GRADE 2

LESSONS
1 & 2

K-12 Digital Citizenship

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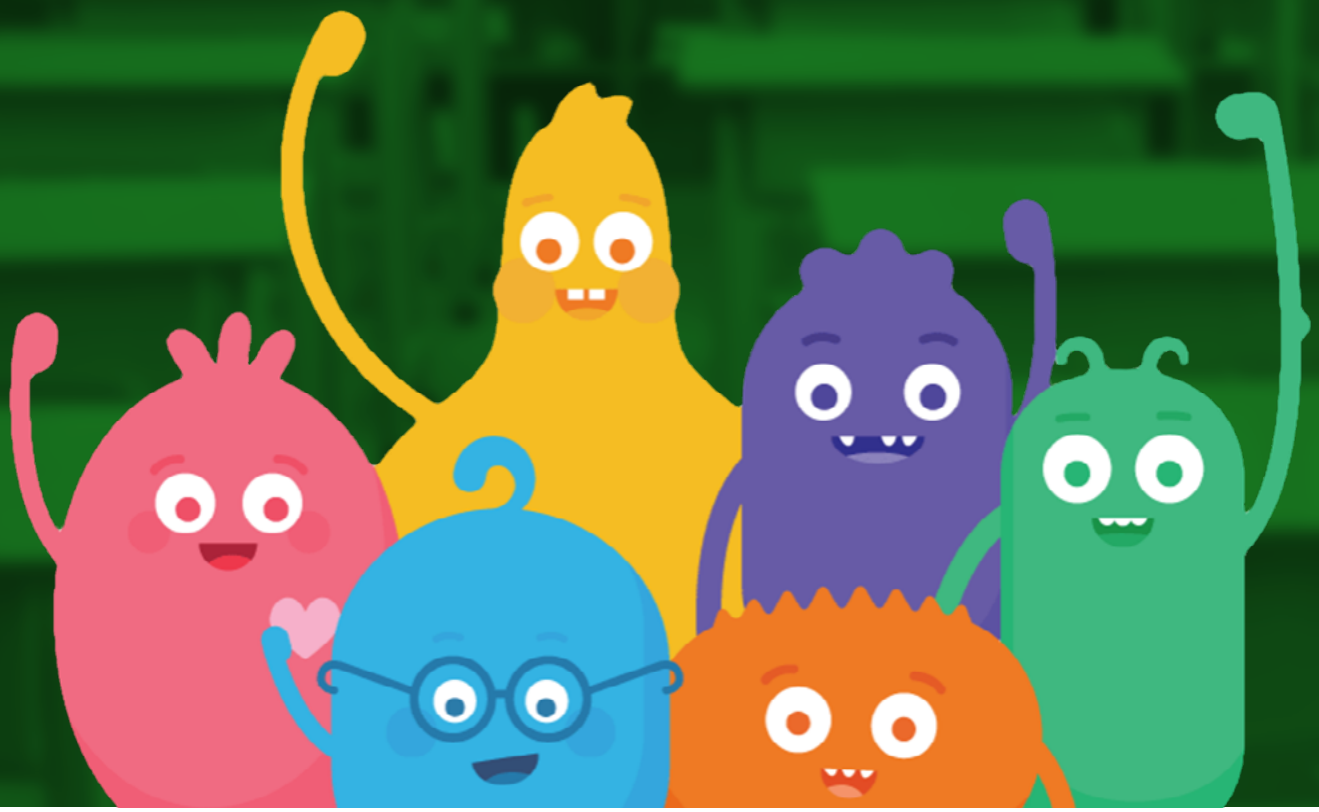

INFOSEC

Grade 2: Program plan

LESSON 1

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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	TOPICS
2	30 mins.	• Privacy & Security • Digital Citizenship

That's Private!

What kinds of information should I keep to myself when I use the internet?

Staying safe online is a lot like staying safe in the real world. By helping a Digital Citizen sign up for a new app, students learn about the kinds of information they should keep to themselves when they use the internet -- just as they would with a stranger in person.

Students will be able to:

- Recognize the kind of information that is private.
- Understand that they should never give out private information online.

Key Standards Supported

COMMON CORE

L.2.1, L.2.6, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, W.2.2, W.2.4, W.2.10

CASEL

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

AASL

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

ISTE

1d, 2a, 2b, 2c, 2d, 3d, 5c, 6a, 6b, 6d, 7c, 7d

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Keep It Private!
  Handout
  Teacher Version

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Learn: **What Is Private?** 10 mins.

Ask: *What kinds of things should we not tell a stranger?* (**Slide 3**)

Invite students to respond. Answers may vary, but highlight things like address, phone number, full name, etc.

Say: *It is important for you to keep certain information about yourself, like your address and phone number, private from strangers.*

Project **Slide 4** and define **private** as *something that you should keep to yourself*. It should only be shared with people you trust, like your parents or teacher.

Explain that private information is often connected to a specific person. For example, no two people in the class have the same full name and phone number.

Invite students to give examples of information that they should keep private. Write down their responses on **Slide 5** or on chart paper so that you can return to them later in the lesson. Make sure to cover the following:

- Picture
- Full name
- Age
- Birth date
- Address
- Telephone number
- Email address (or parents' email address)
- Passwords
- Where they go to school or after school
- Parents' full names
- Where their parents work
- Parents' credit card or bank account number

Ask: *Why do you think it's important to keep this information private?*

Invite students to respond. Reinforce that it is never safe to give out private information to people they don't know since it can be used to trick them or put them in unsafe situations. Explain that they should always ask a parent or caregiver before they give out private information to anyone. This applies to people they don't know in the physical world and people online.

Ask: *How is sharing private information online the same as telling it to a stranger in person?*

Invite students to respond. Make sure students understand that when they share information online, it can be viewed by people they don't know. Project **Slide 6** and define **online** as *using a computer, phone, or tablet to visit a website or app.*

Explore: **Online Forms** 15 mins.

Say: *Let's play a quick game of thumbs up, thumbs down to make sure we know what is considered private information and what isn't. For each example I give, think about if it is OK to share (thumbs up) or if it is something private that you shouldn't share (thumbs down) with a stranger.* (**Slide 7**)

- Your favorite ice cream flavor (thumbs up)
- What you ate for dinner last night (thumbs up)
- Your home address (thumbs down)
- Your best friend's favorite movie (thumbs up)
- Your mom's phone number (thumbs down)
- Your password (thumbs down)

Distribute the **Keep It Private Student Handout**.

Say: *There's a new app called SongTube that allows you to create your own music. Guts, one of the Digital Citizens, has permission to use the app, but is being asked to fill out a form first. Guts needs your help in figuring out what's OK to share. As you review the form, complete the sections that don't ask for private information and draw an X through the sections that do ask for private information.* (**Slide 8**)

Allow students time to complete the form and then invite them to share out their answers, emphasizing the sections that were asking for private information (**Teacher Version**).

Ask: *Have any of you seen a form like this when visiting a website or app? Why do you think websites and apps ask for this type of information? Take turns sharing with your partner.*

Invite students to share out. Explain that some reasons include: to learn more about the people who use their app, to send messages to people who are signing up, to sell things to those who sign up.

Emphasize that students should never fill out forms like this on their own, unless they have permission from a parent or caregiver.

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

Say: *Today we talked about what information is private and why we shouldn't share it online. Now let's reflect on what we learned. First, I'd like you to turn to your partner and share something about yourself that you don't think your partner knows about you, but that is not considered private information.*

Direct students to page two of the **Keep It Private Student Handout**. Read the directions and allow students to complete the reflection independently. (**Slide 9**)

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

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

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