

Computing and Society-AUP (Grade 5)

The Fabulous Friend Machine

DIGITAL SKILLS FOCUS:

- ☐ Understand and obey all rules and guidelines in the District's Acceptable Use Policy
- ☐ Describe how to be safe online and in a digital world
- ☐ Use technology independently and collaboratively in a responsible and safe manner
- ☐ Communicate ideas clearly and effectively by creating a variety of digital artifacts
- ☐ Create digital images
- ☐ Contribute constructively to project teams

Recommended Time Frame: (1-2) 45 minute lessons

LESSON SUMMARY

In this lesson, students will explore online safety through a series of activities. They will start by discussing the risks of talking to strangers online after watching the District's 5th Grade AUP Video. Then, they will read *The Fabulous Friend Machine*, analyzing the dangers of trusting strangers online through a class discussion. Students will then work in pairs to create infographics in Adobe Express, highlighting the positives and negatives of interacting with strangers online. The lesson concludes with a gallery walk where students share their infographics, reinforcing the importance of online safety and digital citizenship.

INSTRUCTIONAL LANGUAGE/KEY TERMS:

ACCEPTABLE: something that is okay or alright to do.

APPROPRIATE: something that is just right or fitting for a certain situation.

BIAS: when someone likes or dislikes something or someone before knowing much about it or them. Bias can make people unfair or not see things clearly.

DEVICE: a tool or machine that helps us do something.

DOWNLOAD: when you bring something from the internet to your computer or tablet so you can play a game, watch a video, or read a story later.

EVIDENCE: the information, facts, or details that support or prove something to be true.

INTERNET: a big "library" where you can find pictures, stories, games, and videos on your computer or tablet.

INTERNET SAFETY: being careful and smart when we use the computer, tablet, or phone to play games, watch videos, or talk to friends.

MISUNDERSTANDING: occurs when two people don't understand each other correctly. It can happen when words or actions aren't clear.

ONLINE: being connected to the internet.

PERSPECTIVE: the way you see or think about something.

POLICY: a rule or a plan that helps keep things fair and safe.

RESPECT: being kind to other people or things.

RULE: a guideline or instruction that helps us know what we should do or not do.

USE: using a computer, tablet, or phone to do things online.

UNIT TOPICS:

- ☐ Acceptable Use Policy
- ☐ Protecting Ourselves Online
- ☐ Using Our Resources When We Feel Unsafe

STANDARDS

ISTE

Empowered Learner

(1a): Connect their learning needs, strengths and interests to their goals and use technology to help achieve them and reflect on their progress.

Digital Citizen

(2b): Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.

OBJECTIVES/OUTCOMES (Aligned to targets and topics above)

The students will be able to:

- Understand the potential dangers of talking to and meeting strangers online.
- Identify safe behaviors and strategies for protecting themselves on the internet.
- Reflect on the importance of talking to a trusted adult when encountering uncomfortable situations online.

ESSENTIAL QUESTIONS

- ☐ Why is it important to be cautious when interacting with strangers online?
- ☐ What are some strategies to protect oneself online?
- ☐ How can sharing personal information online be harmful?
- ☐ What should you do if you encounter a harmful or uncomfortable situation online?

LESSONS/ACTIVITIES

Lesson Resources:

[5th Grade AUP Video](#)

[District's AUP](#)

[SDP Board Policies](#)

[AUP Administrative Procedures](#)

[The Fabulous Friend Machine](#) by Nick Bland. Read Aloud by Mr. Wilson

[AUP Video Playlist](#)

Warm Up (DO NOW) (10 mins)

- Show the District's [5th Grade AUP Video](#).

- Ask the students: "How many of you use the internet or social media to talk to friends or play games?"
- "What do you think it means to talk to strangers online?"
- "What do you know about the risks of meeting people you don't know on the internet?"

Record student ideas on the SMART board as a starting point for the lesson.

Direct Instruction (WHOLE GROUP) (15 minutes)

Read Aloud: *The Fabulous Friend Machine*

- **Introduction to the Book:**
 - Briefly explain the plot of *The Fabulous Friend Machine* to the class. Highlight that the book is about a machine that promises to help people find friends, but the story reveals how it causes trouble and how some of its actions are dangerous.
 - Play [this read aloud video](#) (you will need to copy the link into your Google Classroom) The video will automatically pause at key moments and have questions for the students. As you work through the story, use the embedded questions to engage students in making predictions and thinking about how the characters in the story interact with the "Friend Machine."
- **Interactive Discussion:**
 - After reading, ask the class: "What happened in the story when the characters used the Friend Machine? Was it a good idea?"
 - "What were some of the dangers of trusting the Friend Machine?"
 - Highlight moments where the machine made bad decisions for the characters (such as sharing too much information or meeting strangers).

Whole Class Discussion:

- On the whiteboard, create two columns labeled "Safe" and "Unsafe". (You can use [this Lumio template](#) if desired.)
- Ask the students to brainstorm behaviors that might happen when meeting strangers online, using both *The Fabulous Friend Machine* and their own experiences as inspiration. Write these ideas on the SMART board.
- For example:
 - Unsafe: "Talking to people you don't know."
 - Safe: "Talking to friends you already know."
 - Unsafe: "Sharing personal information (like your address or phone number)."
 - Safe: "Keeping your personal information private."

Independent (Group) Opportunity (20 minutes):

- Break the class into partners. Instruct each group to use Adobe Express to create an infographic showing the positives and negatives of talking to strangers online. Encourage the students to be creative with their images, backgrounds, and font colors.

Warm Down/Closing (5 minutes):

- Have each group present their infographic to the class via a gallery walk or another method of your choice.

PERFORMANCE TASK(S): (Individual or Group)

- Students will create an infographic showing the positives and negatives of talking to strangers online

INTERDISCIPLINARY CONNECTION(S)

Language Arts: Students can analyze *The Fabulous Friend Machine*, discussing themes like trust, responsibility, and the consequences of online actions. They can write responses to questions about the story, explaining how the characters' interactions with the "Friend Machine" could relate to real-life online experiences.

Math: Students can research statistics about online safety, such as the percentage of people who encounter online strangers or the number of online safety incidents in a year. They could present their findings using bar graphs or pie charts to show trends or risks related to online interactions.

Science: Discuss how people behave differently online compared to face-to-face interactions, using concepts from behavioral science. For instance, online, people might feel more emboldened to behave in ways they wouldn't in person, such as being rude, deceptive, or manipulative. Create a role-playing scenario where students interact in two different ways: one in person (following good communication practices) and one online (where they can only type text). Discuss the differences in behavior and how things can be misunderstood or misinterpreted online.

Social Studies: Students can learn about being responsible and ethical online citizens. They could discuss how online behavior affects communities, just like how behavior in school affects the classroom. This lesson helps students understand their role in creating a safe and respectful online space.

Music: Encourage students to create a rap or song about online safety, specifically not talking to strangers, and the importance of talking to a trusted adult. They could perform their songs for the class or record them for a school-wide project.

ADDITIONAL RESOURCES:

[Vocabulary Support Activities](#)