



Learner Analysis:

General Characteristics:

| | |
|------------------------------------|--|
| Approximate Age | Students are approximately 11-15 years of age. |
| Education and Ability levels | Students are currently enrolled in 6 th , 7 th , or 8 th grades. Reading ability ranges from 3 rd to 8 th grade level |
| Behavior Consideration | Students all have been identified as Emotionally Disabled Students have short attention spans and/or are impulsive Students may come into class defensive, disruptive, upset, ect. |
| Previous Experience with the Topic | Students have signed a user agreement and have had a 7 to 9 wk class in the computer lab. This class briefly exposes students to computer ethics. |
| Attitude Toward Content | Students generally excited about using technology. Students may not generalize information i.e. Ethics at school is not applicable at home. |
| Attitude Toward Content Provider | The students have developed strong rapport with the teacher, but the attitude and atmosphere of this class changes frequently and quickly. |

Entry Competencies:

Prior to the start of instruction learners should:

1. Know how to log in and out correctly.
2. Know their password.
3. Know how to ask for help if they need it by raising their hand and not disrupt other students.
4. Be able to follow 3-4 step directions.
5. Be familiar with the following vocabulary:
 1. URL
 2. Web browser
 3. Site
 4. Links
 5. Rubric
 6. Navigation
 7. Graphics
 8. Ethics
 9. Spam
 10. Chat lines/rooms

Learning Styles:

Successful Instructional Strategies:

- The students enjoy working in groups with the exception of a few students.
- Active learning helps to increase the amount of time on task and student motivation.
- Activities that focus on “real world” experiences capture the students’ interest and create an immediate sense of relevancy.
- Hands on activities increase the level of individual participation and motivation.
- Students like to voice their opinion in class habitually.
- Depending on content, visual images/movies/slides stimulate students’ interest.

Instructional Strategies to Avoid:

- Lectures included in the instruction should be limited to 15 minutes or less.
- The students do not respond to assignments that they perceive to be “busy work”.
- Assignments that are long-term need to be broken into small steps in order to ensure time on task.
- Students tend to become unfocused with activities that they cannot conceptualize.
- Planned grouping is essential for minimum disruptions and off task behaviors.

Objectives:

Goal: To provide students with an understanding of internet dangers and to develop safe surfing skills.

Objectives:

1. Students will self assess their own safety status.
2. Students will demonstrate the appropriate social skills by not putting down other classmates' ideas, when working in cooperative groups.
3. After completing a safety online activity, students will score, at least, 80% on a posttest quiz.
4. Students will work in cooperative groups to brainstorm a safety tip.
5. Students will design a Cyber Safety bulletin board.
6. During an individual journal entry students will record steps to surf safely.
7. Students will post test at least 80% on internet safety test.

Learning Process:

1. Preview the Materials
 - The teacher will preview all materials prior to instruction. This includes: Joe Cool/Joe Fool online game and quiz.
2. Prepare the Materials
 - The teacher will make an outline of the lesson plan. This outline will also be written on the board for the students to record in their assignment notebooks.
 - The teacher will create an internet safety self-assessment and posttest. An appropriate number of assessments and tests will be copied.
 - The teacher will have material ready. This includes bulletin board paper and markers.
3. Prepare the Environment
 - The teacher will sign up to use the computer lab.
 - The teacher will have computers downloaded to the site prior to the class arrival.
 - Teacher will make a sign for the classroom door 6th period class: Meet in the Computer Lab. Tape it to the door on the appropriate day.
4. Prepare the Learners
 - The teacher will provide an agenda for the students, which will be displayed on the white board prior to the start of class.
 - The teacher will provide an overview of the lesson prior to its start.
 - The teacher will provide a brief overview of the purpose of all activities prior to their start.
 - The teacher will inform the students which day they will meet in the computer lab and provide them time to record that information in their assignment books.
5. Provide the learning Experience
 - Step 1
 - Explain to the students that they will be filling out an assessment. Students will not put their name on this and should be encouraged to answer honestly. Students will complete “How Safe Are You” self-assessment. Do not collect. (10 min.)
 - Step 2
 - Class discussion using the self-assessment quiz as a discussion starter. Write responses on the board. (30 min.)
 - Step 3
 - Through the use of an online game students are given scenarios and must decide if the action was wise or foolish. Students will take the online quiz when game is completed. (47 min.)

Safe Surfing by Patricia Goodwine

Step 4

- Group activity to brainstorm safety tips. Use the questions from the self-assessment cut into strips. Divide the student into groups. Give each group a different question strip. After the groups discuss the question, have the group convert the question into a related safety tip. Write the tip on an overhead sheet. One member from the group presents their tip to the whole class. (10 min.)

Step 5

- As a class, create an internet safety bulletin board using the tips the groups have generated. Students will be divided into groups to create an overall design, construct the tips using paper and markers, letter cutters and putter uppers. (30 min.)

Step 6

- Individual journal entry: Internet Safety Advice. Students will write an advice column for our paper. The journal entry will be titled "How to be Cyberwise". (15 min.)

Step 7

- Individual Posttest on internet safety. Distribute and read posttest to the class. (10 min.)

Learner Participation

| Objective # | Activity | Learner Participation |
|-------------|--|---|
| 1 | Students will self assess their internet safety knowledge. | Requires individuals to read and analyze. |
| 1,2 | Class discussion using the quiz questions as discussion starter. | Requires active listening techniques. Requires learner to participate in discussion. |
| 3 | Computer activity: Joe Cool/Joe Fool | Requires learner to participate on an online game by reading and answering questions. |
| 4 | Group activity to brainstorm safety tips. | Requires individual participation in-group brainstorming activity. |
| 7 | As a class, create an internet safety bulletin board. | Requires learner input in order to create a bulletin board. |
| 6 | Individual journal entry: Internet Safety Advice | Requires individual reflection and recommendations. |
| 5 | Individual posttest on internet safety | Requires learner to recall information. |