
CYBER COMMUNITY CITIZENSHIP

i-SAFE Lesson Plan

Suggested Grade Level 8 (color code – blue)

Learning Objectives

Students will develop a comprehensive understanding of the concept of community and its application to the Internet.

Enrichment Goal

i-SAFE enrichment activities are designed so that they can be implemented by students. Provide your students with the necessary reference materials included with this lesson plan and guidance on how they can complete this activity. Suggestions include getting support from an adult advisor, school club, student council, technology team, etc. i-SAFE also offers a wide range of online support for students who register (free of charge) at www.isafe.org, including the i-Mentor Training Network videos.

Learners will be provided with reference materials to engage in an enrichment activity, which includes creating an awareness poster campaign.

Materials / Preparation

- online access to the i-SAFE assessments, if appropriate for this lesson
- copies of the reference pages for each student
- copies of the activity pages for each student
- poster design materials
- computer access for CD webpage activities (optional)
- student registration in mentor program at www.isafe.org
- *optional*: PowerPoint presentation for this lesson is available on the CD for use as a student guide

Pre Assessment

If beginning the i-SAFE program with this lesson, administer the pre assessment online at www.isafe.org by clicking on the link, Assessments, prior to the lesson. To verify School ID#, login at www.isafe.org, go to the “My Info” page and select “Find your school ID”.

Lesson Procedures

All students participating in the i-SAFE curriculum are considered to be mentors. If they haven't done so already, have students enroll online by clicking on “Create Account” at www.isafe.org to take full advantage of the support and incentives offered. This may be done at any time during the lessons, or students may complete this registration at home. If you would like to register your students yourself simply go to <http://www.isafe.org/teachermentorprogram> and fill out the information for your students and email to outreach@isafe.org. Your students will then be enrolled to receive information about sharing internet safety with other students and registered to participate in contests to win prizes.

Discussion 1

Guide a brief discussion about the analogy of the physical community to the Cyber community (Internet) and cover the following:

- Introduce the lesson: Inform the students that today they will participate in activities to investigate and evaluate websites. In order to appreciate why website evaluation is an important skill for anyone who surfs the Internet; they need to look at key elements that define Cyberspace. Pass out Activity pages 8-1/8-2 and 8-3/8-4.
- Ask the students to define the term “community”. The community is the physical area where we live; comprised of places we know and interact with real people. Community is also a group of people who enjoy the same things, or engage in the same activities, such as: a club; team; or school.
- Present the question: Why is Cyberspace (the Internet) called the Cyber community? Both the physical community and the Cyber community contain places in which real people interact.
- Ask the students to: (a) give examples of places in the community that have counterparts on the Internet; and (b) give examples of ways Internet use for certain activities has become as popular as use of the physical community for the same activities. Example: research for school projects online rather than at the library.
- Have the students refer to the first activity page. As a group, have them: (a) identify and describe the roles of the people whom they consider to be important in their communities (physical and cyber); and (b) list them in their Activity Guides.
- Create a master list of the identified people (at least 6 people) that will be used in subsequent activities.
- Ask the students to define the terms appropriate and inappropriate, and identify appropriate and inappropriate places in the physical and cyber communities. Correlate appropriate with safe, and inappropriate with unsafe as they relate to places in the community. Inappropriate places include: gambling sites, adult bookstores, sites that contain adult content, and sites that promote violence and hate.

Discussion 2

Refer to activity pages, and guide a brief discussion of the following: Why do we need guidelines in selecting websites in the cyber community? Cover the following main points:

- Anybody can post information on the Internet, which has resulted in easy access to many websites that:
 - Contain inappropriate information
 - Contain unreliable information
 - Express inappropriate or extreme viewpoints
 - Expose people to potentially unsafe situations
- Ask for student views on the following: How should citizenship be applied while in the Cyber community? What are the possible implications of a Cyberspace in which no one follows rules?

Peer-to-Peer Activity

- Take a few minutes to have students read Activity pages 1 - 4 out loud to the rest of the class.
- Ask the group to brainstorm a list of criteria that should be examined to determine if a webpage is useful, safe and appropriate for its intended use.
- Guide a short discussion to review the elements the students have provided, and suggest elements from the following list if they have not been mentioned:
 - Author's name and qualifications

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- Publisher or sponsor
 - Contact address, phone, e-mail address, etc.
 - Date created and/or date updated
 - Source of information
 - True information that can be proven with a print source or other website
 - Layout of page, ease of use, fast to load, links that work
 - Relevance or understandable to age group
 - Age appropriate content - you would not be embarrassed if others knew you visited the site
 - Minimal (does not detract from site's purpose) or no advertising
 - Does not require personal information to use
 - Free of charge

- Have the student's pair up, and direct them to turn to the Webpage Evaluation Tool Activity Page. Working in groups of two, the students will fill in the blanks to add criteria in each of the sections, to create a useful Website Evaluation Tool.

Evaluation Tool Example

(Items in **bold** are possible student answers):

Ease of Use

- Is use of the website free of charge?
- **Does the page load quickly?**
- **Is the page layout easy to read?**
- **Do the links work?**
- **Are the directions about how to use the website easy to understand?**

Source

- Does the information appear to be true – can it be backed up or proven with a print source or another website?
- Is it clear who is sponsoring the website?
- **Does the page contain information about the author or sponsor's qualifications?**
- **Is the author's name listed on the page with a contact address or phone number?**
- **Is there a publication date, date of update, or both?**

Appropriateness and Safety

- Can you view the contents of the webpage without giving out personal information such as name, e-mail address, age, etc?
- Is it clear why the sponsor is providing the site?
- **Is the website content appropriate for your age group?**
- **Can you understand the website's information/content?**
- Is it free of advertising, or contain few advertisements?

Webpage Analysis Activity

Students are doing a report on "Killer Bees". They need to determine which websites are appropriate references and which are not.

- Divide the class into student groups of 2 or 3.
- Groups with computer access: The websites can be accessed from the webpage activity provided on CD.

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- Groups without computer access: Give each group a copy of the printout for either Website 1, 2, or 3.
 - Give the groups 5 minutes to review the websites and to fill out their webpage evaluation forms.

Note: Websites 1 and 2 contain bogus information and/or inappropriate elements; Website 3 is acceptable.

Evaluation

Select the groups that evaluated Website 1 to share their evaluations and ratings. *Note: This site should not rate a + Recommendation.*

- Guide the discussion to cover the following points: Did anyone recognize that the information was bogus? How could it be determined?
- Emphasize that with little knowledge of a topic, it is almost impossible to know if the information on a website is correct. You must find other sources to back up the information.

Select the groups that evaluated Website 2 to share their evaluations and rating. *Note: This site should not rate a + Recommendation.*

- Guide the discussion to cover the following points: Was the following recognized as inappropriate content: requirement that personal information be given to play the game, gambling advertisement, link to unsafe chat, too many advertisements?

Select the groups that evaluated Website 3 to share their evaluations and rating. *Note: This site should rate a + Recommendation.*

- Guide the discussion to cover the following point: If this Website is recommended, can anyone make suggestions of how it be improved?
- Direct the students to refer to Activity page #6, and have them discuss the following: What should you do if your evaluation of a website reveals that the site is unreliable or inappropriate? Examples: Leave the site; do not use as a resource; if looping occurs, exit the browser; or in extreme cases, turn off the computer; sites that express violence or hatred should be reported to an adult.

Optional Extension: Have students evaluate the school or district website using their evaluation tool and share information in a review with appropriate officials.

Concluding discussion

- Review with students what the cyber community is and the necessity for cyber citizenship.
- Discuss why it is important to discuss cyber community issues with others and how to be proactive in dealing with it.
- Encourage students to make a difference in their school when it comes to Cyber Community Issues by registering at www.isafe.org for additional activities, materials, and support concerning this issue.
- Lead into a discussion about the enrichment activity.

Enrichment Activity

Youth who participate in activities to share what they have learned about Internet safety are more likely to practice safe habits online.

Additional lessons and support for students, teachers, and parents on Internet safety topics are available from i-SAFE Inc. www.isafe.org.

Refer to the Poster creation handout.

Have students, either as a class, a small group or individually, create an informative poster or webpage that includes guidelines for other students - demonstrating what to check for when evaluating a website for accuracy, safety and appropriateness. Small groups or individuals can do this activity in class or as a home learning activity.

Display

- Display posters in a public area such as the media center, lunchroom, public library, etc.
- Display winning webpage as wallpaper or screensavers for school computers.
- Inform i-SAFE – send pictures of posters or webpages to outreach@isafe.org.

Post Assessment

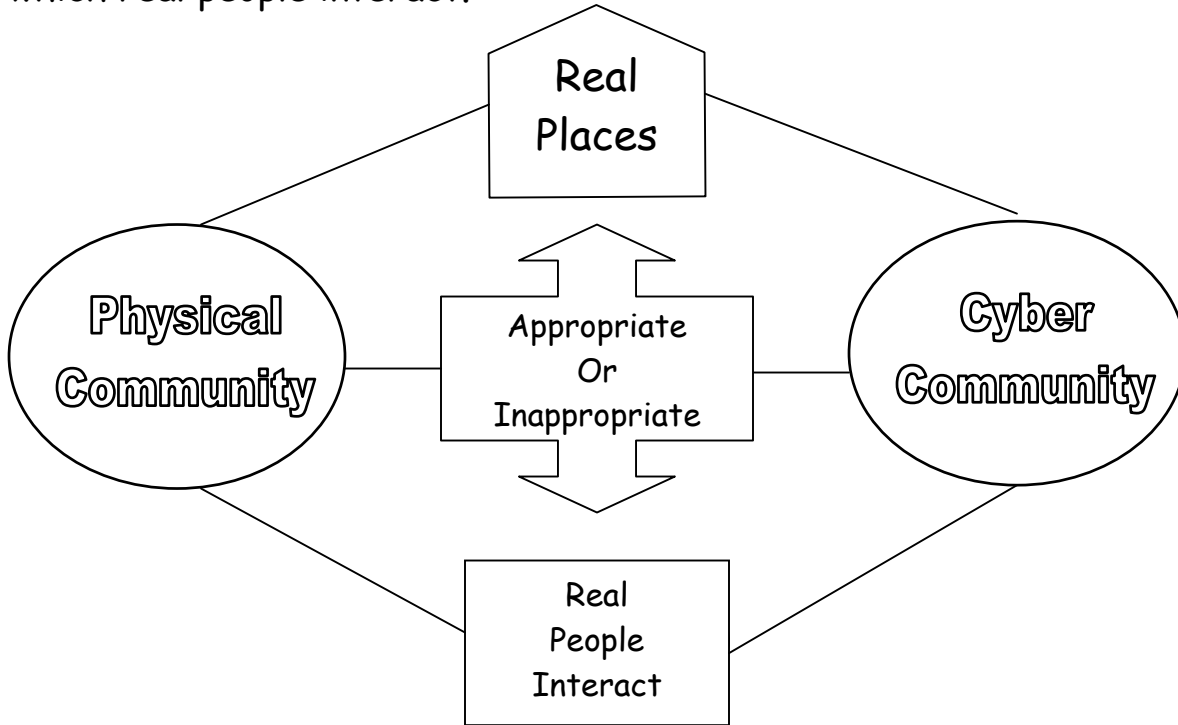
Administer the post assessment online at www.isafe.org by clicking on the link, Assessments, if this is your last lesson for i-SAFE. To verify School ID#, login at isafe.org, go to the “My Info” page and select “Find your school ID”.

Contact us

- We’d like to hear from you! E-mail teachers@isafe.org to share any unique ideas and/or experiences you had during implementation of this lesson.
- Students who participate in enrichment activities may be eligible for i-SAFE’s monthly Most Valuable Mentor award – let us know about deserving students.

Cyber Community Savvy

The physical community and the cyber community contain places in which real people interact.



►Task


Brainstorm with your classmates and create a list of at least 6 real people whom you consider to be important role models in your physical and cyber communities.

Name


Community role

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Build Your Cyber Savvy


 Why do we need guidelines when selecting websites to visit in the Cyber community?

As you know, each community contains places that are appropriate (suitable or safe for you) and inappropriate (unsuitable or unsafe for you).

 Think about it: It's usually fairly easy to tell if a place in the physical community is inappropriate (unsuitable or unsafe)

Examples:

- ❖ Places that may put you at risk for physical harm
- ❖ Places that your parents or guardians say are off limits
- ❖ Places that are illegal for your age group to enter

 In the Cyber community, however, sometimes it can be very difficult to determine whether a website is appropriate or inappropriate.

Examples:

- ❖ Websites that contain inappropriate information
- ❖ Websites that contain unreliable information
- ❖ Websites that express inappropriate or extreme viewpoints
- ❖ Websites that expose people to potentially unsafe situations

The following activities will provide you with the savvy to help tell the difference between appropriate and inappropriate websites, in order to:

1. Help **you** become a more informed net surfer.
2. Enable you to inform **others** about how to surf the net wisely.

►Task

Build your cyber savvy by checking out the following pages.

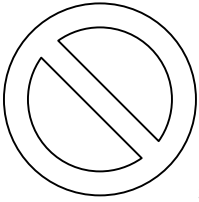
Internet Search Tip-Offs

An easy place to start with website evaluation is the URL.
Check out the following Search Tip-offs:

- **Informational Websites:** Websites you use to gain knowledge about something - the purpose is to present factual information. The URL Address of these sites frequently ends in **.edu** (sponsored by educational institutions) or **.gov** (sponsored by government agencies).
- **Advocacy Websites:** Websites sponsored by an organization attempting to influence public opinion (that is, one trying to sell ideas). The URL address of this type of site frequently ends in **.org** (organization).
- **Business/Marketing Websites:** Websites sponsored by a commercial business (usually trying to promote or sell products). The URL address of this type of site frequently ends in **.com** (commercial).
- **News Websites:** Website designed to provide extremely current information. The URL address of this type of site usually ends in **.com** (commercial).
- **Entertainment Websites:** Websites that provide entertainment such as games, puzzles, or music.
 - ❖ Check these out carefully! Although many are created solely for the visitors' entertainment, a website of this type may actually be created to try to sell you an idea (Advocacy) or a product (Business), or to try to trick you into engaging in illegal or dangerous activity.

➤ Task

Fill in the blanks to add criteria in each of the Website Evaluation Tool sections to create a useful resource.



Websites that are inappropriate for kids and teens include: Sites that ask for money for any reason, sites that ask for your personal information such as name and e-mail address, gambling sites, sites which contain R-Rated or X-rated pictures or words (pictures and words not appropriate for kids), and sites which tell about violence or hate towards people. Additionally, any website you visit that would cause you to be embarrassed for others to know about it is inappropriate.

The Internet presents a special problem -

You can get to inappropriate places just by clicking on links from searches, advertisements, or e-mail that seem perfectly appropriate.

OOPS!

Think About It -

Websites like this are taking away **YOUR FREEDOM** to go where you want to go on the Internet!

The important thing to remember is that **it's not your fault** if you get to an inappropriate website by mistake.

The best way to handle inappropriate websites is to immediately exit. In some cases websites are created to prevent exit through a process called **looping**. If this type of website is found, it may be necessary to turn the computer completely off to exit!

Website Evaluation Tool

Website topic or name:

URL: http://

Section 1: Ease of Use

1. **Yes No** Is use of the webpage free of charge?
2. **Yes No** _____ ?
3. **Yes No** _____ ?

Section 2: Source

4. **Yes No** Does the information appear to be true – can it be backed up or proven with a print source or another website?
5. **Yes No** Is it clear who is sponsoring the website?
6. **Yes No** Does the page contain information about the author or sponsor's qualifications?
7. **Yes No** _____ ?
8. **Yes No** _____ ?

Notes:

Continue to Section 3

Section 3: Appropriateness and Safety

9. **Yes No** Can you view the contents of the webpage without giving out personal information such as name, age, e-mail address, etc.?
10. **Yes No** Is it clear why the sponsor is providing the site?
11. **Yes No** _____ ?
12. **Yes No** _____ ?
13. **Yes No** _____ ?

Rate the Website: Tally the “Yes” and “No” answers in each section.

- +** **Recommended** – Rates a “Yes” to all questions
Note: No evaluation tool can be 100% reliable in evaluating whether a website is completely useful, safe, and appropriate for its intended use. However, sites that rate all “yes” answers using this tool are probably reliable and appropriate.
- 0** **Be Cautious** - Rates a “No” to questions in Sections 1 and 2
Note: Questions that rate several “No” answers in Sections 1 and 2 indicate that the website is poorly developed and may be unreliable and inappropriate.
- X** **Not recommended** - Rates a “No” to questions in Section 3.
Note: questions that rate any “No” answers in Section 3 indicate that the website is poorly developed, and may be unreliable and unsafe.

Additional comments or considerations:

Killer Bees are Coming! (WEBPAGE 1)



Are you afraid of a bee sting?

You should be if you live in the southern areas of the United States! **Africanized Honeybees**, commonly known as **Killer Bees**, were discovered in Hidalgo, Texas, in 1990. The bees are now found in most of Texas, Nevada, New Mexico, Arizona and Southern California. Scientists say that Africanized bees become agitated much more easily than regular bees, and stay angry longer, sometimes repeatedly stinging their victims for an entire day! More than 1,000 people have died as a result of vicious killer bee attacks. **These are the facts:**

- Killer Bees swarm more often than regular bees.
- If one Killer Bee stings, it releases an alarm that smells like bananas and incites other bees to sting.
- They have been known to attack a quarter of a mile from their hives.



What You Must Know!

- Brazilian military scientists brought aggressive African bees to Brazil in 1956 in an effort to create a "Super Bee."
- Killer Bees have been purposely spread to agricultural areas of the United States in coffee shipments from South and Central America.
- Killer Bee venom has been found to lead to permanent neurological damage in victims who are stung, but do not die.
- Government agencies are hiding the real facts from American citizens in an effort to prevent mass hysteria, and to protect the coffee industry.



It's Not Too Late to Help!

- Write to your Congressmen - plead with them to fight this problem.
- Boycott coffee sent from South and Central America - **Don't Buy it!**
- Send us your name and e-mail address to receive our newsletter and more!
- Support Farmers Against Killer Bees by sending your cash, check, or money order donation to:

Farmers Against Killer Bees
P.O. Box 36902
Houston, TX 73021

Join our Bee Chat  Chat with others about bees, or anything else you're interested in! It's unmonitored - so anything goes!

Chat times:

Every first Monday of the month at 9 P.M. EST

[Click here for important dates](#)

What's the buzz about?

Join us in DisneyWorld!

Join us in May of 2004 for the Farmer's Against Killer Bees conference.

Reserve your space now by sending \$75 to FAKB headquarters in Houston.

See you in Orlando!



Welcome to the Killer Bee Super Site! (WEBPAGE 2)

Your Internet Club connection to everything Killer Bee!



Latest Information

We've got all the latest information on Killer Bee tracking in the United States, as well as facts and statistics. For one low, low fee, you can have an entire year of weekly e-mails updating you on the latest infestations.



The Music and Videos You Want!

Download songs from Killer Bee, the group
Download the songs: Killer Bee, and Psycho Pop Killer Bee
Download the full version video: Deadly Invasion: The Killer Bee Nightmare



More Entertainment!

Visit the **Bee Hive Casino** where the online Buzz is WIN, WIN, WIN!
Join our supersite club and get \$50 credit to PLAY, PLAY, PLAY!



T-Shirts

Killer Bees T-Shirts. Perfect for youth teams or for just buzzing around town. Front of shirt can be customized with name.



JUST IN!



Killer Bee Golf Clubs! Custom Made Killer Bee Golf Clubs like the Killer Bee Stinger Plus Irons and the Killer Bee Stinger Plus Ti 420cc Driver, shipped direct to you at wholesale prices!

Want to know more about how you can join our Killer Bee connection?

Have a credit card handy and Call 1-800-KLL-RBEE (1-800-555-7233). For one low, low price, you will be given an access code to enter our Website to take full advantage of our Killer Super Site!

'Killer' Bees make Killer Coffee (WEBPAGE 3)



The Buzz from Scientists: Bees improve flavor and crop yields

According to a CNN.COM Sci-Tech article by Marsha Walton in June of 2002, People who enjoy the tasty, eye-opening buzz they get from coffee, just might have a "killer" bee to thank.

New Scientific Facts: Coffee plants (*coffea arabica*) are capable of self-pollination, so for a long time researchers did not think insects made much difference to the crop. However, studies now show that when Africanized bees (or killer bees) pollinate coffee plants, yields can increase by more than 50 percent. David Roubik, of the Smithsonian Tropical Research Institute in Panama, gives full details of the value of Killer bees to the coffee harvest in the June 2002 edition of the journal, *Nature*:

"When an insect, like the Africanized bee does the pollen transportation, there's a mixing of genes, a widening of the gene pool," said Roubik. "That gives every plant a greater potential to reproduce, and creates beans that are bigger and better tasting."



What You Should Know about Killer Bees

- African honeybees, often called killer bees, were introduced to southern Brazil in 1956 in an effort to create a better honeybee.
- Their venom is not more toxic than common honeybees, but these bees do gather in large numbers and travel long distances to hunt down intruders to their territory.
- Contrary to the beliefs of some, it usually takes hundreds of stings to kill a person or large animal.



Implications for Worldwide Coffee Production

- Coffee yields in some places, including Kenya and Indonesia, have fallen during the past half century, and Roubik's report says this may be because more intense farming has taken away habitat for potential pollinators such as the African honeybees.
- In the Caribbean, big coffee producers Cuba, Puerto Rico, Haiti, Jamaica and the Dominican Republic have virtually no killer bees, and their coffee yields are only about half that of Central America and Mexico.

More Links	More Killer Bee Facts	Safety Precautions	If You are Attacked
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<http://www.isafe.org>

Draw Attention—with Internet Safety Posters

Create Awareness Art that Promotes Internet Safety!

One of the best ways to reach out and get your message across is through expression. A creative poster that inspires, educates, and motivates students to be responsible and safe online is right at your fingertips.

Gather Materials!

- **Cardboard, poster board or butcher paper—anything easy to paint or write on**
- **Paint and Paint Brushes**
- **Crayons, Markers, Pencils**
- **Masking Tape (to attach posters to windows or doors)**
- **Magazines**
- **Scissors**
- **Glue**
- **Optional: Computer Software (i.e. Adobe Photoshop[®], Illustrator[®], Microsoft Paint[®], etc.) to enhance or create your awareness art digitally**

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22 Build It!

On some scrap paper, draw up a rough idea of what you'd like the poster to look like. Internet Safety is the theme. Remember to use **powerful words and bold pictures** to catch everyone's attention. You can use quotes, song lyrics, or passages from a book. (Be sure to cite your source.) You can even cut out lettering or photos from old magazines to use. Next, get to work! Take your idea and make it come to life.

Post It!

Put your poster up where the most people will see it. A poster is only as good as its **location**. Be sure to ask your principal before you hang posters around school. If your class is creating a large number of posters, create a cyber art gallery in the school cafeteria, or main hallway. Create a "Hallway of Inspiration" motivating students to be safe online. You can also ask your favorite restaurant or music store if you can post a poster in their window to get the message out to the community!

Be Creative! A poster that draws attention is one that gets your message across!

Sample Poster Ideas

(See the *Driver's Education* section or the *Stuff You Need To Know First* section for an explanation of terms)

The Grooming Techniques—Identify the ways an online predator operates.

Internet Safety—Why it's important to never reveal personal identifying information.

Viruses, Worms & Trojan Horses—How to recognize and avoid them.

Online Bullies—What to do if you encounter them?

Intellectual Property—Download what?

The 4 Rs—Recognize, Refuse, Respond and Report.

Top Ten List of Internet Safety.

Hints for Poster Topics

How do you use the Internet in your everyday life?

Examples: surfing, chatting, communicating, or research

What dangers can you find on the information superhighway?

Examples: cyber predators, identity theft, viruses, copyright infringement, and hackers

How does i-SAFE help you to be safe on the Internet?

What can you do to be safe online?



Hold a Poster Contest!

Prizes: Give prizes to the most creative, the best design, the most inspirational, etc. Have fun with it, it's your contest!