

FIFTH GRADE: Lesson Plan A

Learning Objective 1:

Learn what can and should be kept private and what needs to be shared with a safe adult.

Estimated Lesson Time: 30–45 minutes

Materials needed:

Privacy Activity Page One

Privacy Activity Page

Two

Activity:

Teacher:

“You aren’t little kids any more. You are growing up fast. You do a lot of things with your family, but you do a lot of things without them now, too. You have parts of your life that you keep to yourself, things you don’t tell anyone or things you only tell a best friend. I’m talking about privacy.”

“Can anyone think of a good way to define privacy?” [Teacher hands out the Privacy Activity Page One.]

Privacy Activity Page One [Teacher's Copy]

Teacher:

“Look at this circle. See how it shows a boundary around a person. People keep private matters within their personal boundaries, but they share other information, even personal information, to others.

Write some things that you can keep totally private inside the circle. Write things you should not keep private outside the circle. No one is going to read this sheet, so you can write whatever you feel comfortable with.”

Teacher can give them some suggestions such as:

- ▶ Journal/diary
- ▶ Illness or injury
- ▶ Good times with friends
- ▶ Bad secrets
- ▶ Interactions online
- ▶ Good secrets
- ▶ Your body
- ▶ Text messages
- ▶ Your Facebook page
- ▶ Your grades
- ▶ Etc.

Instructions: Write examples of things you can keep inside yourself, private things, things you need to tell, things you need help with, and bad secrets you cannot keep private.

Private Things



Things to Tell

Name: _____

Privacy Activity Page One

Write examples of things you can keep inside yourself, private things, things you need to tell, things you need help with, and bad secrets you cannot keep private.

Private Things



Things to Tell

Privacy Activity Page Two [Teacher's Copy]

[Teacher hands out the Privacy Activity Page Two.]

Teacher leads the following discussion with the whole class or divides the class into small groups to allow the students some time to discuss before sharing with the rest of the class. Students should be encouraged to share only what they are comfortable sharing.

When do you need help with private matters?
When the problem is...

1. Physical: Pain
Body Changes
Illness
Curiosity (you need more info)

Who will you tell? _____

What will you say? _____

2. Emotional: Sad and you don't know what to do about it
Embarrassed and you don't know what to do
Scared and you don't know what to do
Mad and you don't know what to do
Pressured and you don't know what to do

Who will you tell? _____

What will you say? _____

3. Behavioral: You are being asked to break the rules
You want to break rules but know it's a bad idea
You have been asked by someone else or you are doing something that makes you feel bad.

Your intuition is saying, "You'll get hurt if you do this."

Who will you tell? _____

What will you say? _____

Name: _____

Privacy Activity Page Two

When do you need help with private matters? When the problem is ...

1. Physical: _____

Who will you tell? _____

What will you say? _____

2. Emotional: _____

Who will you tell? _____

What will you say? _____

3. Behavioral: _____

Who will you tell? _____

What will you say? _____

Student Assessment/Reflection:

Teachers can ask students to give examples of physical, emotional, and behavioral problems that can stay private.

FIFTH GRADE: Lesson Plan B

Learning Objective 2:

Learn the rules for safe behavior when communicating on the Internet.

Estimated Lesson Time: 30 minutes

Materials needed:

Rules for the Internet Activity
Page Rules for Online Safety Page
Pens or pencils

Activity:

Teacher:

[Teacher hands out Rules for the Internet Activity Page.] “The Internet is terrific, isn’t it? It provides tons of information at your fingertips, and you have lots of ways to talk with your friends, too. The Internet can be deceiving, though, because when you are interacting on the Internet, you are in the safety of your home. But really, the Internet is sort of like having a door in your house that opens out into the whole world.”

“Hey wait...does that mean that the whole world can come into your house? Hmm. Now that I think about it, there are some things out there that I don’t want in my house. How about you?” “Let’s name a few:”

- ▶ Spam
- ▶ Certain kinds of pictures
- ▶ People who could hurt you
- ▶ Strangers
- ▶ Others

“The fact is that while the Internet is a good thing, some people choose to misuse it. Now, how are we going to get the best of the Internet (information and communication) without getting the worst stuff?”

- ▶ Child-protection Filters
- ▶ Following Internet rules
- ▶ Knowing the people you talk to
- ▶ Keeping your Facebook, Instagram, Twitter, or other personal websites and apps limited to friends
- ▶ Following the rules set by your parents

Teacher:

“No one can see you when you chat on the Internet. So you can do or say anything . . . Right?”

Rules for the Internet Activity Page [Teacher's Copy]



Ask students, either individually or in small groups, to list some of the rules about surfing and chatting on the Internet

List five rules about the Internet:

Discuss why these rules are important.

If the students do not mention any rules about cyberbullying, suggest that as a rule. First ask them what bullying looks like on the Internet. Second, ask them why people shouldn't do it. Then ask that they write rules of conduct that will prevent cyberbullying:



Name: _____

Rules for the Internet Activity Page



List some of the rules about surfing and chatting on the Internet

List five rules about the Internet:

Discuss why these rules are important.

Write rules of conduct that will prevent cyberbullying:



Student Assessment/Reflection:

Discuss why Internet rules are important. Ask what they would do if someone lied about them or tried to bully them on the Internet. Remind them of the “Golden Rule.”

[Teacher hands out the Rules for Online Safety Page.]

Rules for Online Safety Page

Go over these rules with your parents to decide which ones you will follow to stay safe while using the Internet.

1. I will not give out personal information such as my name, address, telephone or cell number to a stranger on the Internet.
2. I will not put my parents' names or work addresses or cell phone numbers on the Internet.
3. If an adult or stranger messages or emails me or wants to be on my personal "friends" list, I will tell my parents.
4. I will not agree to meet in person with someone I have met on the Internet. If someone asks me to meet them, I will tell my parents.
5. I will not send any pictures on the Internet without my parents' permission.
6. I will not respond to any messages that are mean or make me feel uncomfortable.
7. I will show my parents any message that says mean things about me or other people I know.
8. I will follow the "Golden Rule" when I am on the Internet. I will not make rude or nasty comments to others.
9. If someone gives me a bad secret on the Internet, I will tell a trusted adult.
10. If someone I meet on the Internet sends me a gift, I will tell my parents immediately.
11. I will not tell my password to anyone except my parents, not even my best friend.
12. I will not download images or install any software onto the computer without my parents' approval.
13. I am aware that my actions on the Internet could possibly corrupt our computer or could even hurt me or my family.

FIFTH GRADE: Lesson Plan C

Learning Objective 3:

Learn how to recognize and respond when someone wants too much private information (won't leave you alone, threatens you, or offers to send you gifts).

Estimated Lesson Time: 30 minutes

Materials needed:

Internet Privacy Activity Page

Pen or pencil

Activity:

Teacher:

“The Internet should be fun, but we can never forget that it is a world of its own with all kinds of people. And you simply cannot ever know whether the people you are chatting with are who they say they are.

One thing to watch out for is any adult who wants to chat online with you a lot. Most adults like kids, but most adults have adult friends and spend their time online with other adults. The sad fact is that some of those people try to use the ‘Net’ to fish for information about kids.”

Internet Privacy Activity Page [Teacher's Copy]



How can you decide when someone on the Internet is fishing (“phishing”) for private information about you?

When someone is fishing for your private or secret information, they ask personal questions to get to know things about you. Give examples:

After the students write their lists, ask them to share with the class. Be sure that they include these things:

They ask:

- ▶ Your name
- ▶ Your phone number
- ▶ Your address
- ▶ Your school
- ▶ Your age
- ▶ Whether you are alone
- ▶ Questions about your body
- ▶ Questions about sex
- ▶ For a picture of you
- ▶ To video chat or FaceTime

They may send:

- Pictures of themselves or others without clothing
- The names of other people who want to meet you

Name: _____

Internet Privacy Activity Page



How can you decide when someone on the Internet is fishing (“phishing”) for private information about you?

When someone is fishing for your private information, they ask personal things about you. Give examples:

When someone is fishing for your private information, they may send you things, too. Give examples:

FIFTH GRADE: Lesson Plan C

Student Assessment/Reflection:

The teacher must emphasize that Internet messages and chats are not a joke. Real kids have been hurt because they have been in chat rooms or exchanged messages with dangerous people.

Some kids have been hurt, or have hurt themselves, because of Internet bullying. Give examples of people who have pretended to be someone else and the consequences of this behavior.

The BEST response if you meet someone suspicious on the Internet is to stop communicating: GTG (Got to Go). And tell a safe adult.

Ask the class if they have had “weird” experiences online. If the teacher hears something she doesn’t like, speak with the child after class. The teacher may have to tell parents if they hear something dangerous.