

Lesson Format:

- **Review Expectations & Schedule** (1-2 minutes) Begin each lesson by reviewing the expectations for the lesson and the schedule. Utilize visuals, mini schedules, and other tools if needed to concretely communicate what is going to happen.
- **Review Core Concepts** (2-5 minutes) Review the anchor chart in detail. Discuss each internet safety rule and why they are important. Identify the possible consequences of not following each rule. Review and explain the internet vocabulary words. Explain the difference between phone calls and texts and the steps for using each type of phone communication. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Present a hypothetical situation. For example, "A classmate asks to use your log in information. What should you do?" and have the students answer the questions according to the internet safety rules.
- Discuss the concept of approved and not-approved websites. Review the internet safety guidelines that apply to your school including the types of websites that are approved and not-approved while on school property.
- Explain that what is approved at one location may not be approved in another (e.g., gaming sites at home versus gaming sites at school).
- Say a type of personal or non-personal information. Have the students identify whether that information is safe or unsafe to share online.
- Say an internet safety rule or a made-up non-rule (e.g., Never share your favorite movie) and have the students identify if what you said is a rule.
- Identify places in your community that have WIFI. Look up their phone numbers online. Have the students dial the number to one of the locations. With as much adult support as is required, have the student ask if the WIFI is free.
- Draw a large phone screen on a piece of paper or on the board. Have the students practice dialing numbers including the students' own phone numbers, an emergency call, or numbers for specific locations.
- Demonstrate how to log in to a website.
- Work to increase student independence when logging in to academic/school-based websites.
- Have the students practice making strong passwords according to specific parameters.
- Ask the students questions related to answering and ending calls/sending text messages (e.g. My doctor is calling. What should I do? I don't know who is calling. What should I do?) and have them explain their answer.
- Demonstrate the phone buttons and functions using your own cell phone. If possible, make a call or exchange text messages with another adult in the room to demonstrate both types of communication.
- Write a pretend text message on the board. Have the students write/say how they would reply to the message.
- Have the students engage in a mock phone conversation including dialing, answering, and hanging up the call.