

Teacher Resource Guide 2011-2012

“Internet Safety and Privacy Concerns”

Pages 2 and 3 are Required



Providing a hands-on, fun place where we teach
children of all ages how to play it safe everywhere, everyday!



Frisco Fire Safety Town
8597 Gary Burns Drive
Frisco, TX 75034
(972) 292-6350
www.friscofire.com



Dear Educators,

We are excited to welcome your class to Frisco Fire Safety Town for our fourth year of safety education. Our mission is **'to provide a hands-on, fun place where we teach children of all ages how to play it safe everywhere, everyday!'**

IMPORTANT INFORMATION ABOUT YOUR STUDY TRIP

- ❑ **Pre-visit teaching is necessary.** A Pre-Test is provided along with pre-teaching materials. Please make sure all teachers for your grade level cover the Pre-Visit PowerPoint Presentation with their classes (this includes the pre-test). This can be accessed under the Programs tab on the Safety Town website. (www.FriscoFire.com) There is also a **Student Roster form to download** to record all of your students pre-test scores.
- ❑ **Parent chaperones are welcome.** We ask that siblings not accompany the parent for the visit.
- ❑ We recommend PE attire for you students
- ❑ Your visit may involve breaking your class into smaller groups. If so, we will need the parent volunteers to also split up to support each group.
- ❑ Please provide a copy of the **Parent Information Sheet** to each child's parent at least one day prior to your visit. It can be accessed via our website: www.FriscoFire.com under the **Programs** tab.
- ❑ **Post Testing**—Please use the Pre-Test slides and administer the testing again post-visit. There is space for both Pre & Post answers on the Student Roster form. The results should be sent to Frisco Fire Safety Town within a week of your visit.
- ❑ Because Frisco Fire Safety Town has created a unique concept in safety education, there may be other visitors observing or touring the site while your class is present. Anyone not associated with your school will be accompanied by Frisco Fire personnel at all times and shall not have interaction with students.
- ❑ Also, candid photos of your students participating in class exercises may occur; These would be used to illustrate the type of safety education and hands-on activities Frisco Fire Safety Town provides. The photographs may appear on the Frisco Fire Safety Town website, City of Frisco cable channel or utilized in printed Safety Town materials. Upon your arrival, please let us know which students, if any, should not be photographed during their visit.

*If you have any questions, please speak to your Campus Liaison (see attached list)
or contact Frisco Fire Safety Town at 972-292-6350; Fax 972-292-6359*



FRISCO FIRE SAFETY TOWN

FIFTH GRADE PRESENTATION OVERVIEW

“Internet Safety and Privacy Concerns”

REQUIRED: PRE-VISIT ACTIVITY—*in your classroom*

Show the students the Pre-Visit PowerPoint Presentation which has a Pre-Test included with the Bike Riding Guidelines.

Class Start Times: 9:45 a.m. and 11:45 a.m. (Please do not arrive more than 5 minutes early.)

WELCOME & INTERNET SAFETY PRESENTATION - *Tyler Classroom (All students)*

Internet Presentation (50 min.)

LAPTOP ACTIVITY & FINAL REVIEW—*Tyler Classroom* -

Reconvene all students for the laptop activity and a final review (15—20 min.)

GROUP ACTIVITIES (*Students will be split into two groups*)

>-Group tours the EOC and catwalk (35 min.)

—Groups will rotate through each activity—

LINE UP FOR BUS—*At bus entry/exit door.*

The above is the expected guideline for the activities planned for your grade. However, please know that certain circumstances (such as weather or simultaneous classes) may dictate that we change the order of activities.



FRISCO FIRE SAFETY TOWN

CURRICULUM

"Internet Safety and Privacy Concerns"

CORE OBJECTIVES

To teach students how to prevent, prepare, recognize and respond regarding students personal safety and privacy issues when using the Internet or other online tools.

- Prevent:** To give children a basic knowledge of online safety by identifying items frequently posted on the Internet which are considered personal in nature.
- Prevent:** Discuss online bullying and how to avoid becoming a target.
- Prepare:** Definitions and discussions of blogging, instant messaging, chat rooms, email and other web-related activities.
- Prepare:** To provide the children with appropriate websites to visit and reasons why they need to avoid certain sites.
- Recognize:** How to identify someone who may be an online predator or an individual who may be trying to do the child or their family harm.
- Respond:** Provide children with options they have when dealing with an uncomfortable situation while online.
- Respond:** How to report inappropriate blogs, emails, instant messages, websites, or other online contacts.

KEY WORDS

- | | | | |
|---|-----------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Accountability | <input type="checkbox"/> Internet | <input type="checkbox"/> Predator | <input type="checkbox"/> Recognize |
| <input type="checkbox"/> Harassment | <input type="checkbox"/> Offender | <input type="checkbox"/> Prepare | <input type="checkbox"/> Respond |
| <input type="checkbox"/> Inappropriate | <input type="checkbox"/> Online | <input type="checkbox"/> Prevent | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Information | <input type="checkbox"/> Personal | <input type="checkbox"/> Privacy | <input type="checkbox"/> Solicitation |

CLASSROOM INSTRUCTION & HANDS-ON INTERACTION

- Classroom education includes lecture, Power Point presentation and video to illustrate how predators typically find and identify those children they target.
- Students will search for an individual's identity using the information provided on personal websites.



FRISCO FIRE SAFETY TOWN

FIFTH GRADE TEKS CORRELATIONS

"Internet Safety and Privacy Concerns"

110.7 English Language Arts and Reading

(27) Listening and Speaking

- (A) Listen to and interpret an speaker's message and ask questions to clarify the speaker's purpose or perspective
- (B) follow, restate, and give oral instructions that include multiple actions steps
- (C) Determine both main and supporting ideas in the speaker's message

115.7 Health Education

(5.5) Health Behaviors

- (E) Demonstrate strategies for preventing and responding to deliberate and accidental injuries
- (G) Describe response procedures for emergency situations.
- (H) Describe the value of seeking advice from parents and educational personnel about unsafe behaviors.

(5.6) Influencing Factors

- (A) Distinguish between healthy and harmful influences of friends and others.
- (B) Describe the characteristics of healthy and unhealthy friendships.
- (C) Identify ways to enhance personal communication skills.
- (D) Analyze respectful ways to communicate with family, adults, and peers.
- (F) Apply and practice strategies for self-control.

(5.9) Personal / Interpersonal Skills

- (B) Assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving.
- (C) Utilize critical thinking in decision making and problem solving.

126.3 Technology

(5.1) Foundations / Knowledge

(A) Use technology terminology appropriate to the task.

(5.2) Foundations / Uses

A) Use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen.

(5.3) Foundations / Laws

(A) Follow acceptable use policies when using computers.

(5.4) Information Acquisition

(A) Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(B) Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the internet and intranet, for research and resource sharing.

(5.7) Solving Problems

(A) Use software programs with audio, video, and graphics to enhance learning experiences.