CyberSmart!

Be Comfortable

Download Student Activity Sheet(s) for printout in PDF Format

Overview

Students consider some online scenarios and examine their personal comfort levels. They learn to recognize such feelings and responsibly manage their actions in cyberspace.

Objectives

- Explain that, just like in the real world, there are good and bad places and people in cyberspace
- Describe and compare comfortable and uncomfortable feelings
- Identify strategies for responsibly managing online situations

ISTE® National Technology Standards

- Performance Indicator # 3

Site Preview

- No Internet site is used in this lesson.

Online Resources

- Visit sites providing background information on Feeling Comfortable.

Materials

- Activity sheets (3)

Introduce

- Have students imagine that one morning their principal announces, "Today instead of classes, we're having an all-day picnic at the park." **Ask:** *How would you feel?* (relaxed; happy; at ease; confident)
- Next, have students imagine that suddenly their teacher says, "We're having a surprise math test today. Take out a pencil and paper." **Ask:** *How would you feel?* (confused; caught offguard; shocked; weird; nauseated; upset; stupid; afraid; angry) Discuss their responses, helping them conclude that those feelings could be categorized as uncomfortable.

- Tell students they may experience online situations in which they feel comfortable or uncomfortable, and that they will learn how to manage their actions accordingly.

Teach 1

- Distribute Activity Sheet 1 and 2.
- Have students complete the sheets individually or in small groups and then share their responses. NOTE: Postpone discussion until students have read and applied the information on Activity Sheet 3.

Teach 2

- Distribute and help students read Activity Sheet 3.
- Discuss Jan's use of the words *embarrassed*, *upset*, *afraid*, and *scared* to show how uncomfortable she felt. Explore with students other words that might also be used, such as *guilty*, *ashamed*, or *confused*.
- Reinforce that it is always better to talk to someone than to keep uncomfortable feelings to oneself. Explain that most adults understand that their children can't control what others say on the Internet and that it is easy to accidentally find upsetting material there.

Teach 3

- Have students revisit Activity Sheet 1 and 2 and discuss how their answers might be changed or enhanced.

Close

- **Ask:** *How are people and places in cyberspace like in the real world?* (There are good and bad people and places in cyberspace and in the real world.)
- **Ask:** *What are some words that describe feeling comfortable and uncomfortable?*
- **Ask:** *What should you do when you get an uncomfortable feeling in cyberspace?* (log off; block; ignore; hit the back button; say, "No;" tell a trusted adult)

Extend

The following activity can be added for students who completed this lesson in a previous grade.

- Have students make posters titled, "How Are You Feeling in Cyberspace?" Direct them to divide a large sheet of drawing paper into a grid of large boxes. Have students write the word for a comfortable or uncomfortable feeling in each box and illustrate the word with an expressive face. Then have students write a slogan at the bottom of the poster indicating that kids should take action when they are uncomfortable in cyberspace.

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