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**STRATEGIC PARTNERSHIP BETWEEN SCHOOLS  
KA2 ACTION, ERASMUS+ PROGRAM  
THE VIRTUAL UNIVERSE WE WANT  
PROJECT NO: 2016-1-RO01-KA219-024515**

**ROMANIA**



## The virtual universe we want First lesson plan

**Title of the lesson:** Stay safe on the Internet

**Goals:**

- To increase student knowledge of Internet safety
- To aid the student in identifying dangers on the Internet
- To help students protect themselves from inappropriate behavior online

**Objectives:**By the end of this training, students will be able to:

- Identify types of online threats
- Identify appropriate people for communication
- Identify how to protect themselves from inappropriate Internet behavior

**Materials:** flipchart sheets, markers, worksheet with cases of online threats, list of definitions, worksheets with dangerous texts, quiz, lesson evaluation sheet, reflection sheet.

### Planning

Planning			
<b>I.</b>	<b>Warm-up</b>	5 minutes	Brainstorming: ASK: What does it mean to be safe? (Students' answers will vary.) DEFINE the Key Vocabulary term safe. ASK: When you walk down the street or play in your neighborhood, how do you stay safe? Gather all responses from students, but highlight these points: <ul style="list-style-type: none"><li>• Don't go to places you don't know</li><li>• Don't talk to strangers</li><li>• Stay out of trouble</li><li>• Follow the rules</li></ul> TELL students that just as they should stay safe in the real world, they should stay safe when they go into the online world (visiting websites). Make parallels between the answers students gave you about their neighborhood and the online world.
<b>II.</b>	<b>Teach 1</b>	15 minutes	Groups of 5 students must identify the threat and correct, if is needed, the wrong behavior; after that, they must name the danger using the list of definitions.
<b>III.</b>	<b>Teach 2</b>	10 minutes	Students must discover what dangers might hide behind some texts who looks sure.
<b>IV.</b>	<b>Teach III</b>	5 minutes	Every student must formulate 2 advices for the others in order to navigate without problems on the Internet.
<b>V.</b>	<b>Closing-wrap-up</b>	5 minutes	Quiz
<b>VI.</b>	<b>Reflexion and</b>	10 minutes	Questionnaires

**Worksheet 1****Students are/are not making good cyber decisions:**

Group number	Cases	Student's answer	Definition
<b>Group 1</b>	<p><u>Case 1.</u> Angela loves science. One weekend, she was on her home computer and found a science website for kids. To play the games on the site, she had to give her name and home address, but she didn't think it was a big deal since the website was for kids. She typed in her information and got to play three awesome science games.</p>	<p><b>Angela made a bad cyber decision.</b> You should never give out private information about yourself or your family-like your phone number, address, where you go to school, or even your name-without getting permission from your parents.</p>	<p><b>Privacy:</b> The ability to control what information you reveal about yourself over the Internet and who can access that information</p>
	<p><u>Case 2.</u> Antonio just moved here from Italy. He has made a lot of friends, but Jack is not nice to him and makes fun of his accent. One day, Jack used the computer to draw a mean picture of Antonio and e-mailed it to everyone in the class. Eddie saw it before anyone else and told the teacher. The teacher made sure everyone deleted the e-mail and met with Jack to talk about his actions.</p>	<p><b>Eddie made a good cyber decision.</b> Eddie was correct to report Jack's cyberbullying. Making fun of other people online through pictures or writing is not funny. You can hurt other people's feelings and get in trouble.</p>	<p><b>Cyberbullying:</b> Using the Internet to send or post messages or pictures that are meant to hurt or embarrass another person</p>
	<p><u>Case 3.</u> Cindy stayed late after school one day to work on the computer. When she left, she saw that Ashley forgot to log off her computer. Without looking at Ashley's account, Cindy logged her off and told her about it the next day.</p>	<p><b>Cindy made a good cyber decision.</b> Cindy has good "netiquette" (computer manners) because she didn't look at Ashley's account, made sure that no one else could look either, and she let Ashley know what happened.</p>	<p><b>Netiquette:</b> Short for "Internet etiquette" or "network etiquette," it means good computer and Internet manners</p>
	<p><u>Case 4.</u> Whenever he saves up enough allowance money, Jacob's parents let him buy stuff from his favorite website, which the whole family trusts. One day, Jacob got an e-mail from the website with a coupon—but when he clicked on the link in the e-mail, it took him to a strange page and asked him for his name, address, and credit card number. Since Jacob had never seen this page before, he closed it and went directly to</p>	<p><b>Jacob made a good cyber decision.</b> The strange page in the e-mail link could have been a non-reputable website phishing for information. Phishing is a sneaky way of trying to get personal information by posing as a trusted website. Jacob was right in closing the page and going directly to the website he trusted.</p>	<p><b>Reputable Sites:</b> A website that contains trusted and reliable content from a respected source</p>

	his favorite website to shop. He realized that the e-mail was a phishing attempt, so he deleted it.		
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## Worksheet 1

### Students are/are not making good cyber decisions:

Group number	Cases	Student's answer	Definition
<b>Group 2</b>	<p><u>Case 1.</u> Cassie's teacher asked the class to complete a project about the plants and flowers native to the area—they had to write a paper and include pictures that they had personally taken. Cassie wrote the report at the last minute and didn't have time to take any pictures, so she just used some images that she found online and said that she took them.</p>	<p><b>Cassie made a bad cyber decision.</b> Copyright infringement is taking someone else's legally protected work and claiming it as your own. Cassie should not have used someone else's photos without getting their permission or saying who took them. Only copyright holders have the right to reproduce their own work.</p>	<p><b>Copyright:</b> The legal right to copy, publish, sell, or distribute an original piece of work, like a book, song, or photograph</p>
	<p><u>Case 2.</u> Steven was doing some online research at a computer in the school library when a message popped up saying the virus protection software was going to expire if the new version was not downloaded. Even though all students had been told not to upload or download anything on the computers because they were connected to the school network, Steven went ahead and clicked on the "Update Now" button and downloaded the new version. He figured it was one less computer the school needed to update.</p>	<p><b>Steven made a bad cyber decision.</b> While downloading virus protection for a computer is generally a good thing, Steven had been told not to download anything. Many pop-up ads—even ones that look important—contain hidden viruses, and Steven could not be sure what he downloaded was safe or even necessary for the computer. Steven should have informed a school official about the message.</p>	<p><b>Virus Protection:</b> Preventing a computer virus from infecting a computer by using special software and common sense</p>
	<p><u>Case 3.</u> The last book report of the year was due in one day, and Lindsey was running out of time. She decided to do some research online. In a couple of hours, Lindsey had visited about 15 different websites. She just copied a little information from each page, changed a few words here and there, and before she knew it, she was done with her paper—and one day closer to summer vacation.</p>	<p><b>Lindsey made a bad cyber decision.</b> Plagiarism is taking someone's words or ideas and using them as if they were your own. Lindsey wrote her paper solely by using the work of others, but she claimed she wrote it herself and did not say where she got the information.</p>	<p><b>Plagiarism:</b> The act of using another person's words or ideas as your own, without giving credit to that person</p>
	<p><u>Case 4.</u> Sarah was on her social networking</p>	<p><b>Sarah made a good cyber decision.</b></p>	<p><b>Online Predators:</b> A person who uses</p>

	<p>page when she received a friend request from a man she didn't recognize. She went to his page to see his information and noticed that they had seven friends in common—all girls in her grade. His profile picture showed an older guy with a hat covering his face, so she couldn't tell if she knew him. Sarah felt like she didn't have enough information to accept his friend request, so she denied him and told her parents.</p>	<p>Online predators are typically adults who disguise themselves online and try to befriend kids or teenagers in order to abuse or take advantage of them. Never accept an invitation from someone you don't know. Online predators may seem innocent at first, but they can be extremely dangerous. Sarah was correct in being suspicious of this person, denying his friend request, and telling her parents what happened.</p>	<p>the Internet to attempt to abuse or take advantage of kids</p>
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### Worksheet 1

**Students are/are not making good cyber decisions:**

Group number	Cases	Student's answer	Definition
<b>Group 3</b>	<p><u>Case 1.</u> Bobby and Natalie always play kickball together at recess. When Natalie decided to play softball with Michelle one day instead, Bobby got really mad at her. When he got home, he wrote Natalie a very hurtful e-mail saying what a terrible friend she was and he called her a few bad names. Natalie was so upset when she read the e-mail that she didn't want to come to school the next day.</p>	<p><b>Bobby made a bad cyber decision.</b> E-mail is just writing a letter over the computer, but that letter can be saved, stored, forwarded to other people, and can also be easily misunderstood. When using e-mail, you should use appropriate language and manners at all times.</p>	<p><b>E-Mail:</b> Messages sent and received electronically over the Internet</p>
	<p><u>Case 2.</u> Josh's dad loved going into chat rooms to talk about cars. One day when no one was home, Josh decided to see what the chat room was all about. Josh mentioned that his dad had just gotten a new Porsche convertible, and a man named Eric seemed very interested. Eric said that he lived just around the corner from Josh and wanted to come see the car. Josh thought that since Eric was probably a neighbor it would be okay for him to come by, so he gave Eric his address and invited him over after school the next day.</p>	<p><b>Josh made a bad cyber decision.</b> Chat rooms are a way to talk to a lot of people online at one time. Online predators sometimes use chat rooms to find children to take advantage of. You shouldn't use a chat room or arrange to meet someone you've talked to online without a parent's permission.</p>	<p><b>Chat Rooms:</b> An online, real-time discussion group that several people can participate in at once</p>
	<p><u>Case 3.</u> Molly and Emma were using instant</p>	<p><b>Emma made a good cyber decision.</b></p>	<p><b>Instant Messaging:</b> Similar</p>

	<p>messaging to talk about an upcoming test. While they were chatting, Emma received a different message from someone with a username she didn't know. That person was trying to chat with her about the same test, but since she wasn't sure who it was, she ignored the message and told her parents about it.</p>	<p>Instant messaging can be dangerous if kids start talking to strangers because child predators can use it to find kids to take advantage of. Emma made the right decision by not chatting with a stranger and telling her parents about the message.</p>	<p>to a chat room, but it's an online, real-time conversation between just two people</p>
	<p><u>Case 4.</u> Megan and Sarah have been best friends since kindergarten, but Megan has also become friends with Emmy, a new girl in their third grade class. Sarah got jealous and posted a message online saying that Emmy was ugly and mean, hoping that the rest of the class would see it and ignore Emmy. Megan saw the message and told her mom, who had it deleted. Megan also reported it to Sarah's parents.</p>	<p><b>Megan made a good cyber decision.</b> Sarah engaged in cyberbullying. No form of bullying is acceptable. By reporting the e-mail to her mom and getting the message deleted, Megan made the right decision.</p>	<p><b>Reporting:</b> Telling a teacher, parent, or other adult about something you saw online that you didn't think was appropriate</p>

## Worksheet 1

### Students are/are not making good cyber decisions:

Group number	Cases	Student's answer	Definition
<b>Group 4</b>	<p><u>Case 1.</u> While Joanne was getting ready for a friend's birthday party, she let her friend Monique use her computer. Monique thought Joanne was taking too long, so she changed Joanne's password as a prank. Joanne asked for the new password, but Monique said she would have to figure it out herself.</p>	<p><b>Monique made a bad cyber decision.</b> By changing the password, Monique could have caused Joanne to lose valuable information. In the future, Joanne should let friends who use her computer log on as guests.</p>	<p><b>Passwords:</b> A secret word or other sequence of letters, numbers, or symbols that you use to access a computer or program</p>
	<p><u>Case 2.</u> Marla and her friends at school follow their favorite band on a social networking site. One day, Marla</p>	<p><b>Marla made a bad cyber decision.</b> Social networking websites focus on relationships,</p>	<p><b>Social Networking:</b> Using a website that allows people to come together online</p>

	<p>decided to contact the drummer to tell him how much she loved the band. She was surprised when the drummer, who was an adult, messaged her back and asked for her number. Since she liked the band so much, she sent it to him.</p>	<p>and you shouldn't use these sites unless you have permission from your parents. Scammers and online predators sometimes use these sites to find their victims. The drummer from the band should not have asked a teenager for her phone number, and Marla should not have sent her personal information over the web to a stranger.</p>	<p>to talk, make new friends, and share interests, photos, videos, links, ideas, and more</p>
	<p><u>Case 3.</u> Steven sent a message in his video game chat room asking for someone to be his partner in an upcoming gaming tournament. Johnny responded and said he would play. Steven soon realized that Johnny was rude and inappropriate. He cursed at other players and kept asking for everyone's home addresses. Steven thought it was best not to play with Johnny anymore, so he blocked him.</p>	<p><b>Steven made a good cyber decision.</b> Online gaming exposes you to many people, and there is always a risk of someone engaging in inappropriate behavior. If someone is chatting about a subject that makes you uncomfortable, you should block or ignore that person permanently. Also, you shouldn't send personal information about yourself over the Internet.</p>	<p><b>Gaming:</b> Playing games, either through a video game console or computer, usually while communicating with other players over the Internet</p>
	<p><u>Case 4.</u> When Kimberly was on vacation at the beach, her boyfriend texted her and asked her to send him a "bikini pose" photo. Kimberly took a picture of herself posing in her swimsuit and texted it back to him. The picture was pretty revealing, but she trusted her boyfriend not to show it to anyone else.</p>	<p><b>Kimberly made a bad cyber decision.</b> Sexting is when two people send sexually explicit messages and/or pictures to each other's cell phones. But once a photo or message is sent electronically, it can appear anywhere else at any time—even years later. Also, no matter how much you trust the recipient, there is always the potential for a cell phone to get hacked. Before you send any message or picture, think about the consequences if it were to be made public someday.</p>	<p><b>Sexting:</b> Sending sexually explicit text messages and/or pictures between cell phones</p>

## **REFLECTION SHEET FOR TEACHER**

## Reflection sheet for teacher

### 1. Circle the appropriate number:

5= excellent

4= good

3= average

2= weak

1= unsatisfactory

<b>Preparation for lesson</b>					
Lesson plan prepared and available	5	4	3	2	1
Content is appropriate	5	4	3	2	1
Lesson plan incorporate a variety of teaching and learning activities	5	4	3	2	1
<b>The lesson</b>					
Teacher prepared and ready for class	5	4	3	2	1
Appropriate introduction procedures	5	4	3	2	1
Lesson objectives stated to students	5	4	3	2	1
Materials are appropriated to the students	5	4	3	2	1
Materials are used appropriately during the lesson	5	4	3	2	1
Teacher engage students in activities that encourage them to think	5	4	3	2	1
Students are active participants in the lesson	5	4	3	2	1
Teacher maintain student's attention and interest throughout the lesson	5	4	3	2	1
Lesson objective are achieved	5	4	3	2	1
<b>Classroom management</b>					
Teacher provide clear and appropriate instructions	5	4	3	2	1
Teacher demonstrate flexibility	5	4	3	2	1
Teacher move systematically around room	5	4	3	2	1
Teacher wait for class attention before speaking	5	4	3	2	1
Teachers make effective use of non-verbal communication	5	4	3	2	1
Teacher is consistent and positive	5	4	3	2	1
Teacher encourage appropriate behavior and students participation	5	4	3	2	1
<b>Time management</b>	5	4	3	2	1
<b>Communication skills</b>					
Teacher speak fluently and audibly	5	4	3	2	1
Teaching resources are well organised	5	4	3	2	1
Teacher check students work at regular intervals	5	4	3	2	1
Teachers allow sufficient wait time	5	4	3	2	1
Teacher maintain eye contact with students	5	4	3	2	1
Questions are brief and clear	5	4	3	2	1

### 2. How could I improve my work in today's lesson?

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## **REFLECTION SHEET FOR STUDENTS**

## Reflection sheet for students

Name: \_\_\_\_\_

Teaching Group: \_\_\_\_\_

### 1. Put an X in the box you consider appropriate:

	yes	unsure	no
Did I complete my task to the best of my ability?			
Did I have my turn speaking?			
Did I let others have a turn at speaking?			
Did I listen while others where speaking?			
Did I enjoy taking part in the group work?			

### 2. In under fifty words, describe what today's lesson was about.

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### 3. Choose two key terms from today's lesson and define them:

Term	Definition
1.	
2.	

### 4. What was the hardest part of today's lesson? Explain why.

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## Lesson evaluation sheet

### 1. Circle the appropriate number:

1= not at all

5= extremely

This lesson topic was helpful	1	2	3	4	5
The lesson hold my attention	1	2	3	4	5
The lesson was easy to understand	1	2	3	4	5

### 2. What I liked about this lesson:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### 3. What I did not like about this lesson:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### 4. What I would suggest to improve the lesson:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_