

"The Internet Starts with I" Lesson Plan | Elementary School

I Share Responsibly

Lesson Goal:

I understand mistakes and lies (and what to do about them).

Estimated Time:

15-20 minutes

Materials and Resources:

Teacher should review the [ConnectSafely Quick-Guide to Media Literacy & Fake News](https://bit.ly/38O9uJn) (https://bit.ly/38O9uJn) and the [ConnectSafely Parent and Educator Guide to Media Literacy & Fake News](https://bit.ly/3swNj23) (https://bit.ly/3swNj23) in preparation for this lesson. Specifically relevant are the sections on mistakes and lies.

Activity Procedure:

1. Teacher can start by asking the students:
 - What do mistakes and lies have in common? (Answer: They are both false or untrue statements.)
 - What is different about mistakes and lies? (Answer: Mistakes are untrue statements that are not made on purpose. Lies are untrue statements that are made on purpose.)
2. Teacher explains that the class will listen to two short stories. In each story, a character will share false information. Together, classmates will decide whether it was a mistake or a lie, what is the right thing to do next, and why that is the right thing.

Story #1: On Monday morning Felicia was excited to show her best friend Jasmine what she learned over the weekend. Felicia's older brother is a really good dancer and taught her some of his moves. Before the principal opened the school doors, Felicia showed Jasmine her two favorites: the Push and Roll and the Twist and Punch. Just as Felicia finished dancing, it was time to go into school. Jasmine was impressed and excited to learn during recess later! After lunch, the girls were able to go back outside for a bit and practice dancing. Felicia showed Jasmine the Push and Roll first, but Jasmine recognized right away that it was a different dance move than the one Felicia had shown her that morning. Jasmine said, "That's not the Push and Roll! You didn't swing your arms like you did this morning." Felicia responded, "Oh, right! I must have mixed it up with a different dance move."

- Did Felicia make a mistake or tell a lie?
- What should Felicia do next?

Story #2: It was finally basketball week in physical education class: Michael's favorite! He loved playing basketball with his friend and nextdoor neighbor Jack each day at recess, and this meant he could play with other classmates as well since Jack wasn't in his PE class. Maybe he could even work on his 3-pointers during class and finally score as much as Jack. (Jack was the best basketball player in their grade and always scored the most points.) By Friday, Michael was feeling good! He was able to sink 7 out of the 10 3-pointers he tried during class and couldn't wait to tell Jack. As they met up for their walk home, Jack spoke up first saying, "Today was sweet! I got 9 out of 10 3-pointers today in gym class! How many 3-pointers did you sink?" Michael thought quickly and responded, "I got all 10 3-pointers!"

- Did Michael make a mistake or tell a lie?
- What should Michael do next?

3. Teacher should remind students that the lesson started by discussing what mistakes and lies have in common and what makes them different. Ask students to think about and discuss the following:

- What makes Felicia and Micheal's stories different? What do the stories have in common? (Answer: Felicia shared false information by mistake. Michael shared false information on purpose. They both shared false information and they should both correct that false information right away.)
- Felicia shared information with their friends by talking. When adults share information online, how do they do so? (Answers: Facebook/Twitter/Instagram and other social media platforms, news articles and blog posts, etc.)
- Even adults sometimes share false information! Sometimes it is a mistake and sometimes it is a lie. What should an adult do if he or she shares false information? (Answer: Just like Felicia and Michael, adults should correct the false information with true information right away.)

Bonus/Advanced Discussion Question What should we do if we hear or see someone else share false information? (Answer: See the section titled Teaching kids what to do when they see falsehoods shared online in [ConnectSafely's Parent and Educator Guide to Media Literacy and Fake News](https://bit.ly/3swNj23) <https://bit.ly/3swNj23>.)

Extension to Parents Share what your students learned and encourage parents to reinforce these concepts at home. See [saferinternetday.us/lesson-plans](http://bit.ly/2Y84vgF) (<http://bit.ly/2Y84vgF>) for a suggested email template you can adapt.



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