Teacher Notes: Going Places Safely Grades K-1

Materials and Preparation

• Crayons or markers

• Copy the My Favorite Place Student Handout, one for each student.

• Preview the video “My Online Neighborhood,” and prepare to show it to students.

• Preview the websites

Destination Modern Art (www.moma.org/interactives/destination) and The San Diego Zoo

 (http://kids.sandiegozoo.org) and prepare to guide students through one of them.

**(slide 1)**

**Introduce** topic: How do I Go Places Safely Online?

**(slide 2)**

**Ask and discuss**: How do I go places safely on the computer?

**(Slide 3)**

**Discuss** the lesson objectives

**(slide 4)**



**Warm up** (5 minutes)

Students talk about places they have visited on a class field trip. If students have limited experiences with field trips, provide examples of the types of paces they could visit as a class, such as museums, science centers, or zoos.

**(slide 5)**

**ASK**: Can you think of some examples of places you might visit on a field trip?

**(Slide 6)**

Have students choose a place they would like to go on a field trip.

**(slide 7)**

Students take an imaginary field trip to their chosen place. Narrate the preparations while having students pantomime what's happening-for example, put on your jacket; climb on/off the bus; get your ticket checked; go inside. Have students describe what they think they might see and do once they arrive.

**(slide 8)**

**Guide** students to acknowledge the following safety rules:

Always go places with an adult

Don't wander off on your own

Talk only to people you know

**(slide 9)**

**Invite** children to share some of the rules they follow when they travel in person. Encourage students to think about field trips they may have taken with their class. If they have limited experiences with field trips, have them think about outings they have taken with their families, and the rules they learned on those trips from their parents or other trusted adults.

**(slides 10-11)**



**Define** the Key Vocabulary terms Internet, website, and Online

**(slide 11)**

**Ask** students to suggest what kinds of places they might be able to visit online, and encourage all responses.

**(slide 12)**

**Show** students the "My Online Neighborhood" video

**(slide 13)**

**Click** on the link to play video "My online trip"

**(slide 14)**

After viewing the video have a discussion with the class using the following questions:

What did Jeremiah like about the internet?

What kinds of things can he do online?

Sample responses:

\*He likes to visit cool places.

\*He can learn lots of new things.

\*He can create things on the Internet.

What kinds of things can he do online?

**(slide 15)**

Sample responses:

1) Always ask your parent (or teacher) first.

2) Only talk to people you know.

3) Stick to places that are just right for you.

**Point out** to students that just as they follow safety rules for travel in the real world, when they go online they should follow the three safety rules you just discussed.

**(slide 16)**



**Tell** students that the computer makes it possible for them to visit distant places without ever leaving the classroom.

**Explain** to students that they will be visiting websites that belong to real places, such as zoos, and museums. These places may be distant from where they live, but they can visit them online.

**(slide 17)**

**Choose** one of the following websites to explore as a class. You may project the site onto a screen, or group students around a computer.

**Invite** one or two students to role-play how they might ask you, as a teacher, to visit the site. (For example, Mrs. Sanchez, I'd like to visit a website about zoos. would you help me find the site, please?) Remind students that the first safety rule is going online is to always ask your parent or teacher first.

**Explore** the website with your class. Let them guide you. Remind them throughout about the other two safety rules.

**(slide 18)**

**Encourage** students to discuss what they saw and learned on their internet field trip.

Depending on the site you chose to explore students may name animals, musical instruments, or paintings that they have seen for the first time.

**(slide 19)**

Students should understand that on an online field trip, they can visit distant places that they might not be able to go to in person, without ever leaving the classroom. However, this kind of field trip shows them pictures and videos of things rather than the real things. But both types of field trips offer ways to see new and interesting things.

**(slide 20)**



**Arrange** students into groups an to share crayons and markers.

**Distribute** the My favorite place Student handout, one for each student.

**Encourage** students to think of one of the things they liked best on the website they visited. Have them **draw** a picture of that thing. Then help students write down the name of their favorite thing.

**Invite** students to share the pictures of their favorite things with the class, and have them described where they saw it on the website and why they liked it.

**Read aloud** the safety rules on the student handout. Review how students followed the rules when they went online, and stress how students should use these rules whenever they travel online.

**(slide 21)**



**Wrap-Up**

You can use these questions to assess your students' understanding of the lesson objectives.

What can the Internet be used for?

-to visit far-away places and learn new things.

What rules do we have for visiting a new place in real life?

-Students should be able to name the three rules from the warm-up for in=person travel.

What rules do we have for visiting places online?

1) Always ask your parent )or teacher) first.

2) Only talk to people you know.

3) Stick to places that are just right for you.