

Digital Citizenship Lesson Plan
Getting Out of a Sticky Situation

General Topic (as defined in the Digital Literacy Framework)	DA3 DC5
Digital Citizenship a) Internet Safety and c) Relationships and Communication	
Applicable Grade Range	
6-9	
Outcome(s) to be Addressed	
The student is aware of the benefits of online communication and knows how to handle situations or online behaviour which may make them feel uncomfortable.	
Importance / Significance of Lesson	
Students will invariably find themselves in a situation that is dangerous or makes them feel uncomfortable online. They need to develop skills and understandings of how to deal with the situation effectively and remove themselves from danger.	
Duration	
30 minutes	
Overview	
Students will look at some online resources, discuss dangerous online situations and develop ways of avoiding harm when talking to strangers online.	
Required Resources	
Computer hooked up to a projector Class set of laptops/access to the computer lab or class set of iPads/iPods	

Lesson Plan and Extension Activities

Look at the descriptions of events that are given at the top of this article: <http://www.beingirl.com/article/internet-safety-for-teens/> (please note, ads and other links on this site may not be appropriate for viewing, be careful what is on the sidebars). For younger kids, resources can be found here: <http://www.chatdanger.com/chat/>. Talk about each occurrence and list with students steps that happened in order for those teens to find themselves in those situations. Usually it starts with answering a simple question from a stranger online or getting a compliment from someone you don't know. Note that online, people aren't always who they say they are. They might say they are a 15 year old friend of a friend but in reality they could be a police officer, a 40 year old, anyone.

Ask students to brainstorm ways in which the internet provides a useful way for people to collaborate or communicate. Students may have ideas relevant to school, work that an adult they know does, socializing with friends or learning about issues that interest them. Create a master list on the board. Note that the ability to communicate online with others around the world makes business more effective, learning easier and connecting with friends and family instant and accessible.

Have students think of scenarios or identify situations that might be dangerous when communicating online. Think of chat rooms, connecting with people they don't know, getting asked for personal information, being approached in an inappropriate way, etc.

Show students the comic: <http://bitstrips.com/r/K6TLS> and discuss where Flora went wrong and the dangerous situation she could have gotten herself into.

Have students work in small groups to develop online safety rules and identify ways to get out of compromising situations. Share the ideas from each group as a class and develop a master list of safety rules that can be posted in the classroom or computer lab. Resources providing ideas for online safety rules are included in 'Additional Resources'.

Adaptations

Younger students would need assistance reading the resource materials and the lesson would be teacher directed.

Older students could research and share examples of dangerous situations online and could watch videos or research safety tips on their own. Students could also prepare safety presentations to share with younger students in their school.

Additional Resources

Child safety online tips and warning signs <http://childdevelopmentinfo.com/family-living/kids-media-safety/children-teens-web-internet-safety/>
<http://www.wikihow.com/Be-Safe-in-the-Chat-Rooms>

Cross-curricular Outcomes Also Addressed

Language Arts – read for information, compile lists

Health and Career Prep – safety skills, dealing with dangerous situations

~developed by Kristin Sward, 2014



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