Teacher: S. Bostic	Subject: Introduction to Business Unit 2 Basic Human Resources	Date: Sept. 4th thru 6th

B

Standard(s): BMA-IBT-11
Unit 02 – Basic Human Resources
Internet
Unit 1-Starting your own business

Use professional oral, written, and digital communication skills to create, express, and interpret information and ideas.

Examine basic human resources and the legal aspects of a business while incorporating the methods into business practices.

Students will have many opportunities to practice using Microsoft Word and related software to plan, design, and present business related projects while mastering essential skills for employability, human resource, and legal aspects of a business setting.

Vocabulary/Topics

- Cyberbullying
- Stranger danger
- Commenting online
- Texting while driving
- Sexting
- My online goal or promise
- Power of the Smartphone
- Digital Footprints
- Secure Password
- Digital Ethics
- Sharing Information

Human Resources

Learning Target(s):

 BMA-IBT-11
- Students will understand the impacts of poor judgment when using the internet and other classroom resources. Social Media Impacts

EQ 1- What are the basics of internet safety and how do they apply to me?

EQ 2- How can web information management systems be used to process and store information?

EQ 3- How can social media be used positively in business?

TRANSITION TO WORK SESSION (WE DO)

Independent Application

- Students will then open Word and create a new document giving an overview of what they learned about internet safety. Teacher should monitor student progress as they work.

- Students can then take information researched and add to their Word document and create their own personalized storybook for a 5 year old and set up as a promise or goal to always follow the safety tips researched on the following topics.

  - **Sharing Information**: Why should we have boundaries for sharing information on Facebook, Snap Chat, Instagram, Twitter, etc. and what are my boundaries?
  - **Digital Ethics**: What responsibilities go along with the use of cell phones and computers to share media as well as textual information?
  - **Secure Password**: Why is it important to safeguard my login credentials?
  - **Digital Footprints**: What are Digital Footprints and how are prospective employees searching sites for information about prospective employees and individuals? How can my digital footprints affect my future after high school?
  - **Commenting Online**: How can comments left on YouTube, Facebook, and other sites affect my life today and tomorrow? Are my words powerful? Do my comments matter? How can I moderate comments others leave on my websites?
  - **Cyberbullying**: How can and should I respond if I witness cyberbullying, or am a victim?
  - **Power of the Smartphone**: How can I constructively use my cell phone and online accounts to promote good in the world, instead of hurting others or myself?
  - **Stranger Danger**: Why is it RARELY a good idea to meet someone in person I only met online, especially when I'm a minor? Who should you talk to when you are faced with a situation online that makes you uncomfortable?
  - **Texting While Driving**: Why is texting while driving in the car VERY dangerous, and what can be done to encourage others to NOT do it?
  - **Sexting**: How can cell phone photo sharing have a devastating impact on my life or the lives of others? What legal ramifications may occur if caught? What can and should I do about this if it happens?
  - **My Online Goal or Promise:** Summarize your information researched on the previous topics and create a goal or promise for using the Internet safely.

- Students will then submit their final document to the teacher, Edmodo or their approved classroom blog account for teacher and classmates to view.

WORK SESSION (YOU DO)

Activities/ Strategies:

- ➤ **Activity 1.1:** Students will be shown a presentation on internet safety to apply to their own classroom as well as at home and in the business world.
- ➤ **Activity 1.2:** Discuss the system approved internet policy for students and have students sign the contract (Compliant Internet Safety Policy). Students should get a feel for what a web information management system is as well as some examples prior to creating an account.
- ➤ **Activity1.**25 Review and discuss internet policies from other types of businesses.

➤ **Activity 1.**50 Create a story book on internet policy as if you were going to read it to a 5 year old. Use Publisher and select a template for a book.

➤ **Activity 1.3-** Reiterate the importance of internet safety when introducing the topic of social networking. Discuss the importance of social networking and the negative ramifications with social media if used incorrectly.

Small Group A	Small Group B	Small Group C

CLOSING (WE CHECK)

Assessment Strategies:
➤ After the presentations are complete, the teacher should briefly review the major topics that were discussed and learned from student's Internet safety research activity.
➤ Students may want to share stories of Internet Safety and related issues they have experienced or heard about affecting students' lives, postsecondary opportunities lost because of poor judgment, identify compromised, etc.

➤ Monitor by walking around classroom to assist and observe students computers while working on documents/classroom
➤ Encourage students to ask questions by raising their hands first.
➤ Illustrate/Demonstrate examples on teacher's computer or student computer
➤ Some employability skills will be demonstrated on Business Plan Project
➤ Have students help one another within their business project groups, and give students the grading rubric in advance.

➤ Notes: Pair students whose email accounts may not be working properly
➤ Make sure students who may not work as fast are encouraged-"do not leave anyone out"
➤ Call students by name to learn names quickly

Sample Student Work

Mackenzie Watson
Makenzie Watson Internet Safety (1).pptx

Jordan Jester
Jordan Jester Storybook.pub

Colby Hocking
SafetyBook_Colby Hocking.pub