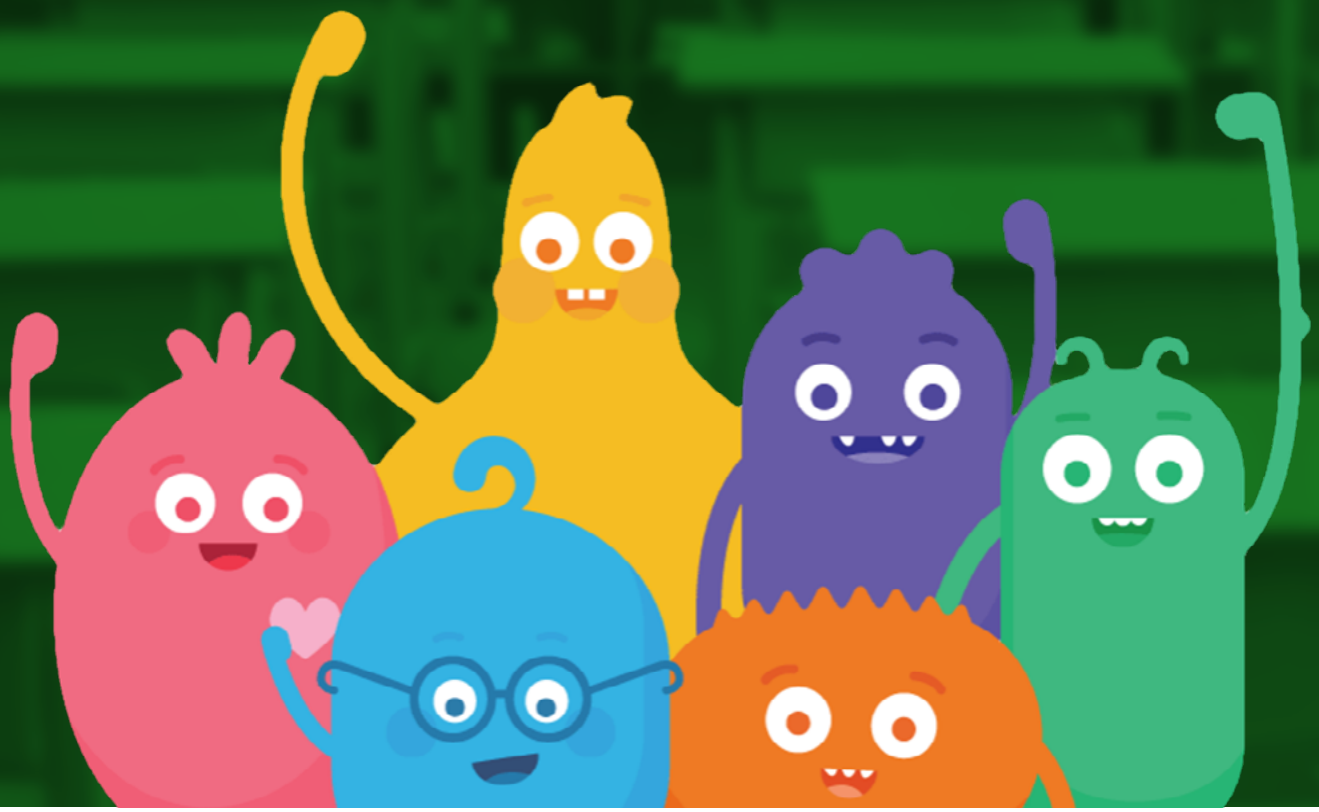
GRADE 1

LESSONS
1, 2 & 3

K-12 Digital Citizenship

POWERED BY common sense education®



INFOSEC

Grade 1: Program plan

LESSON 1

common sense education

GRADE	TIME	TOPICS
K–2	15 mins.	• Privacy & Security • Digital Citizenship

Meet Guts of the Digital Citizens!

How do you stay safe online?

In this short, introductory digital citizenship lesson, students will meet **Guts**, one of the six Digital Citizen characters! Guts explores what it means to be safe on the internet, sharing three simple rules for doing so.

Students will be able to:

- Understand what being safe on the internet means.
- Reflect on ways to keep their passwords and information safe.

Key Standards Supported

CASEL

5a, 5b, 5c, 5d, 5e, 5f

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Video: Meet the Digital Citizens: Guts
- Meet Guts Handout

FOR FAMILIES

- Family Tips

Lesson Plan

Watch and Reflect: **Meet Guts!** 15 mins.

1. Project the **slide deck** and first do the feelings check-in with students (**Slide 2**). Then, present the essential question (**Slide 3**), and review the vocabulary words that will be a part of the video (**Slides 4 and 5**).

2. Watch the **Meet the Digital Citizens: Guts** video (**Slide 6**).

   After watching, revisit the question that Guts asks at the end of the video (**Slide 7**) and have a class discussion, helping students reflect on the ways they can stay safe online.

3. Distribute the **Student Handout: Meet Guts!** and allow time for students to color in the picture and write a word or sentence to answer the question on **Page 1**. Then, invite them to share their reflections with the class.

   Note: This student handout also includes a take-home family activity on **Page 2**.

4. Send the **Student Handout: Meet Guts!** home so students can complete the family activity on **Page 2** with a family member.

5. **(Optional)** Project **Slide 9** to introduce students to the rest of the Digital Citizen characters and topics with the **Meet the Digital Citizens video series**.

Related Lessons:

- Introduce students to the rest of the Digital Citizen characters and topics with the **Meet the Digital Citizens video series**.
- Want to dive deeper into **privacy and security**? **Check out these lessons**!
- Want to bring these characters to life in your classroom? Check out our **free posters** or get some swag from the **Common Sense Education store**.

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Lesson last updated: January 2023

LESSON 2

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GRADE	TIME
1	25 mins.

Pause & Think Online

How can we be safe, responsible, and respectful online?

TOPICS

- Cyberbullying, Digital Drama & Hate Speech
- Digital Footprint & Identity
- Media Balance & Well-Being
- News & Media Literacy
- Privacy & Security
- Relationships & Communication
- Digital Citizenship

From our head down to our toes, and our feet up to our nose, the Digital Citizens teach students how to be safe, responsible, and respectful online.

Students will be able to:

- Understand the importance of being safe, responsible, and respectful online.
- Learn the "Pause & Think Online" song to remember basic digital citizenship concepts.

Key Standards Supported

COMMON CORE

L.1.1a, L.1.6, SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, W.1.2, W.1.4, W.1.10

CASEL

1a, 1e, 2a, 2b, 2c, 3b, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, V.B.2, V.C.3, V.D.1, V.D.2, VI.A.1, VI.C.2

ISTE

1d, 2b, 2c, 3d, 7a, 7c, 7d

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Video: Pause & Think Online
- Pause &Think Moment Handout
- Coloring Book
- Download song: Original Instrumental
- Sheet Music
- Poster: Song Lyrics
- Poster: The Digital Citizens

FOR FAMILIES

- Family Activity
- SEL Conversation Starter

Lesson Plan

Watch: **Pause & Think Online** 5 mins.

Before the Lesson: Introduce The Digital Citizens characters by having students complete the **Coloring Book**.

1. **Ask**: *Do you ever go on the internet? What kinds of things do you do? Or could you do?*

   Invite students to respond. Answers will vary, but emphasize that there are many different things we can do online, including learning new information, playing games, communicating with friends and family, and looking at pictures and videos.

2. **Say**: *Wow! There are so many amazing things we can do online.*

   Project **Slide 3** and define **online** as *using a computer, phone, or tablet to visit a website or app.*

3. **Say**: *When we go online, it's important to follow certain rules to make sure we have a good time. Today, we're going to listen to a song called "Pause & Think Online" to learn how we can be safe and responsible on the internet.*

   Ask: *What does it mean to pause?*

   Invite students to share out. Project **Slide 4** and define **pause** as to *stop what you're doing or saying.*

4. **Play** the **"Pause & Think Online"** music video on **Slide 5.**

   As the video plays, model the dance moves in the chorus and encourage students to join!

   Chorus:

   From your head down to your toes [Point to head and then to toes]

   Pause and think about it [Stick both hands out in front and then point hands to head]

   From your feet up to your nose [Point to feet and then to nose]

   Pause and think online! [Stick both hands out in front and then point hands to head]

Say: *The Digital Citizens showed us how to use our head, legs, feet, arms, gut, and heart to be safe and responsible online. Let's take a look at each of the characters and what they do!*

Project **Slide 6** and read the name of each character along with the following descriptions:

- *Arms: Use your arms when you're online to balance your time.*
- *Guts: Listen to your gut to stay safe online.*
- *Feet: Use your feet carefully when leaving tracks online.*

Project **Slide 7** and read the name of each character along with the following descriptions:

- *Legs: Use your legs to stand up to bullies online.*
- *Heart: Use your heart to be kind and respectful online.*
- *Head: Use your head to ask questions about what you see online.*

Note: Each of the characters represents one of the six digital citizenship topics as listed below:

- Head: News & Media Literacy
- Arms: Media Balance & Well-Being
- Guts: Privacy & Security
- Legs: Digital Drama, Cyberbullying & Hate Speech
- Feet: Digital Footprint & Identity
- Heart: Relationships & Communication

Ask: *Which character do you relate to the most when you go online? Share with your partner.* (**Slide 8**)

Have students pair-share and then invite students to share with the class. Or take a poll of which character each student relates to the most.

Say: *Now we're going to take a closer look at a few of the scenes from the song.*

For slides 9-13, project each slide, read aloud the question, and have students pair-share. Then invite students to share with the class. This can also be done as a whole-group discussion instead.

Refer to the following suggested answers to guide the discussion:

- *Do you believe everything you see on the internet?* (**Slide 9**)
  - It's important not to believe everything you see on the internet, since people can make things up that aren't true. Always think carefully about the things you see online!
- *Why should we take a break from technology sometimes?* (**Slide 10**)
  - It's a good idea to take a break from technology every once in a while, so you can spend time being active and hanging out with friends and family.
- *Why shouldn't you open a message from someone you don't know?* (**Slide 11**)
  - It's important not to open up messages from people you don't know, since the information may not be appropriate or safe.
- *Why is it important to be kind online?* (**Slide 12**)
  - Being mean hurts people's feelings. We are kind and courteous to others, both in person and online.
- *Why shouldn't you share your username and password with other people?* (**Slide 13**)
  - It is considered private information and something you want to keep safe. Others could log in to your account and pretend to be you. You should only share it with trusted adults, like your teacher or parents.
- *How do you communicate with friends and family online?* (**Slide 14**)
  - Answers will vary, but students may mention video calls with grandparents or cousins.

Reflect: **Pause & Think Moment** 5 mins.

Say: *Today we watched The Digital Citizens show us how they sing and dance to remember to be safe and responsible online. Remember that when you're online, you should pause and think to make sure you're doing the right thing! Now, I'd like for you to pick one of the body parts and think about how you will use it next time you go online.*

Distribute the **Pause & Think Moment Student Handout**. Read the directions aloud and allow students to complete the reflection independently. (**Slide 15**)

Invite students to share their reflections with the class. Collect handouts to assess student learning.

Send home the **Family Activity**.

Additional Resources:

1. **Quick activity alternative:** Common Sense Education has partnered with **Book Creator** to develop a free, **interactive e-book** for this lesson. The interactive e-book covers essential topics from the lesson. You can assign it so your students work on it independently or you can read it together during class.

2. Visit our News and **Media Literacy Resource Center** for more articles, activities, and tools.

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Lesson last updated: August 2019

GRADE	TIME	TOPICS
1	35 mins.	• Privacy & Security • Digital Citizenship

Internet Traffic Light

How do you stay safe when visiting a website or app?

Staying safe online is a lot like staying safe in the real world. Using a fun traffic light activity, students learn how to identify "just right" content, giving them the green light to learn, play, and explore the internet safely.

Students will be able to:

- Understand that being safe online is similar to staying safe in real life.
- Learn to identify websites and apps that are "just right" and "not right" for them.
- Know how to get help from an adult if they are unsure about a website.

Key Standards Supported

COMMON CORE

L.1.1a, L.1.6, RF.1.4b, RI.1.1, RI.1.4, RI.1.10, SL.1.1, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.4, SL.1.5, SL.1.6, W.1.2, W.1.4, W.1.10

CASEL

1a, 1e, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e

AASL

I.A.2, I.B.2, I.C.1, I.C.4, I.D.1, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.D.1, V.A.1, VI.A.1, VI.C.2, VI.D.1

ISTE

1d, 2b, 2c, 3d, 7c

What You'll Need

Some resources below are available in Spanish

SUPPLIES

Tape or long piece of string · Green, yellow, and red pieces of construction paper

IN CLASS

- Lesson Slides
- Video: Internet Traffic Light
- Pause & Think Moment Handout
- Poem Poster

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Explore: **Go! Caution! Stop!** 15 mins.

1. **Ask**: *When you play outside without a grown-up, what are some of the things you do to stay safe?* (**Slide 3**)

   Invite students to respond. Answers will vary, but reinforce the concept of not talking to strangers, following the rules, and knowing when to get help.

2. **Say**: *Today we're going to talk about how staying safe on the internet -- the apps and websites you visit -- is similar to staying safe in your neighborhood. We're going to start by watching a fun video of the Digital Citizens showing us how they stay safe online.*

   Before playing the video, explain to students that they will hear the phrase "trust your gut." Explain to students that this is an expression that means they should trust their feeling about whether something is right or wrong.

   Show the **Internet Traffic Light** poem video on **Slide 4**.

3. **Say**: *The Digital Citizens stayed safe online by using the internet traffic light. As you know, a regular traffic light tells people who are driving cars when they need to go, slow down, or stop. In the same way, the internet traffic light tells people who are visiting websites and apps whether or not it's OK to go somewhere.*

4. **Project Slide 5** and explain what a green website or app is.

   What is a green website or app?

   - A site or app that is just right for you
   - Fun, with things for you to do and see
   - Has appropriate words

   Define a **just right** site as *something that is appropriate and fitting*. You can give the example of reading levels and how students know whether a book is or isn't right for them. You can also give the example that movies that are rated PG-13 are meant for older kids.

   Project **Slide 6** and ask: *What are some "green" websites or apps you visit? How do you know they're safe and just right for you?* Allow students to pair-share and invite them to share out.

5. **Project Slide 7** and explain what a yellow website or app is.

   What is a yellow website or app?

   - A site or app you are not sure is "just right" for you
   - Has words that are hard for you to read
   - Asks for information such as your full name, address, or phone number
   - Asks you to fill out a form

   Explain that **caution** means *being careful*. Emphasize that they must ask a grown-up for permission before going to a yellow website or app.

6. **Project Slide 8** and explain what a red website or app is.

   What is a red website or app?

   - Has everything a yellow site has
   - A site or app that is clearly not "just right" for you
   - A place you have gone to by accident
   - Has pictures, words, or videos that are for older kids or adults
   - A place where people can chat with people they don't know

   Project **Slide 9** and ask: *Have you ever been to a red website or app? How did you know it was not just right for you?* Allow students to pair-share and invite them to share out.

   If participation is lower for this question, it might be because students haven't experienced a red website or app before or just don't know that they have. Explain to students that it's perfectly OK if they haven't ever been on a red website or app before but that it's important to know what they are and what to do if and when they encounter one.

Read: **Internet Traffic Light** 5 mins.

1. **Say**: *Now we're going to learn the same poem that the Digital Citizens use to remember how to stay safe online.*

   Distribute the green, yellow, and red sheets of paper so that every student receives just one color. Be sure to keep one set of colors for yourself to model the poem actions for the class. You can also have kids use crayons, markers, or other items that are green, yellow, and red.

2. **Project Slide 10** and show the internet traffic light poem video again. As the video plays, model the poem actions by showing the color of stoplight paper to hold up at specific points in the poem.

   "Internet Traffic Light" by Wren Brennan

   We go online to find new things to do and see.

   The internet traffic light shows where we need to be.

   Green means GO! [hold up a green paper] to sites we trust.

   Yellow means SLOW! [hold up a yellow paper] Being safe is a must.

   Red means STOP. [hold up a red paper] Ask if it's OK.

   Trust your gut to go the right way.

3. **Project Slide 11** and read aloud the entire poem with your students. Direct students to hold up their colored paper or item at the appropriate time in the poem. You can also have students stand when they hold their color up.

   Note: You can print out the **Poem Poster** and use it for shared reading during language arts or as a fun warm-up before computer time or computer lab.

Play: **Traffic Light Game** 10 mins.

1. **Direct** students to line up in a row on one side of the room. Place a string or piece of tape as a line on the floor on the opposite side of the room where you'll stand, parallel to the students' row. Students will be playing a game similar to the popular red light, green light children's game.

2. **Project Slide 12** and explain the rules of the game.

   - For each "green" site or app, you move forward two steps.
   - For each "yellow" site or app, you move forward one step.
   - For each "red" site or app, you can't move.
   - If you get an answer wrong (e.g., you move the wrong number of steps), you must go back to where you stood before and take one step back.

   If space is limited or there are other constraints, you can modify the game so students remain at their desks. Students can run in place (green), stay standing (yellow), or sit down (red).

3. **Say**: *Each of the statements is about a pretend website or app you might visit. After I read each statement, take the number of steps you think is correct.*

   Keep the rules projected (**Slide 12**) as you read each statement below. After each statement, reveal the correct answer and explain why something is green, yellow, or red. The students who make it to the line at the front of the room first are the winners.

   - You went to the Games-o-Rama website by accident and a stranger sent you a message asking for your name and age. RED (no steps).
   - The Wacky Bunny site is funny! Even your grandma thinks it's just right for you. GREEN (forward two steps).
   - You are searching for pictures of hearts but come across a site that makes you feel uncomfortable. RED (no steps).
   - You visit a site about our solar system but the words are hard to read. YELLOW (forward one step).
   - A site for your favorite TV show has fun things for kids your age to do. GREEN (forward two steps).
   - There's a kids sports site you visited that allows people to chat with each other. YELLOW (forward one step).
   - You're on a game site where a screen pops up and asks for your email address. YELLOW (forward one step).
   - Your teacher tells you to visit a site where you can learn things about giraffes. GREEN (forward two steps).
   - You watch a funny video but notice the videos next to it look like they're for big kids. YELLOW (forward one step).

Reflect: **Pause & Think Moment** 5 mins.

1. **Say**: *Today we talked about how to stay safe online and what kinds of websites and apps are just right or not right for you. Now I'd like you to take a moment to reflect on what we learned.*

2. **Distribute** the **Pause & Think Moment Student Handout**. Read the directions on both sides of the handout and allow students to complete the reflection independently. (**Slide 13**)

3. **Invite** students to share their reflections with the class. Collect the handouts to assess student learning.

4. **Send** home the **Family Activity** and **Family Tips**.

EXTEND THE LESSON

Common Sense Education has partnered with CYBER.ORG to support cybersecurity education. If you want to build on the themes from this lesson, we recommend the following lesson from the **CYBER.ORG content library**:

- **Agreeing to the Rules (Grades K–2):** Students learn about user agreements and how these relate to appropriate behavior in class and when using devices at school.

Our collaboration with CYBER.ORG was made possible with the generous support of Craig Newmark Philanthropies.

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Lesson last updated: August 2019