

Lesson 22

Safe On the Internet

TEACHER PREPARATION

KEY CONCEPTS

There are many good uses of computers, cell phones, tablets and the Internet.

There are also many poor uses of computers, cell phones, tablets and the Internet.

Students must be educated and guided to use computers, cell phones, tablets and the Internet for positive purposes.

OBJECTIVES

By the end of this lesson, students should be able to:

1. identify the positive and negative uses of the Internet.
2. make a choice to adhere to Internet safety rules.

KEY TERMS

Cyberbullying: the act of harassing someone online by sending or posting mean messages or pictures, usually anonymously.

Electronic games: educational and entertaining games played on a computer, dedicated game machines or websites.

Internet: the worldwide interconnection of computers, networks and other devices that is used to share information in areas including government, education, entertainment and commerce.

Internet addiction: online use interfering with daily life, family, school or job.

Internet site: a place on the World Wide Web where information is found; a website

Predator: a person who victimizes another person to do them harm through contact on the Internet.

BACKGROUND INFORMATION

The computer age has reached into the lives of most students in elementary school. This has produced great educational benefits along with great potential for harm to children. As educators, we must take steps to instruct our students in the positive, good use of laptops, smartphones, and the Internet, while warning them of the many dangers lurking on the World Wide Web. Teachers, along with parents and trusted, significant adults, must work together to train, protect, and guide children in responsible usage of computers and the Internet. The reality is that using the Internet is a wonderful tool if you use it for learning, business, and communication. If you use it to try to make yourself feel good, it quickly becomes addicting.

At the end of the story in this lesson, the Librarian says, “The Internet has no soul.” She is comparing the difference between the Map of Wonders and the Internet. The Librarian is suggesting the Map of Wonders has a soul. What is a soul? The Merriam-Webster dictionary describes it as “the spiritual part of a person that is believed to give life to the body and in many religions is believed to live forever; a person’s deeply felt moral and emotional nature.” Of course, the Map of Wonders doesn’t really have a soul. This is a story and only humans can have a soul. But in our story, the Map of Wonders cares about the children and wants to help them make good and wise decisions. The spiritual part of our human nature (our soul) can help us live a better and happier life. Children may not have a concept of what a soul is ... maybe you can explain it as the invisible part of us that lives forever. You can tell them it is like love ... you can’t see love, but you know it is there. We can’t see our soul, but we know it is there. When someone dies, it is obvious the body is only the shell that held the soul. We realize the invisible part of the person is gone. There are several different religious beliefs about what happens to the soul after death.

1. In **Discovering the Lesson**, you will need to provide large paper and

MATERIALS/PREPARATION

2. For **Discovering the Lesson** for **older elementary students**, they will need their journals and pencils.

3. In **Applying the Lesson**, provide each **younger elementary student** a copy of a pledge about Internet safety or write it on the board for them to copy (Appendix 22a).

LESSON

BEGINNING THE LESSON

[Say to the students:] We have been thinking about things that would break the dreams and goals we have for our future. We have been talking about *DreamBreakers* like smoking, drugs and alcohol. In this lesson, we are going to discuss a subject you may not realize can be a dream breaker: computers and the Internet. Many of you use computers, cell phones or tablets and have connected to the Internet. There are many wonderful uses for the Internet, but there are many dangers lurking there, too. It is important to discover the correct use of the Internet on any computer you use whether at school or at home.

In this lesson, we will celebrate the wonderful ways the Internet can be used. But we must also explore the dangers hiding on the Internet, too. At the end of the lesson, you will be able to understand why you need to be careful to follow Internet safety rules. In our story today, Hector makes an interesting discovery ...

READINESS (5 minutes)

[Read to the students:] **Chapter 22 – Our World’s Answer to the Map of Wonders**

Day and night kept odd hours in the library. Since there were no outside windows, the only suggestion of time was the strange canopy overhead in the Map of Wonder’s room. Sometimes clouds seemed to drift by, and at other times a galaxy of stars spun in a lazy spiral. Sleep and consciousness followed a different clock than the world outside the library.

Trish woke to find Hector sitting on the edge of the table staring at the Map of Wonders.

“How long have you been here?” asked Trish as she sat next to Hector.

“Did you say something?” replied Hector.

“Sorry, I didn’t realize you were deep in thought,” said Trish.

“No, that’s okay,” continued Hector. “Something has been bothering me and I can finally put it into words. The Map of Wonders feels similar to something in our everyday world but I can’t figure out what it is.”

“Hard to imagine anything else like the Map of Wonders!” exclaimed Trish.

“Yes, that’s quite true,” agreed Hector. “But there’s something familiar about it that haunts me.”

“It is the nature of libraries to reflect worlds far beyond their walls,” intoned the Librarian. Her sudden presence was both startling and reassuring. “It is time for you to face one of the greatest wonders and woes the world has ever known,” she added with a look that was hopeful, yet sad.

“What’s going on?” asked Dugan as he yawned and rubbed his eyes.

“Looks like we’re going on a new adventure,” surmised Hector.

“Oh, this will not be new. It is something you have already encountered,” stated the Librarian. “But until now you have embraced this potentially dangerous thing without testing its merit for good or ill. Answer me this, what is there in your world that can answer your questions, open distant lands for your inspection, connect you to others when you are far away and draw you in to experiences you haven’t earned or learned to avoid? In other words, what is like the Map of Wonders but not the Map of Wonders?”

No one said anything. The question seemed too big to answer. The Map of Wonders was obviously a source of knowledge and it opened new worlds and experiences to them. But what could their world possibly have that was in any way similar to it?

Dugan suddenly took on a very smug look and began to nod his head up and down. “I know the answer!” announced Dugan.

“Well, don’t keep it to yourself,” said Trish.

“It is the Internet,” he answered. “Both can take you anywhere, both have unlimited information.”

“That’s right!” added Hector. “And both have good and bad going on inside them. The Map of Wonders has dark and diseased portions and so does the Internet.”

“All true,” said the Librarian. “But there is one big difference between the two. The Internet has no soul.”

EXPLORE (20 minutes)

[Say to the students:] Who knows what the Internet is? [Lead the discussion to conclude it is an electronic network linking computers worldwide giving us information and providing communication between people.]



*[Say to the students:] What do you think the Librarian meant when she said, “The Internet has no soul?” [You may want to read our discussion of the word ‘soul’ in the **Going Deeper** section before you reach this point in the lesson. Give time for discussion. Guide your students to consider the fact the Internet provides both good and bad information, but will not give us guidance on what to avoid. Remind them, we have to be wise in making decisions about how to use the Internet.] How many of you have used the Internet? Where, when, why? [Allow time for discussion.] Today, we are going to talk about the good things we can find on the Internet and some of the dangerous things we can find there.*

[Make two lists on the board – one labeled ‘positive Internet use’ and one labeled ‘dangerous Internet use.’

Have the students help you make a list of all the positive Internet uses they can think of. The list could include:]

- * **finding information and pictures for school reports**
- * **being able to talk to friends and family through email and social media**
- * **having a pen pal in another country**
- * **educational games**
- * **listening to music**
- * **buying things without going to a store**
- * **watching educational videos**
- * **getting world news**
- * **playing games for entertainment**

[Now, have the students help you make a list of dangers found on the Internet. The list could include:]

- * **going to inappropriate sites**
- * **playing games that are violent and encourage bad behavior**

- *watching movies inappropriate for children
- *going to chat rooms to talk to people you don't know
- *cyberbullying (Refer to the definition in Key Terms.)
- *sending and receiving inappropriate pictures
- *becoming addicted to playing games on your computer
- *giving your personal information to someone who might be trying to trick you or hurt you
- *being on the computer so much you don't spend time with your family or friends
- *not getting enough exercise because you are always on your computer

[As you cover these lists, take the time to explain what each item means as appropriate to your grade level. You may need to have examples ready to use for clarification. The students will have examples or experiences to share.]

DISCOVER (20 minutes)

For Younger Elementary Students

[Make a class Internet safety poster. Discuss what rules need to go on the poster. Choose a few children to prepare the poster for the class.]

For Older Elementary Students

Activity 1: *[Divide the class into small groups. Ask each group to come up with guidelines for safe Internet use. You may need to appoint a student to record answers and a person to be the leader. Have a spokesperson from each group read their group's guidelines to the class.]*

Activity 2: *[Make a classroom Internet safety poster. Have the class decide together what should be included based on their small group ideas. Hang the poster in a prominent place in the classroom as a reference for the class.]*

APPLY (20 minutes)

For Younger Elementary Students

[Have each student sign the Internet safety pledge (Appendix 22a). They can decorate it by coloring.]

For Older Elementary Students

[As a class, write a pledge about Internet safety. Use Appendix 22a for ideas. Have students sign the pledge, making a commitment to obey the Internet safety guidelines.]

SHARE (15 minutes)

[Have the students who created their own poster share it by hanging it in the classroom or taking it home. Invite the principal to come to the classroom and join you in signing each Internet safety certificate. The students could share with the principal what they have learned about Internet safety.]

ENDING THE LESSON

[It is extremely important to educate our students on both the benefits and the dangers awaiting them on the Internet. We need to encourage them to make healthy choices now, so they have the ability and knowledge to make good choices as they enter the teen years. Internet access will only become greater as our world moves into the future. We must direct our students to use the World Wide Web as an asset, not as a liability in their lives.]

GOING DEEPER (optional)

[Say to the students:] What would happen if you needed to escape from a closed, square room with a door in each of the four walls? You’ve been told that every door leads to danger and death, except the door that opens to the north. Pretend you are holding a compass, but the needle on your compass has no markings and both ends look exactly alike. If you hold it flat, one end of the needle is pulled toward the North Pole, but how do you know which end is pointing north and which end is pointing south? Your life depends on it!

[Let the group brainstorm possible solutions. Possible answers: look out a window to see where the sun or the stars are and based on previous knowledge (like, the sun rises in the east or how the Big Dipper points to the North Star) determine which end of your compass is pointing north.]

[Say to the students:] There is one more option – open every door and see which one doesn’t try to kill you. A compass which clearly marks “true

north” like the Map of Wonders, which helped the children find direction, is helpful. But a “compass” which makes no distinction between which end is pointing north (good things) or south (bad things) can influence us to lose our direction in life.

The Bible tells us we cannot escape the consequences of our actions. “Make no mistake: God can’t be mocked. What you give is what you get. What you sow, you harvest” (*Galatians 6:7, The Voice translation*).

What do you think it means that “God can’t be mocked?” How can one person mock another? What do people think or say to mock God? People mock God when they don’t believe what he tells them. They may think, “I know God says I shouldn’t look at forbidden things on the Internet, but I don’t think just once will hurt me.” And they open the wrong door.

What do you think the Bible means when it says, “What you give is what you get? What you sow, you harvest?” If you plant the seeds from a poisonous plant, will those seeds grow up to give a delicious fruit (like an apple or a mango)? Why not? But if you plant apple seeds, what will that tree grow up and provide for you?

Did you know we each have something like a compass inside of us? It’s not a compass helping us know which direction is north. Instead, it’s a “compass” helping us know right from wrong. Does anyone know what our right-from-wrong compass is called? It is called a “conscience.” Can anyone tell me what a conscience is? It’s that sense inside of us helping us know right from wrong. It’s what makes us feel good when we know we’ve done something right, or correct. And it also warns us when we are thinking about doing (or opening) something we know is bad — something that could hurt us or hurt others.

Let’s keep focusing on our “true north” and listening to our conscience inside of our hearts to help guide us in making wise decisions and choices.

PARENT-TEACHER CONNECTION

It is vitally important you talk with your child about the use of the computer and the Internet. Sit down as a family and ask your child to share the guidelines and pledge our class developed. Discuss guidelines for home use of the computer and Internet. Be a good model of using the Internet correctly and holding everyone in the family accountable.

Questions you might ask your child:

1. Can you tell me the story your teacher read? What connection did the children make between the Map of Wonders and the Internet? (They realized both of them can open doors to the world and both can expose us to good and bad.)
2. Can you share with me some of the positive uses of the Internet you talked about in class?
3. What were some of the dangers of the Internet you discussed in class?
4. How does the Internet help you?
5. How can we, as a family, avoid the dangers of the Internet?

Parents, share with your child positive ways the Internet helps you.



Appendix 22a

Examples of Pledges

For Younger Elementary Students

I Promise to ...

Never open inappropriate sites.

Never go online without my parent's permission and help.

Always tell an adult if I see anything online that makes me uncomfortable.

For Older Elementary Students

I Promise to ...

Never open inappropriate sites or download inappropriate material.

Never give my name, address, phone number or school name.

Never arrange a face-to-face meeting with anyone I meet online.

Never go into chat rooms, unless my parents say it is okay.

Never open emails from someone I don't know and never go to links I don't recognize.

Never bully or be bullied on the Internet. I will tell an adult immediately if this happens.