


**Mastery Coding 5E Lesson Plan**  
 Grade Band: Foundations License  
 (Elementary School)



<b>LESSON TITLE</b>	Is It Safe?	<b>Materials Needed</b>
<b>COURSE</b>	CSE: Cyber Safety	<ul style="list-style-type: none"> <li>1 “Is It Safe?” Worksheet for each student</li> </ul>
<b>UNIT</b>	1	<b>ISTE Standards</b>
<b>ESTIMATED TIME</b>	25-35 minutes	<b>DIGITAL CITIZEN:</b> <b>2b, 6a</b> -students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

<b>ESSENTIAL QUESTION</b>	<ol style="list-style-type: none"> <li>How do I stay safe when I am online?</li> <li>How do I report suspicious activity?</li> </ol>
<b>LEARNING OBJECTIVE</b>	Students will be able to: <ul style="list-style-type: none"> <li>Understand the difference between safe and unsafe websites</li> <li>Learn strategies for avoiding unsafe websites</li> <li>Understand and know how to report suspicious online activity</li> </ul>
<b>ACADEMIC VOCABULARY</b>	<p><b>Safe websites</b>- sites that are just right for the user in terms of reading level and/or without chatting capability.</p> <p><b>Unsafe websites</b>- sites that are inappropriate for the user (language, videos, pictures), have chatting capability, and/or the reading level is too high.</p> <p><b>Report</b>- when using social media or gaming apps, the capability to notify the company that the individual is a cyberbully</p> <p><b>Block</b>- when using social media or gaming apps, the capability to deactivate the cyberbully from interacting with another user who feels they have been cyberbullied</p> <p><b>Suspicious</b>- causing one to have the impression that something or someone is of questionable, dishonest, or dangerous character or condition.</p>
<b>CAREER CONNECTIONS</b>	<ul style="list-style-type: none"> <li>American Academy of Pediatrics, Departments of Education, and school districts need to recommend safe websites for children</li> <li>Web developers need to make sure kids’ websites are safe</li> </ul>

**Stage 1**


ENGAGE	TEACHER DOES	STUDENT DOES
<p>Estimated Time</p> <p>5 minutes</p>	<p>WHOLE CLASS ACTIVITY: </p> <p><b>[SLIDE #2]</b></p> <ul style="list-style-type: none"> <li>As the students come in and take their seats, ask the question</li> </ul> <p><i>“How do you keep yourself safe when crossing the street?”</i></p> <ul style="list-style-type: none"> <li>Write on a whiteboard or say out loud <i>“Look both ways before you cross”</i></li> </ul> <p><i>“What happens if you do not keep yourself safe when crossing the street?”</i></p> <p>(don’t give the students a chance to answer)</p> <p><b>[SLIDE #3]</b></p> <ul style="list-style-type: none"> <li><i>“SPLAT!!! Something bad could happen!”</i></li> </ul>	<ul style="list-style-type: none"> <li>Students listen and respond with suggestions <i>“Look both ways before you cross”</i> is a common answer.</li> </ul>

***“A professional writer is an amateur who didn’t quit.”***  
**— Richard Bach**

## Stage 2

EXPLORE	TEACHER DOES	STUDENT DOES
<p>Estimated Time</p> <p>10 minutes</p>	<p><b>[SLIDE #4]</b></p> <ul style="list-style-type: none"> <li>• Just like we have to be safe when crossing the street, we also have to be safe when going online and opening websites</li> <li>• Explain that after this lesson students will be able to answer two essential questions               <ol style="list-style-type: none"> <li>1) How do I stay safe when I am online?</li> <li>2) How do I <b>report suspicious</b> activity?</li> </ol> </li> </ul> <p><b>[SLIDE #5]</b></p> <ul style="list-style-type: none"> <li>• When you are searching online, you may accidentally open a website that is <b>unsafe</b> for you. This could be a site that contains inappropriate language, video, pictures, has chatting capabilities and/or the reading level is too high.</li> <li>• Ask: “Do you know any examples of <b>unsafe websites</b>”?</li> </ul> <p><b>[SLIDE #6]</b></p> <ul style="list-style-type: none"> <li>• When you come to an <b>unsafe website</b>, be sure to close it and <b>report</b> it to an adult.</li> </ul> <p><b>[SLIDE #7]</b></p> <ul style="list-style-type: none"> <li>• <b>Safe websites</b> are those that do not have chatting capabilities and/or are just right for you.</li> <li>• Ask: “Do you know any examples of <b>safe websites</b>”?</li> </ul> <p><b>[SLIDE #8]</b></p> <ul style="list-style-type: none"> <li>• Ask, “What do you think? What is the difference between safe and unsafe websites?”</li> <li>• Have students raise their hands and answer the question on this slide.</li> </ul>	<ul style="list-style-type: none"> <li>• They may say-websites for high schoolers, social media apps like Tik Tok, Snapchat, Instagram and video games like Fortnite.</li> <li>• Answer may include websites recommended by their teachers (math,spelling,.edu .gov,typing,science)</li> </ul>

### Stage 3


EXPLAIN	TEACHER DOES	STUDENT DOES
<p>Estimated Time</p> <p>5-10 minutes</p>	<p>WHOLE CLASS ACTIVITY: </p> <p><b>[SLIDE #9]</b></p> <ul style="list-style-type: none"> <li>Use your <b>gut feeling</b> to help you make smart choices. This is a feeling that you are born with and there is no reasoning behind it. If you have an “uh-oh” voice in your head telling you something is weird, trust that voice!</li> </ul> <p><b>[SLIDE #10]</b></p> <ul style="list-style-type: none"> <li>When searching online, use your <b>gut feeling</b> to help you make smart choices. If something doesn’t feel right, trust your gut feeling, close the site and search elsewhere</li> </ul> <p><b>[SLIDE #11]</b></p> <ul style="list-style-type: none"> <li>Roleplay <u>Scenario 1</u>. Ask your students how they would feel if they encountered this “A stranger is asking for your information at the playground, Hey kid! I was sent by your school teacher to get your address so we can send you some homework! What is it?”</li> <li>Give students a chance to respond and explain why feeling “nervous” “bad” and not wanting to share info with the stranger are the right feelings to have and are an example of a <b>gut feeling</b></li> </ul>	<ul style="list-style-type: none"> <li>Students respond by explaining how they feel and why</li> </ul>

### Stage 3 Continued

EXPLAIN	TEACHER DOES	STUDENT DOES
	<p><b>[SLIDE #12]</b></p> <ul style="list-style-type: none"> <li>• Roleplay <u>Scenario 2</u>. Ask your students how they would feel if they encountered this <i>“An email received from an unknown asks for your private information in order to send you some cool prices”</i></li> <li>• Show of hands, how many of you had the <b>gut feeling</b> that might have told you- <i>“This doesn’t seem right! or This seems too good to be true”</i>?</li> <li>• What is the smart choice to make?</li> </ul> <p><b>[SLIDE #12]</b></p> <ul style="list-style-type: none"> <li>• When you notice <b>suspicious</b> activity such as a stranger asking you to post a selfie or asking for your full name, listen to your <b>gut feeling</b> by not sharing your private information with others. <ul style="list-style-type: none"> <li>○ Things that you should do: take a screenshot right away, <b>report</b> or block this person and tell a trusted adult right away.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students raise hands if they agree that their gut feeling told them this was suspicious or too good to be true.</li> </ul>




Teaching Tip: You might want to show the students how to take a screenshot on a device or computer.

## Stage 4

ELABORATE	TEACHER DOES	STUDENT DOES
	<p>WHOLE CLASS ACTIVITY: </p> <p><b>[SLIDE #12]</b> REVIEW FOR COMPREHENSION</p> <ul style="list-style-type: none"><li>● SAFE WEBSITES<ul style="list-style-type: none"><li>○ No chat capabilities</li><li>○ No login or signup necessary</li><li>○ Just right for you</li></ul></li><li>● UNSAFE WEBSITES<ul style="list-style-type: none"><li>○ Inappropriate language, photos, or videos</li><li>○ Asking for personal data</li><li>○ Wants you to send pics or asks for info of yourself</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Students observe and read websites along with class while pointing out chat features and classifying whether websites have difficult vocabulary and unfamiliar topics or not</li></ul>

***"What lies behind us and what lies ahead of us are tiny matters compared to what lies within us."  
- Ralph Waldo Emerson***

## Stage 4 Continued

ELABORATE	TEACHER DOES	STUDENT DOES
	<p style="text-align: center;">----- <i>On-Site Instruction</i> -----</p> <p><b>SMALL GROUP ACTIVITY:</b> </p> <ul style="list-style-type: none"> <li>● Have a student pass out the “<i>Is It Safe?</i>” worksheet to each student, tell them to take out a pencil</li> </ul> <p><b>[SLIDE #14]</b></p> <ul style="list-style-type: none"> <li>● Put students in random pairs and have them complete together</li> <li>● Gather class back together call on pairs to answer and explain reasoning, encourage conversation about their own experiences</li> <li>● Correct answers- 1-b,c; 2-a, b, c; 3-a; 4-F because the reading level is too high and there is difficult vocabulary</li> </ul> <p style="text-align: center;">----- <i>Remote Instruction</i> -----</p> <p><b>WHOLE CLASS ACTIVITY:</b> </p> <p><b>[SLIDE #14]</b></p> <ul style="list-style-type: none"> <li>● Show students the questions provided on this slide. One at a time, ask the questions and have students write the answers on a piece of paper.</li> <li>● Correct answers- 1-b,c; 2-a, b, c; 3-a; 4-F because the reading level is too high and there is difficult vocabulary</li> <li>● Call on individuals to answer and explain reasoning, encourage conversation about their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Pairs work together to answer questions</li> <li>● Students answer questions and explain their reasoning</li> <li>● Students provide insight into their own experiences and offer support for each other</li> <li>● Students answer questions and explain their reasoning</li> </ul>

## Stage 5

EVALUATE	TEACHER DOES	STUDENT DOES
<p>Estimated Time</p> <p>5 minutes</p>	<p><b>[SLIDE #15]</b></p> <ul style="list-style-type: none"> <li>● Review concepts from lesson by engaging in a whole class discussion</li> <li>● What is the difference between <b>unsafe</b> and <b>safe websites</b>?               <ul style="list-style-type: none"> <li>○ <b>Unsafe websites</b>- contains inappropriate language, video, pictures, has chatting capabilities and/or the reading level is too high.</li> <li>○ <b>Safe websites</b>- do not have chatting capabilities and/or are just right for you.</li> </ul> </li> <li>● What should you do if you notice <b>suspicious activity</b> while you are online?</li> <li>● What should you trust when you open an <b>unsafe website</b>?</li> </ul>	<ul style="list-style-type: none"> <li>● Students demonstrate their understanding of the subject by responding.</li> <li>● Take a screenshot, <b>report</b> or <b>block</b>, tell a trusted adult</li> <li>● Gut feeling</li> </ul>



### **Cross-Disciplinary Learning Connections (optional)**

ELA	<ul style="list-style-type: none"><li>• Students write a letter to their parents explaining the differences between safe and unsafe websites, what a gut feeling is, and how to report suspicious activity.</li></ul>
Math	<ul style="list-style-type: none"><li>• Students analyze and create sequences and patterns with numbers (odd numbers, even numbers, every other odd number, and so on)</li></ul>
Science	<ul style="list-style-type: none"><li>• Explore what animals use a “password system” for safety. (i.e. mother lions calling their cubs, whale using sounds waves to communicate, antelopes on the safari, and so on)</li></ul>

### **Extended Learning Opportunities (OPTIONAL)**

Additional Activities & Outside Resources	<ul style="list-style-type: none"><li>• Teach students that if they ever forget their password, websites have a PASSWORD RESET feature... walk them through the process with a safe example such as the SCRATCH website at <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>.</li></ul>
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### **Self Reflection**

What went well?	
What might need to be re-taught or re-imagined?	
Do any students still need more help?	