

K-5 Lesson Plan: Instant Messaging 1

Grade Level: 4-5

Objectives:

1. Students will learn safe ways to chat and message online.
2. Students will learn that people online may not be who they think that are.

Materials:

Paper, Pens, Envelopes (optional)

Procedures:

1. Split the students into teams of four or five.
2. Give each team a name. (cyberpal, cyberfriend, cyberbuddy, etc.)
3. Designate one person from each team to be the delivery person.
 - a. The job of the delivery person is to deliver a message to another team's messenger at a central meeting place, by quietly calling the other team's messenger over.
4. Designate one person from each team to be the recorder.
 - a. The job of the recorder is to write down the team's message.
5. Designate one person from each team who will be sending the message.
 - a. The job of this person is to tell the recorder what to write.
6. Designate person(s) from each team to be decoy(s).
 - a. The job of this person is to pretend like they are telling the recorder what to write.

7. Instruct the students that they are to send messages to other groups without saying their own name, but only their team name. Only one person from each team will actually tell the recorder what to write. The other person will act as a decoy and give ideas.
8. Allow 5-10 minutes for the students to exchange messages between the different teams. Remind students to keep quiet so that the other teams do not know which student is the real one and which one is the decoy.
9. During the exchange of each message, each team is required to correctly use two terms in context from their current vocabulary or spelling list. If a team fails to use two terms in each message correctly they must use four terms correctly in their next message.
10. Remind students not to tell their age, height, gender, or any personal information about themselves that would give away their identities.
11. After the students have finished giving and receiving messages for a period, have the students guess who told the recorder what to write for each group. Students must be able to support their answer.
12. Write the students' guesses for each group on the chalkboard. Point out any discrepancies between what the different groups thought. For example: *The cyberpal group may have thought that Tim told the recorder what to write for the cyberfriend group, but the cyberbuddy group may have thought it was Anne.*

Closing:

Discuss with students that people online may not be who they think they are. Explain to students that it is easy for somebody to pretend to be somebody else and that is why students should only talk to friends and family that they know online. Explain to students that talking to a stranger on the Internet is no different than talking to a stranger in real life. If time and technology are available, the “Who’s Afraid of Little Sweet Sheep?” comic on the Disney website is an excellent individual or whole-group supplemental activity.

Supplemental Reading:

- Girard L.W. (1993) *Who is a Stranger and What Should I Do?* Albert Whitman Press
- Fitts S. (1999) *A Stranger in The Park.* Agreka Books, LLC
- Kevi (2003) *Don't Talk to Strangers* (Hipkidhop Series). Scholastic, Inc. (Includes CD)

Supplemental Websites:

- <http://disney.go.com/activities/today/index.html>
- www.getnetwise.org
- <http://www.getnetwise.org/safetyguide/tips/kids.php>
- <http://www.safekids.com/kidsrules.htm>

Indiana Academic Standards:

Grade 4:

Language Arts:

- 4.1.5 Use a thesaurus to find related words & ideas.
- 4.1.6 Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).
- 4.5.5 Use varied word choices to make writing interesting.

- 4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.

Mathematics:

- 4.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

Science:

- 4.2.5 Write descriptions of investigations, using observations and other evidence as support for explanations.

Grade 5:

Language Arts:

- 5.5.5 Use varied word choices to make writing interesting.
- 5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.
- 5.6.1 Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in the sentence).
- 5.6.7 Spell roots or bases of words, prefixes (*understood/misunderstood, excused/unexcused*), suffixes (*final/finally, mean/meanness*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (*in-for-ma-tion, mol-e-cule*) correctly.