.

ASK:

What expectations do we have for being a part of our classroom community?

Sample responses:

- treat each other kindly
- be respectful
- follow the rules

Why do we want our communities to have these kinds of behavior expectations?

Encourage students to reflect upon how expectations let us all know how we are supposed to interact, work, and get along with one another. Without such guidelines, people might find it difficult to have that communal spirit.

DISCUSS how participants in a community (e.g., your class) ought to agree on what's appropriate and what's expected to create a safe space (a shared set of norms and expectations) related to digital citizenship. In doing so, they will help build and maintain a culture of digital citizenship for your class's online communities.

teach 1

Expectations Brainstorm (20 minutes)

ASK:

*Are you part of any online communities?
What kinds are you a part of?*

Sample responses:

- gaming communities
- virtual worlds (e.g., Club Penguin)
- school groups (e.g., Edmodo, a blog)

How are online communities different than offline communities? How are they similar?

Sample responses:

- You may not know everyone personally in an online community.
- People meet face to face offline, but people do not have in-person contact online.
- People in both communities usually have similar interests or goals.

What are some examples of how you can be a good member of one of these communities?

Sample responses:

- Welcome all members.
- Follow the rules or guidelines of the group/community.
- Encourage others to follow the community's guidelines as well.

DEFINE the Key Vocabulary term **digital citizen**.

EXPLAIN that as members of online communities, your class is going to outline the kinds of expectations you all have for being good digital citizens.

DIVIDE the class into small groups of two or three students.

DISTRIBUTE copies of **We the Digital Citizens Pledge Student Handout**, one per small group.

REVIEW the expectations outlined on the pledge as a whole group.

INSTRUCT students to brainstorm for five minutes in their small groups about additional expectations that they feel are important for an online community. Have them fill in the last two speech bubbles on the handout.

teach 2

Classroom Collaboration (15 minutes)

INSTRUCT students to reassemble to share their ideas. As a whole group, decide on two additional expectations to add to the poster version of your classroom's We the Digital Citizens Pledge.

DEFINE the Key Vocabulary word **motto**.

INSTRUCT students to break into their small groups again to spend five minutes creating a motto that encapsulates the class's community pledge. You may want to share examples of popular mottos/slogans, such as Nike's "Just do it™," Subway's "Eat fresh™," and Apple's "Think different™."

GUIDE students to reassemble and share their ideas. As a group, decide on a motto for your class community. Add this motto on the poster of the classroom's We the Digital Citizens Pledge.

INVITE each student to sign the We the Digital Citizens Pledge poster to indicate his/her commitment. (Younger students can trace their hands and cut out the shape to adorn the edges of the pledge.)

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What is a pledge?

A pledge promises a commitment by the person agreeing to it. It helps build an agreed-upon sense of community.

What are you agreeing to in signing the We the Digital Citizens Pledge?

In signing the pledge, each student is agreeing to the stated terms and is committing to being an upstanding community member, aka a digital citizen.

Which part of the digital citizenship pledge is most meaningful to you?

Answers will vary.

WE, THE DIGITAL CITIZENS, PLEDGE TO...

SIGN HERE.

COMMUNICATE RESPONSIBLY AND KINDLY WITH ONE ANOTHER.

PROTECT OUR OWN AND OTHERS' PRIVATE INFORMATION ONLINE.

STAND UP TO CYBERBULLYING.

RESPECT EACH OTHER'S IDEAS AND OPINIONS.

GIVE PROPER CREDIT WHEN WE USE OTHERS' WORK.

SIGN HERE.

Digital Citizenship Pledge

1. When you sign a pledge, you are _____.

- a) signing a letter to a friend
- b) making a promise to do something
- c) explaining why something is true

2. Why do many teachers go over classroom expectations every year?

- a) They want to build a classroom community that has common expectations.
- b) They want to have students debate the classroom rules.
- c) They want to tell students what to do.

3. Which of the following statements probably is NOT on a digital citizenship pledge?

- a) We pledge to stand up to cyberbullying.
- b) We pledge to finish all of our homework every night.
- c) We pledge to keep private information private.

Digital Citizenship Pledge

ASSESSMENT
TEACHER VERSION

1. When you sign a pledge, you are _____.

- a) signing a letter to a friend
- b) making a promise to do something**
- c) explaining why something is true

Answer feedback

The correct answer is **b**. A pledge is a type of promise.

2. Why do many teachers go over classroom expectations every year?

- a) They want to build a classroom community that has common expectations.**
- b) They want to have students debate the classroom rules.
- c) They want to tell students what to do.

Answer feedback

The correct answer is **a**. Groups of all sorts (classrooms, sports teams, organizations) often have agreed-upon expectations to help build communal spirit.

3. Which of the following statements probably is NOT on a digital citizenship pledge?

- a) We pledge to stand up to cyberbullying.
- b) We pledge to finish all of our homework every night.**
- c) We pledge to keep private information private.

Answer feedback

The correct answer is **b**. One expectation that digital citizens may agree upon is keeping their own and others' private information private. They may also pledge to be upstanders, not bystanders.

What's Cyberbullying?

Essential Question

What is cyberbullying, and how do you deal with it?

Lesson Overview

Students discuss positive and negative aspects of interacting with others online. They learn the definition of cyberbullying and help the teacher fill in a Venn diagram that compares in-person bullying with cyberbullying. They then read a story of a student who is cyberbullied, identifying the players involved and how the target might feel.

Learning Objectives

Students will be able to ...

- empathize with the targets of cyberbullying.
- recognize some of the key similarities and differences between in-person bullying and cyberbullying.
- identify strategies for dealing responsibly with cyberbullying.

Materials and Preparation

- Chalkboard or whiteboard
- Copy the **That's Cyberbullying Student Handout**, one per group of four or five students.

Family Resources

- Send home the **Cyberbullying Family Tip Sheet (Elementary School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 3: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.6, L.3a, L.6

grade 4: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

grade 5: RI.1, RI.4, RI.10, RF.4a, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.6, L.3a, L.6

NETS•S: 2a, 2b, 5a, 5d

Key Vocabulary –

cyberbullying: using the Internet or cell phones to upset someone else on purpose, often over and over again

target: the person being cyberbullied

empathize: to imagine the feelings that someone else is experiencing

bystander: someone who sees cyberbullying happening but does nothing to help

upstander: someone who helps when they see cyberbullying occur

introduction

Warm-up (5 minutes)

ASK:

What are some positive aspects of going online?

Sample responses:

- Finding information quickly
- Meeting people with similar interests
- Communicating with people around the world
- Having fun

EXPLAIN that in order to really enjoy the power of the Internet, it is important for students to learn how to handle any situation they might encounter online responsibly so they can keep their experiences positive.

ASK:

What are some of the ways that people hurt other people's feelings online?

Sample responses:

- When people make jokes online that they think are funny, but they actually hurt other people's feelings
- When a friend teases a classmate
- When someone logs in to someone else's account and pretends to be that person

teach 1

Exploring Bullying vs. Cyberbullying (10 minutes)

ASK:

How do you think it feels to be bullied, and why?

Guide students to reflect upon their personal experiences and to put themselves in the shoes of others who have been bullied. Common feelings: humiliated, sad, angry, helpless

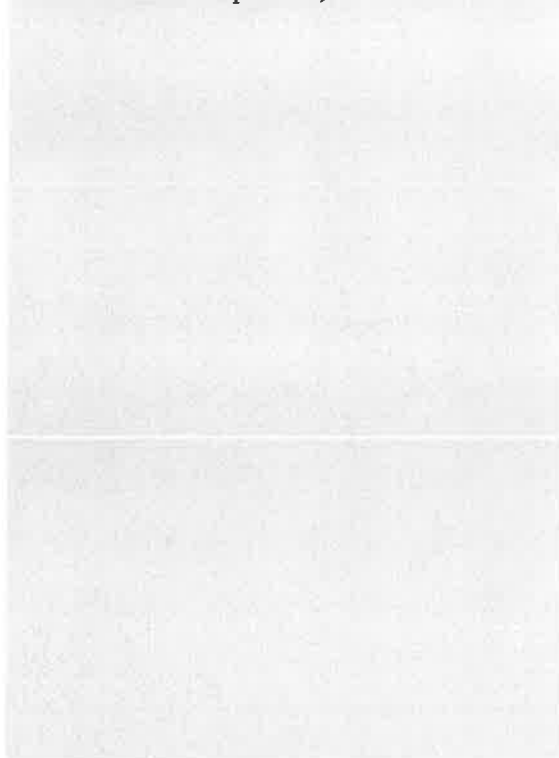
ASK students to describe the Key Vocabulary terms **cyberbullying** and **target**. Then provide the definitions.

DRAW a Venn diagram on the board. Label one side "Bullying" and the other side "Cyberbullying."

EXPLAIN that there are similarities and differences between in-person bullying and cyberbullying. Let students know that both can be very hurtful to the target, but that they should be aware of the differences between the two as they learn how to deal with cyberbullying.

ASK:

What are some of the similarities and differences between bullying and cyberbullying? (Fill in the Venn diagram with students' responses.)



Bullying:

- Regular bullying generally stops when kids go home
- It's often clear who the bully is when bullying happens offline.
- In-person bullying can cause physical and emotional harm.

Cyberbullying:

- Cyberbullying can happen anytime
- Cyberbullies sometimes act anonymously
- Cyberbullying causes only emotional harm (though it can lead to physical bullying later).
- Kids may use more hurtful and extreme language online than offline.
- Cyberbullying can be very public. Posts can spread rapidly and to a large, invisible audience because of the nature of how information travels online.
- The age and size of a person are often less important with cyberbullying because people are not face to face. For example, even teachers can be targets.

Both:

- Both can make kids feel uncomfortable, embarrassed, helpless, sad, and angry.

teach 2

Identifying Cyberbullying (25 minutes)

DEFINE the Key Vocabulary term **empathize**.

HAVE students recall a time when they have empathized with someone else, and ask them to share this memory with a partner.

DISTRIBUTE the **That's Cyberbullying Student Handout**.

INVITE students to read the scenario out loud, along with the questions that follow. Then have students work with a partner to answer the questions.

ASK:

Who are the cyberbullies?

The two girls who are not invited to the sleepover.

Who is the target?

Sondra

Is this a cyberbullying situation? Why or why not?

Yes, the angry girls have created a cyberbullying situation. Their behavior is online and it is intentional and harassing.

How do you think Sondra might feel, other than embarrassed?

Explain that when the students put themselves in Sondra's shoes, they empathize with her. To be a good friend, it is important to empathize with the targets of cyberbullying. The website that the girls created is mean, but Sondra may still feel regretful. Maybe she wishes she had invited the other girls, or that her parents' rules had been different.

Why do you think the two girls created the mean website about Sondra?

They felt left out. They did not like Sondra anyway, and they thought they had an excuse to be mean to her.

USE one or all of the following questions to deepen class discussion about the scenario on their handout:

Imagine someone saying that they hate you and making fun of you everywhere you go at school. Now imagine someone doing that on the Internet. How are these two situations similar? How are they different?

Guide students to think about how in-person bullying and cyberbullying both make targets feel bad. Also, one can physically get away from in-person bullying, but not with cyberbullying. Cyberbullying can sometimes be more public than in-person bullying, because lots of people can see and share public messages online. But cyberbullying can also occur behind the scenes. For example, a cyberbully could send mean messages to someone without others knowing.

What advice would you give Sondra about how to handle the situation?

Encourage the following tips:

- **Don't respond or retaliate.** If you are angry and reply, then you might say mean things. Cyberbullies often just want to get a reaction out of you. Don't let them know that their plan has worked.
- **Block the bully.** If you get mean messages online, take the person who sent you the messages off your buddy or friends list. You can also just delete messages from bullies without reading them.
- **Save and print bullying messages.** If the bullying continues, save the messages. These could be important evidence to show your parents or teachers if the bullying does not stop.
- **Talk to a friend.** When someone makes you feel bad, it can help to talk the situation over with a friend.
- **Tell a trusted adult.** Telling an adult – like a parent, family member, teacher, or coach – isn't tattling. It's standing up for yourself.

What do you think the people who are bullying Sondra would say about their behavior?

Sample responses:

- They might say they were only kidding, they didn't mean any harm, or it was just a joke.
- Students creating a website might also say that it is a matter of free speech. (Point out that whether or not the First Amendment permits it, bullying with a website is unkind and hurtful. Moreover, it may be against school rules.)

EXPLAIN to students that good experiences online are much more common than bad ones. However, just as in the real world, situations online can arise in which they might encounter something uncomfortable. Point out that in this lesson, they can learn how to deal with some of those upsetting experiences.

INVITE students to share their own stories of bullying or cyberbullying situations, without using actual names. Encourage them to discuss how the target felt. Use the prompts below if students are having trouble remembering incidents. Possible prompts:

- *Have you ever seen a site or a message that caused another student distress?*
- *What happened? Why? Remember, don't use real names.*

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What are some words or phrases to describe how it feels to be cyberbullied?

Embarrassed, upset, depressed, hurt, powerless.

How is cyberbullying the same and/or different than in-person bullying?

Guide students to recognize that cyberbullying is a form of bullying, but that cyberbullying often spreads faster, further, to more people, and can occur 24/7. It is important for students to know about these distinctions so they can better deal with cyberbullying situations.

What are some ways to handle a cyberbullying situation?

Sample responses:

- Don't respond or retaliate.
- Block the bully.
- Save and print bullying messages.
- Talk to a friend.
- Tell a trusted adult.

What's Cyberbullying?

Directions

Read the story of Sondra below. Then answer the questions that follow.

Sondra is planning a birthday sleepover. Her parents have set a limit of eight girls, so Sondra can't invite everyone she'd like.

Two girls, who are left out of the party, overhear the plans. They decide to create a "We Hate Sondra Jones" website. They say that anyone invited to the party should not go. They share the website with everyone in school. The girls also tell everyone to add new reasons why they hate Sondra and to spread mean rumors about her.

When Sondra hears about the site, she gets a sick feeling in her stomach. Each day she finds a new mean comment or joke about her on the website. She feels hurt and embarrassed. She tells her parents she is sick, so she won't have to go to school.

Is this a cyberbullying situation? Why or why not? _____

Who are the cyberbullies? _____

Who is the target? _____

How do you think Sondra feels? _____

Why do you think the two girls made the mean website about Sondra?

What advice would you give Sondra about how to handle the situation?

What do you think the people who are bullying Sondra would say about their behavior?

What's Cyberbullying?

1. Dean is a target of cyberbullying. He gets a text message from Eric that says, "You are such a loser. I can't believe you made us lose the game yesterday with that lame shot." Dean notices that all of the other members of his soccer team got the message about him too. Dean probably feels:

- a) Sad and hurt
- b) Like it's not a big deal
- c) Fine

2. What are some similarities and differences between in-person bullying and cyberbullying? Write the letter that goes with each answer in the correct space in the diagram below.

- a) Makes people feel sad, angry, hurt, and embarrassed
- b) Can cause physical harm
- c) Can cause emotional harm
- d) The bully's identity can be anonymous, or unknown
- e) Can be witnessed by a bystander
- f) Can be stopped or made better by an upstander

In-Person Bullying Only	Both In-Person Bullying and Cyberbullying	Cyberbullying Only

3. TJ keeps getting mean messages from someone online. Circle the answers below that show what TJ should do in response. (You may circle more than one answer.)

- a) TJ should block the bully.
- b) TJ should write mean messages back.
- c) TJ should tell an adult.

What's Cyberbullying?

1. Dean is a target of cyberbullying. He gets a text message from Eric that says, "You are such a loser. I can't believe you made us lose the game yesterday with that lame shot." Dean notices that all of the other members of his soccer team got the message about him too. Dean probably feels:

- a) Sad and hurt
- b) Like it's not a big deal
- c) Fine

Answer feedback

The correct answer is **a**. Eric is cyberbullying Dean. This is harmful to Dean, as well as to the rest of the team.

2. What are some similarities and differences between in-person bullying and cyberbullying? Write the letter that goes with each answer in the correct space in the diagram below.

- a) Makes people feel sad, angry, hurt, and embarrassed
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In-Person Bullying Only	Both In-Person Bullying and Cyberbullying	Cyberbullying Only
b	a, c, e, f	d

3. TJ keeps getting mean messages from someone online. Circle the answers below that show what TJ should do in response. (You may circle more than one answer.)

- a) TJ should block the bully.
- b) TJ should write mean messages back.
- c) TJ should tell an adult.

Answer feedback

The correct answers are **a** and **c**. If you are cyberbullied like TJ, you could block the bully and talk to someone you trust about how you are feeling.