



Safe Time Online

Middle School Food and Agricultural Literacy Curriculum

Precepts

- J. Mental Growth
- J3. Practice sound decision-making

National Standards

- CS.09.03.01.a. Use the technological systems to acquire information related to AFNR.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 – Applying Language Skills
- NT.K-12.1–Basic Operations and Concepts
- NT.K-12.2– Social, Ethical, and Human Issues

Student Learning Objectives

- As a result of this **unit** the student will...
- Create a safe learning environment in the classroom, laboratory, and virtual environment.
- As a result of this **lesson**, the student will ...
- Identify safe, online engagement practices.

Contents

Objective 1. Apply safe, online engagement practices.

I. Online engagement practices

- A. Why do we use the Internet?
 - 1. Research (education and personal/special interest)
 - 2. Playing games
 - 3. Entertainment (downloading music, watching videos)
 - 4. Shopping
 - 5. Communication
 - a. E-mail
 - b. Chatting
 - c. Blogging
 - d. **Social networking**

Time

Instruction time for this lesson: 45 minutes.

Resources

Dictionary.com. (2009). Social networking. Retrieved July 19, 2009, from Dictionary.com Web site: <http://dictionary.reference.com/browse/social%20networking>. — National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success. — National FFA Organization. (2009). LifeKnowledge Online. Retrieved July 17, 2009, from <http://agedlearning.org>. — Social networking. (2007). What is social networking? Retrieved July 19, 2009, from Social Networking Web site: <http://www.whatissocialnetworking.com>.

Tools, Equipment and Supplies

Writing surface
Transparencies and projector or LCD projector
MS.IAS.1.1.TM.A – one per teacher
MS.IAS.1.1.TM.B – one per teacher
MS.IAS.1.1.TM.C – one per teacher
MS.IAS.1.1.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Social networking

Social networking website

- B. What is ***social networking***?
 - 1. ***Social networking***: connecting with people who share similar interests (personal or professional)
 - a. Place of origin
 - b. Attending the same school
 - c. Sports
 - d. Types of music
 - e. Hobbies
 - f. Religion
 - g. Politics
- C. Where does ***social networking*** occur online?
 - 1. ***Social networking website***: an online community of Internet users who share similar interests
 - a. MySpace



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- b. Facebook
- c. Classmates
- 2. Dangers associated with **social networking** online
 - a. Stalking
 - b. Bullying
 - c. Legal issues
 - d. Damaged reputation
 - 1. Embarrassment at school
 - 2. May affect future opportunities (college, work, etc.)
- D. What are Internet safety risks other than **social networking**?
 - 1. Computer viruses
 - 2. Uploading videos
 - 3. Illegal downloading of music

Because grade levels and policies will vary greatly among schools, it is suggested that you check with administration and obtain parental permission before teaching this lesson. It is further recommended that you adjust the following lesson to meet your needs. For example, if you are teaching a sixth grade class, some material in this lesson may be inappropriate; however, it would be suited for an eighth grade class. Additionally, you will instruct the students to talk with a friend throughout this lesson; this can be predetermined by you. It may be easiest to have students match up with someone sitting close by.

Interest Approach

In this interest approach, project **MS.IAS.1.2.TM.A**. An alternative to using the transparency master is to make enough photocopies so that each student can look at the transparency master individually or in pairs. Students will be analyzing a picture of a middle school-aged student and identifying information that can be gathered about the student in the picture. Prior to teaching this lesson, review **MS.IAS.1.2.TM.A** and ensure that you are able to locate the information in the picture that you will be pointing out to students. This information is found near the end of the interest approach. Display the transparency master.

They say that a picture is worth a thousand words. You are looking at a picture of someone who is near your age. Cover the transparency. (If students have a photocopy, instruct them to turn the photocopy over while you give instructions)

When I say PICTURE, look at the transparency and write down any information you can tell about the girl in the picture. Write your responses on a scrap sheet of paper. Thirty seconds will be allotted to complete this activity. What questions are there? PICTURE.

Uncover the picture and pause for 30 seconds while students scan the picture and write answers (if students have a photocopy and do not turn it over at the signal word PICTURE, instruct them to do so).

Your time is up. Cover the transparency (if students have a photocopy, instruct them to turn the photocopy over).

We could gather a lot of information about the girl in the picture after looking at it for just a short time. What is an example of information that could be gathered about the girl? Who will share?

Allow students to share their responses. If no students volunteer, prompt different students. Possible answers may include the following: her name, where she attends school, that she is a Softball player, the city and state where she lives, her street address, the name of her street, the county that she lives in, the type of vehicle her father drives, that her father's vehicle has a softball player decal with her name on his rear windshield.

Excellent answers. Let's look at the picture again.

Uncover the transparency (if students have a photocopy, instruct them to turn the photocopy over so they can look at it).

Think about some of the information we could gather from this picture.

Pause for 5 seconds.

As I say each piece of identifiable information about the girl, locate where the information can be found in the picture.



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As you say each piece of information, pause for a few seconds allowing student the opportunity to locate that information in the picture. Then, point to the location where that information is found on the transparency.

Her name.

Pause then point to embroidered name on duffel bag and the window decal.

Where she attends school.

Pause then point to school name on uniform.

That she is a softball player.

Pause then point to uniform.

The city and state where she might live.

Pause then point to father's shirt.

Her street address.

Pause then point to street name on sign and street number on mailbox.

The county in which she lives.

Pause then point to the county name on the license plate.

The type of vehicle her father drives.

Pause then point to the vehicle in the picture.

The softball player decal on her father's vehicle.

Pause then point to decal on back windshield.

As you see, a lot of information could be derived about the girl from simply looking at this photo. Pictures such as this one often reveal a lot of information about people who are shown in the picture. Another way of thinking about it is by saying that pictures tell a story. Because of this, it is important to think about pictures that you have of yourself. What story might different photos tell about you?

Pause for a few seconds while students think about the question.

Do you want everyone knowing what your name is and where you go to school?

Pause for a few seconds while students think about the question.

Have you ever seen any pictures on the Internet that, similar to this picture, revealed a lot of information about the people in the picture?

Pause for a few seconds while students think about the question.

Thank you for looking at the picture and thinking about what you saw. Today, we will be talking about safe online engagement practices. In other words, how you can protect yourself and others while you are using the Internet. This information is important because we live in a world that is often driven by computers and Internet usage is common practice. We need to be able to protect ourselves from potential risks associated with using the Internet. As we begin and continue through a discussion about online safety, we should be focused and prepared to discuss potential risks of using the Internet and how to protect ourselves.

Summary of Content and Teaching Strategies

Objective 1. Apply safe, online engagement practices.

In this lesson, project **MS.IAS.1.2.TM.B** and **MS.IAS.1.2.TM.C** to highlight content outline of Objective 1. Keep the transparency master covered, and uncover as you discuss each component of the outline. Pose the question:

Why do we use the Internet?

Pause for 10 seconds.

Who will provide the first an answer?

Allow students to share their responses. If no students volunteer, prompt different students.

Excellent answers!

If the following four reasons are not given, provide these reasons for the students.



I. Online engagement practices

A. Why do we use the Internet?

1. Research (education and personal/special interest)
2. Playing games
3. Entertainment (downloading music, watching videos)
4. Shopping
5. Communication

Pose the question:

One of the main reasons we use the Internet is for communication purposes, but what are some specific examples of how we might use the Internet for communicating?

Pause for 5 seconds.

Who will share an answer with the class?

Allow students to share their responses. If no students volunteer, prompt different students.

Great.

If the following four examples are not given, provide these examples for the students.

- a. E-mail
- b. Chatting
- c. Blogging
- d. **Social networking**

Okay, now think about these two words: **social networking**.

Pause for a few seconds.

What is **social networking**?

Pause for 5 seconds.

Who will give an answer?

Allow students to share their responses. If no students volunteer, prompt different students. After a few responses, provide students with the definition below.

B. What is **social networking**?

1. **Social networking**: connecting with people who share similar interests (personal or professional)

Think about that definition of **social networking**.

Pause for a few seconds.

We all have friends with whom we share similar interests. Personal interests are different from professional interests. Personal interests relate more to things that we like to do in our spare time, where professional interests relate more to our education and our jobs. When I say TALK, discuss personal or professional interests that you might share with someone else. Have this discussion with a friend for 30 seconds. What questions are there? TALK. Allow students to talk for 30 seconds.

Who will give the first example of interests that you have in common with someone else?

Allow students to share their responses. These answers will vary. If students are slow to answer, prompt responses using the examples listed below. Once students have responded, provide examples that were not mentioned from the list below.

- a. Place of origin
- b. Attending the same school
- c. Sports
- d. Types of music
- e. Hobbies
- f. Religion
- g. Politics

Fantastic! We have just provided many examples of interests that you might share with others. There are many different places where **social networking** can occur. For example, if you like watching sports, you could social network at a ball game or if you like reading, you could social network at a library. There are a variety of places where you could social network with other people who have similar interests with you – even on the Internet.

If you fully understand what **social networking** means show me a thumbs up

Demonstrate thumbs up.

If you somewhat understand what **social networking** means show me a sideways thumb (demonstrate sideways thumb). If you do not understand what **social networking** means show me a thumbs down (demonstrate thumbs down).



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Observe the class for comprehension.

Thank you. There are multiple examples of where **social networking** can occur online. These places are called **social networking websites**. A **social networking website** is an online community of Internet users who share similar interests.

C. Where does **social networking** occur online?

1. **Social networking website**: an online community of Internet users who share similar interests

There are many online communities that can be classified as a **social networking website**. Some of you may belong to one or more of these online communities. Typically, **social networking websites** allow you to create an individual profile, post pictures, write messages or blog, and communicate with friends or other people who are also a member of the online community. **Social networking** sites can also be a useful tool for advocating, learning about and sharing information on your favorite topics and hot issues, such as agriculture issues. Considering this description, answer the next question to yourself: Do you belong to an online community through a **social networking website**?

Pause for a few seconds and allow students to reflect on the question.

If you answered yes, then you may find the next question easy. If you answered no, you may still find the next question easy to answer. Here is the question: What are some specific examples of **social networking websites**?

Pause for 5 seconds.

Who will share an answer with the class?

Allow students to share their responses. If no students volunteer, prompt different students.

Great.

If the following three examples are not given, provide these examples for the students.

- a. MySpace
- b. Facebook
- c. Classmates

Some **social networking websites** are more common than others and some of these websites cater to a specific clientele, often a targeted age group. Participating in activities offered by **social networking websites** such as chatting or posting pictures can be a lot of fun; however, there are many dangers that are associated with **social networking** online – especially for students in middle school and high school.

2. Dangers associated with **social networking** online

When I say DANGER, discuss possible dangers associated with **social networking** online. Have this discussion with a friend, spend 30 seconds talking. What questions are there? DANGER.

Allow students to talk for 30 seconds.

Who will give the first example of dangers that might be associated with **social networking** online?

Allow students to share their responses. These answers will vary. If students are slow to answer, prompt responses using the examples listed below. Once students have responded, provide examples from the list below that were not mentioned.

- a. Stalking
- b. Bullying
- c. Legal issues
- d. Reputation

Excellent answers to the question. Stalking can be very serious. We have all heard stories about youth being kidnapped by adults who pretended to be an adolescent online. Unless an online friend is someone that you have physically met face to face, you can never be certain that the person you are chatting or communicating with online is truly who they say they are. It is very easy to post a picture of someone that is not really you. Bullying is another serious matter when talking about safe online practices. This might include being made fun of, receiving threats through e-mail, or having undesirable pictures of you posted online by someone else. There are legal issues that you should consider as well. If you bully someone else or post pictures of someone without their approval, you could be held responsible, especially if comments that you make online or pictures that you post are extremely inappropriate. Ultimately, one of the biggest risks of using a **social networking website** is damaging your reputation.



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How can your reputation be damaged from using a **social networking website**?

Pause for 5 seconds.

Who will share the first answer?

Allow students to share their responses. If no students volunteer, prompt different students.

Great answers.

If the following two examples are not given, provide these examples for the students.

1. Embarrassment at school
2. May affect future opportunities (college, work, etc.)

What is written or posted online can be seen by many people. What others write or post about you online can be seen by many people as well. If there is an embarrassing picture posted online, others will see it. If there is a picture of someone doing something they shouldn't posted online, others might see it. It is important to think about your future. As you apply for jobs or maybe even colleges, employers or college recruiters might look up information about you online to see if they can find stories or pictures that may have been posted by you or others. This could be used against you and might result in you not being accepted into a school or not being offered a job. It is important to keep these things in mind when using **social networking websites**, but there are Internet safety risks other than **social networking**. Other than **social networking** risks associated with using the Internet include computer viruses, uploading videos, and illegal downloading of music.

D. What are Internet safety risks other than **social networking**?

1. Computer viruses
2. Uploading videos
3. Illegal downloading of music

We all should be aware of the risks associated with using the Internet. There are many different types of computer viruses that can severely damage a computer. Some viruses can make computers stop working completely. This should always be a thought in our minds as we use the Internet and it is important to be cautious when using different websites. Some may watch videos online from time to time and some may even

upload your own videos online. Be careful if uploading videos! Make sure that anyone who is shown in uploaded videos is aware that they are online and that the content is appropriate. In addition to viruses and videos, be concerned with music that is downloaded. If downloading music from the Internet, be sure to use a reputable site that requires payment for each song downloaded. Downloading music for free may be illegal and can result in being charged for a crime.

Review/Summary

Display **MS.IAS.1.2.TM.A** again. You will need to instruct students to look at their photocopy if they have one.

Let's take another look at the picture from the beginning of class.

Pause for a few seconds.

Now, think about this question: If you were the girl in the picture, would you post this picture on your profile on a **social networking website**?

Pause for a few seconds.

If your answer is yes, touch your nose. If your answer is no, touch one of your ears.

Quickly and silently observe the responses. Ideally, most students will be touching an ear to indicate that they would not post this picture on a website.

Many said "no" – you would not post this picture on a website. I am curious; why not?

Pause for a few seconds.

Who will share an answer?

Allow students to share their responses. If no students volunteer, prompt different students.

Those are all excellent reasons.

I just asked you to make a decision about the picture – whether or not you would post it on a **social networking website**. Making decisions is not always easy. In fact, sometimes decision making is a very difficult task. We make decisions every day. You probably made a decision this morning about the clothes you were going to wear to school or how you were going to style your hair.



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Answer this question to yourself: What process do you go through when making a decision?

Pause a few seconds.

Here is another question: How do you know if you have made the best decision?

Pause a few seconds.

When I say DECISION, tell a friend how you know if you have made the best decision. You will have 30 seconds to finish this conversation. What questions are there? DECISION.

Pause for 30 seconds.

I heard some great conversations about decision making. Remember, the decisions and choices that we make every day can have a very strong impact on our lives. So, when you are making decisions, always weigh out the pros and cons to help you determine which the best decision is.

At the beginning of class, we pointed out many different pieces of information that could be gathered about this girl from this picture. If someone was stalking her, that person would be able to determine where the girl goes to school. The person could go on the school's website and find out a football schedule. Knowing that she was a Softball player, the person could watch her as she cheered at the football game. This stalker could even go to her home after school one day and wait for the girl – her address is in the photo. This could be a very scary situation. Hopefully nothing like this will ever happen to any of you because you are now familiar with safety risks associated with using the Internet.

Utilize the Eye Witness News e-Moment® to review safe, online engagement practices. Students will need to be paired off with a classmate. Also, before you start the activity, you should write the following five questions on a writing surface:

1. Why do people use the Internet?
2. What is **social networking**?
3. What are some examples of **social networking websites**?
4. What are some of the dangers associated with **social networking** online?
5. Other than those associated with **social networking**, what are some other risks of using the Internet?

You have all been helpful in today's discussion about safe Internet usage. Your participation has made today's class a successful one. To review the material we talked about today, we are going to report the news related to our learning. To do this successfully, we will have to work with our classmates and answer questions about safe Internet usage.

In this activity, we will assume one of two roles: each of us will either be an expert or an interviewer. If you are the expert, stand tall and act confident that you know all there is to know about the topic. If you are the interviewer, speak to an imaginary camera and talk into a "microphone" -- an ink pen or a pencil. The interviewer will pose questions to the expert about material covered in class today. Here is an example of what this might sound like:

You will need to act out the part of an interviewer. Use a reporter's voice when doing this and ask for a student to volunteer.

Today, we are interviewing insert volunteer's name who is a world-renowned expert in safe Internet usage.

Turn to random student.

Please tell us insert volunteer's name, why is safe Internet usage so important? *Point the "microphone" in the direction of the volunteer.*

You can be creative when playing the different roles. Have fun with this activity. You will work with a classmate on this activity. Once you have established who will be the interviewer and who will be the expert, you will then have 2 minutes to ask or respond to three questions. Once you have completed the exercise, you will then switch roles. The person who was the interviewer will then be the expert and the person who was the expert will then be the interviewer. You will then have 2 minutes to ask or respond to three additional questions. After you have switched roles and completed the process a second time, I will then randomly select groups to act out the Eye Witness News for the class. To help you come up with questions to ask, I have some examples written on the board. Feel free to use these or make up your own.

Instruct students to pair up with a partner.

When I say EYE WITNESS NEWS, assume the role of an interviewer or an expert. Work with your partner



to determine who will play which role first. Midway through the activity, switch roles. You will have 4 minutes to complete this activity.

What questions are there? EYE WITNESS NEWS.

After two minutes, tell the students to switch roles. After four minutes, stop the activity and randomly call on groups to share the Eye Witness News Moment with the class.

Great work with the Eye Witness News Moment! Today, we have talked about safe online engagement practices. Being aware of the risks associated with using the Internet is very important. As we progress throughout this class, we may use the Internet from time to time. It is important to apply safe Internet usage practices in class and out of class as well so that we can all have a safe and successful experience when using the Internet.

Application

Extended classroom activity:

Students can perform an Internet search to find a news article about a teenager not using safe Internet practices. After you review various articles for appropriateness, have students share selected articles with the class.

FFA activity:

Design an FFA Chapter website and create a list of general safe Internet usage guidelines to be displayed on the website. If the chapter already has a website, then create a list of general safe Internet usage guidelines and display them on the website. Hyperlinks can also be added to the website that will take visitors to other websites that provide information on safe Internet usage.

SAE activity:

To document/display an SAE, students can create a blog or profile that highlights SAE activities on a **social networking** site using safe Internet practices. The agriculture teacher can observe this information online.

Evaluation

MS.IAS.1.2.ASSESS.A.

Answers to Evaluation

1. b
2. a
3. d
4. b
5. c





Online engagement practices

Why do we use the Internet?

- **Research** (education and personal/special interest)
- **Playing games**
- **Entertainment** (downloading music, watching videos)
- **Shopping**
- **Communication**
- **E-mail**
- **Chatting**
- **Blogging**
- **Social networking**

What is social networking?

Social networking:

connecting with people who share similar interests (personal or professional)

- **Place of origin**
- **Attending the same school**
- **Sports**
- **Types of music**
- **Hobbies**
- **Religion**
- **Politics**

Where does social networking occur online?

- **Social networking website:** an online community of Internet users who share similar interests



-
- **MySpace**
 - **Facebook**
 - **Classmates**
 - **Dangers associated with social networking online**
 - **Stalking**
 - **Bullying**
 - **Legal issues**
 - **Damaged reputation**
 - **Embarrassment at school**
 - **May affect future opportunities (college, work, etc.)**
- Internet safety risks other than social networking**
- **Computer viruses**
 - **Uploading videos**
 - **Illegal downloading of music**



Name _____

Directions: Read each statement and decide whether it is true or false.

1. ____ **All social networking websites are safe for middle school students.**

- a. True
- b. False

2. ____ **Social networking means connecting with people who share similar interests.**

- a. True
- b. False

Directions: Read each question and circle the response that best answers the question.

3. ____ **Which of the following is a danger associated with social networking websites?**

- a. Bullying
- b. Damaged reputation
- c. Stalking
- d. All of the above answers

4. ____ **Which of the following is not a risk associated with using the Internet?**

- a. Computer viruses
- b. Carpel tunnel syndrome
- c. Illegal downloading of music
- d. Uploading videos without someone's permission

5. ____ **Why do people use the Internet?**

- a. To communicate
- b. To play games
- c. Both a. and b.
- d. Neither a. nor b.