

Content: Health	Grade/Course: 5th	Length: One class period Timeline: 30 minutes
Standard(s): 5.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. EXAMPLE: Role-play/model ways to communicate various feelings (e.g., grief, anger, disappointment) to your parents, elders, or siblings with respect. 5.4.3 Demonstrate nonviolent strategies to manage or resolve conflict. EXAMPLE: Role-play circumstances that may require self-control and/or self-discipline (e.g., classmates disagree about a game rule during recess).		
Lesson Overview: The focus of this lesson will be to provide students with an understanding and importance of being a safe and good sport.	Lesson Objective(s): In this lesson, students will be able to: <ul style="list-style-type: none"> • Describe actions that show they are a good sport • Describe guidelines for a safe workout/activity Objective(s) have a criterion of 90% mastery.	
Vocabulary: Good sport – a person who respects others and follows safety rules for sports. Warm-up – 3 to 5 minutes of easy physical activity before a workout. Target heart rate – a fast and safe heart rate for workouts to get cardiorespiratory endurance. Cool-down – 5 to 10 minutes of easy exercise after a workout.	Focus Question(s): What are ways I can show I am a good sport?	

Description of Lesson (Including Instructional Strategies):
Procedure:

This lesson is to be used together with the PE lesson plan in preparation for the Kids' Athletics competition.

Please refer to the Totally Awesome Health textbook (p. 158), Lesson 21 – Being a Safe and Good Sport.

Discuss the vocabulary words: Good sport, warm-up, target heart rate, cool-down.

After discussing the vocabulary, the whole class reads the “What Are Ways I Can Show I Am a Good Sport?” and “What Are Guidelines for a Safe Workout?” Have the students take down notes in their notebook.

Closure:

Have students discuss and answer the review questions on p. 163 with their partners or groups.

Formative Assessment:

Oral questions

Evaluation:

Quiz (oral or written)

Note taking

Participation

Illustration and writing

Accommodations/ Modifications: Pre-teach vocabulary words, teacher guidance or assistance as needed.

Resources: Totally Awesome Health textbook

Content: Health	Grade/Course: 5th	Length: 2 class period Timeline: 30 minutes each
Standard(s): 5.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. EXAMPLE: Role-play/model ways to communicate various feelings (e.g., grief, anger, disappointment) to your parents, elders, or siblings with respect. 5.4.3 Demonstrate nonviolent strategies to manage or resolve conflict. EXAMPLE: Role-play circumstances that may require self-control and/or self-discipline (e.g., classmates disagree about a game rule during recess).		
Lesson Overview: Students learn that, while people can develop rewarding friendships online, they should be cautious with online-only friends and never reveal private information without asking a parent or trusted adult for permission.	Lesson Objective(s): In this lesson, students will be able to: <ul style="list-style-type: none"> • Compare and contrast online-only friends and in-person, face-to-face pals. • Analyze why private information should not be given to anyone online without the permission of a trusted adult. • Debate how to respond if an online-only friend asks them personal questions. 	
Vocabulary: Uncomfortable – anxious, uneasy Monitor (noun) - someone who closely observes and controls a situation, like a referee Monitor (verb) – to closely observe	Focus Question(s): What’s the difference between Internet friends and in-person friends?	

Description of Lesson (Including Instructional Strategies):

In this lesson, we discuss the safety risks associated with giving out our private information online and address the risk of identity theft. Children often are targeted because they have clean credit histories and their parents are unlikely to be alerted that someone is using their child’s identity.

Procedure:

- **INVITE** students to share their experiences chatting online, instant messaging, and posting on message boards.
- **EXPLAIN** that sometimes kids might chat online with people they have never met in person.
- **CHALLENGE** students to explain the differences between communicating with friends they know from school and their neighborhood and communicating with people they have never met in person.
- **EXPLAIN** that although kids can have fun chats with online-only friends, they should recognize that they don’t know these friends as well as they do in-person ones. Therefore, they need to be cautious in what they share.

ASK:

Can you ever really know if an online-only friend is male or female?

No, because in some cases people purposefully may change their identity.

Can you know for sure how old an online-only friend is?

No. Since all communication is online, it is easy for someone to reveal only part of his or her identity.

Activity 1 (10 minutes)

DISTRIBUTE the **The Right Answer Student Handout**.

HAVE students read the scenario about Sita and CJcool11, and then answer the handout questions individually.

Note: Students will refer back to this handout

Activity 2 (10 minutes)

ASK: *Why may it be easier to share school problems with an online-only friend than an in-person, face-to-face friend?*

It may be easier because online-only friends are not from school, so they might be able to see both sides of an issue, as they don't have to worry about what the others in your school will think.

REMIND students that they can't know for sure that an online-only friend is really a kid or someone they can trust. Make sure they know it's easy to hide your real identity when you're online.

ASK: *Have you ever pretended to be someone you are not? If so, when?*

Answers may include Halloween, school plays, jokes.

EXPLAIN to students that online-only friends might sometimes pretend too. They might not really be who students think they are. That's why it's important for students to never share their private information with online-only friends without asking a parent or guardian first. They wouldn't give private information to a stranger without asking, and it's important for them to treat online-only friends the same way.

Note: If students ask why, you can explain that there are criminals who trick people into giving out private information about others. Then they use that private information to pretend to be them. This is called identity theft. They might even pretend to be them in order to steal their money. Giving out certain pieces of information to strangers can also let them know where you are located. This could be dangerous.

ASK: *What's private information?*

Answers may include address, phone number, passwords, etc.

EXPLAIN that private information includes (write the following on the board):

full name

birth date

age

passwords

home address

credit card number

phone number

mother's maiden name

name of school

family members' workplaces

email address

photos in which you can be recognized

REMIND students that if an online-only friend asks for any of this private information, they should tell a trusted adult.

DISCUSS with students that the best way to talk safely to online-only friends is on a website that's just for kids. Most of these sites have adult monitors that check the chat and messaging. A monitor is like a referee at a game. Monitors keep track of the chat to make sure that everyone keeps the chat on topic, uses good manners, and stays safe.

Activity 3

DISTRIBUTE the **Chatting Safely Checklist Student Handout**.

HAVE students read, discuss, complete, and sign the checklist.

HAVE students revisit their responses to **The Right Answer Student Handout**.

ASK: *Would you change your advice to Sita? If so, how?* Answers will vary.

DISCUSS possible answers with students. Point out that Sita and CJcool11 are online-only friends, not in-person, face-to-face friends. Therefore, Sita needs to be cautious in what information she shares with CJcool11.

REMIND students that they never should share private information about themselves without first asking a parent or a trusted adult. Also, they never should answer questions that make them feel uncomfortable.

EXPLAIN that when Sita's online-only friend asks her "Where is your school?" she could answer "I'd rather not say," or "That's private information." Point out that Sita doesn't have to answer at all. She can just log out of the chat room or website, or block the person who is asking the questions.

REMIND kids that when people persist in asking any question that makes them feel uncomfortable, they can ask a trusted adult to help them report these people to the website owners.

Closure:

Wrap-up (15 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to self-reflect in writing for one of the questions, using journals or an online blog/wiki.

ASK:

How are online-only friends and in-person, face-to-face friends different?

Even when you share personal thoughts with an online-only friend, this person is as much a stranger as someone you meet on the street for the first time. You know in-person friends much better. Just seeing them in school or around your neighborhood gives you a lot of information about them.

What kind of information should you not share with online-only friends?

Never give out private information without first asking the permission of a parent or guardian. Students should recall some of the examples of private information listed in Activity 2.

What should you do when someone you don't know asks for private information?

Don't respond, and then tell a parent or guardian about it.

Accommodations/ Modifications: Pre-teach vocabulary words, teacher guidance or assistance as needed.

Resources: <http://www.commonsense.org>