Computer Ethics 1

Grade Level: 3-5

Objectives:
1. Students will be able to recognize which uses for the computer are appropriate.
2. Students will be able to recognize which uses for the computer are not appropriate.
3. Students will be able to recognize why some uses for the computer are not appropriate.
4. Students who improper use of the computer hurts?
5. Students will be able to recognize when others are doing wrong.

Materials:
1. Worksheet for lists of computer uses.

Procedure:
1. Hand out worksheet in which students will list the ways in which they use the computer.
2. Compile a list of all students' responses on the overhead or chalkboard. (Do not write duplicates)
3. Discuss the ways in which each of the things should be used.
4. Ask students to write on the activity sheet ways in which they have seen things listed used improperly.
5. Go through the 10 Commandments of Computer Ethics with students.
6. Have the students discuss why each of these is wrong.

Closing:
Have a classroom discussion about why it is wrong to use things improperly. Discuss who is hurt by improper use of the computer. Relate the computer to real life, "If you wouldn't do it in the actual world, why would you do it in the cyber world?"

Supplemental Material: Ten Commandments for Computer Ethics, from the Computer Ethics Institute

1. Thou shalt not use a computer to harm other people.
2. Thou shalt not interfere with other people's computer work.
3. Thou shalt not snoop around in other people's files.
4. Thou shalt not use a computer to steal.
5. Thou shalt not use a computer to bear false witness.
6. Thou shalt not use or copy software for which you have not paid.
7. Thou shalt not use other people's computer resources without authorization.
8. Thou shalt not appropriate other people's intellectual output.
9. Thou shalt think about the social consequences of the program you write.
10. Thou shalt use a computer in ways that show consideration and respect.

Indiana Academic Standards:

Grade 3:
Language Arts:
3.2.2   Ask questions and support answers by connecting prior knowledge with literal information from the text.
3.25   Distinguish the main idea and supporting details in expository (informational) text.
3.7.2   Connect and relate experiences and ideas to those of a speaker.

Grade 4:
Language Arts:

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4.2.1   Use the organization of informational text to strengthen comprehension.
4.7.2   Summarize major ideas and supporting evidence presented in spoken presentations.

Social Studies:
4.5.1   Identify ways that social groups influence individual behavior and responsibilities.
4.5.6   Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading

biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

Grade 5:
Language Arts:
5.2.3   Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
5.2.4   Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

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