Name	

# ESL LESSON: LEVEL3 (INTERMEDIATE) HIF10/20 Lesson Plan 4

Course:	Unit:	Topic:	Approx. Time Frame
HIF10/20	Exercising Responsibility	Safety	110 minutes
Lesson Title:			
Online Safety			
Learning Goals/ Big Ideas Success Criteria of Lesson			on
- I will learn about what it means to be cybersecure - I will learn the importance of protecting personal information online - I will learn why it is dangerous to share personal information online - I will learn strategies how to be safe online - I will learn strategies on what to do if I ever feel uncomfortable online		I can demonstrate     protect my person     I can explain why     personal informati     I can list different sonline	strategies I could use to be safe at I would do if I ever felt
OVERALL Learning Ex	pectation(s) for this lesson:		

- A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research:
- **A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;
- **A3. Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- **A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
- **C2. Managing Resources:** demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family.
- **C3. Practical Skills:** demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family.

#### **SPECIFIC Expectations for this lesson**

- A1.3 formulate effective questions to refine their research and inquiry
- A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., informal interviews and surveys, observations, grocery bills) and/or secondary sources (e.g., textbooks, newspaper and magazine articles, websites, government reports)
- A3.2 record and organize information and key ideas using various formats (e.g., notes, graphic organizers, summaries, audio/visual/digital records)
- A4.1 use an appropriate format (e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience A4.2 use terms relating to individual and family needs and resources correctly (e.g., abstract thinking, identity development, support, boundaries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit)
- A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources (e.g., generate a reference list in APA style)
- C2.4 identify resources within their community that are available to support the needs of individuals and families (e.g., parks and playgrounds; libraries; recreation centres; walk-in clinics and hospitals; food banks; employment services; phone lines, websites, and centres to help teens)
- C3.1 describe and demonstrate appropriate procedures that contribute to household safety (e.g., safe procedures for working with household chemicals and kitchen appliances, preparing and storing food, sewing, communicating with others on the Internet, caring for young children; what to do in case of fire; precautions to ensure their personal safety when they are home alone)

Name:

#### ASSESSMENT OF EXPECTATIONS PRIOR LEARNING AND SKILLS Students have been introduced to "personal dictionary" Assessment for learning: Students will complete a diagnostic KWL worksheets where they have an opportunity to practice building their vocabulary. chart in which the teacher will have an opportunity to assess students' prior knowledge on online safety. Students have been introduced to "KWL" charts where they think about what they already know about a topic, what they Assessment as learning: want to know, and what they have learned after a lesson. Students will complete a cloze exercise based on online safety. The teacher can assess their Students understand how to use technology to present their listening skills and ability to recognize familiar knowledge (e.g. Canva to create a poster, Pixton to create a vocabulary through this activity. comic, and/or Powtoon to create a video) Special Notes for ELL's (e.g., adaptations, extension Assessment of learning: activities, ways to check for understanding, etc.) Students will create either a poster, comic, or video where they give online safety Students should be given time to familiarize advice to other teenagers (Appendix C, themselves with and translate the key terms relating slides 3-5). The teacher will be able to to online safety. demonstrate what they have learned in the It is encouraged for students to complete the entire lesson after watching them create their "Personal Dictionary" worksheet before the lesson product and present their advice to the and for the teacher to check the worksheet for class. comprehension and provide feedback. To check for understanding, the teacher can do the "Thumbs Up-Thumbs Down" check. The teacher can ask a question and if students understand, they can show the "thumbs up" sign. If they don't understand, they can show the "thumbs down" sign. This is a safer way for shyer students to express that they Lesson Terminology(e.g. word walls, vocabulary list) Materials, Supplies, Equipment Required for Lesson Important Terminology has been outlined in the "Online For Lesson: Safety Personal Dictionary" worksheet (Appendix B) Computer Online Project Personal information Worksheet: KWL Chart (Appendix A) Worksheet: Online Safety Personal Dictionary Cyberbullying Ripped off (Appendix B) PPT Containing Activities (Appendix C) Anonymous Worksheet: Cloze Exercise - Student Copy (Appendix Predator Illegal Worksheet: Cloze Exercise - Teacher Copy (Appendix Vent Private Password Trustworthy For Student Activity (Online Safety Advice - Appendix C): Red flag Internet access

# TEACHER AND ESL STRATEGIES STUDENT LEARNING GOALS/ PRODUCTS MINUTES

Personal Devices

Websites: Canva. Pixton and/or Powtoon

#### MINDS ON / INPUT

Identity

Virtual Danger

Nicknáme -

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- · Setting the context for learning for ELLs

Name:	<del></del>	
Teacher will assign the KWL chart to students to assess their prior knowledge of online safety (Appendix A).  Teacher should encourage the students to write down any questions they may have before and during the lesson in the "W" column.	Before the lesson, students will be required to complete the "K" column of the chart, indicating everything they already know about online safety. If they have any questions before the lesson, they can write them in the "W" column.	10 minutes
The "L" column is reserved for after the lesson so that students can write down everything they have learned.		
Teacher will assign the "Online Safety Personal Dictionary" (Appendix B). It is recommended for the students to translate the terms prior to the lesson. The rest of the columns can be assigned for homework to encourage vocabulary development.		15 minutes (if only translating words)  More time is required to complete the full worksheet.
ACTION / CONTENT     Introducing new learning or extending/reinforcing pri     Providing opportunities for practice and application of		
The teacher will introduce the "Cyber Secure Classmates" activity (Appendix C – slide 2). The instructions for the activity are displayed on the slide. The purpose of this activity is to have the students determine how secure their passwords are.  After the activity, the teacher should debrief the activity:  - It is not recommended to use the same password for every online account. If a hacker retrieves one password, then it would make it easier for them to access all of the other accounts if the same password is consistently being used.  - The reason why the student with the highest number of different passwords would win is because this student would be considered the most "cyber secure".  - It would not be as easy for a hacker to hack all of the accounts, if different passwords are used for every single one of them.	Students will be required to write down all of the different online accounts they have. They will have to think about how many different passwords they use. They will need to keep a tally of the different passwords they use.	15 minutes
the students (Appendix D). The teacher will use their copy to	Students will be required to listen to the teacher read the passage out loud and to fill in the missing words.	10 minutes  15 minutes

Name:	_
-------	---

#### CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

The teacher will introduce the "Online Safety Advice" activity (Appendix C – slides 3-4). The instructions for this activity are displayed on slide 3.

- Students will be required to think about everything they had learned about online safety. They will demonstrate their knowledge and understanding of the topic by thinking about what is most important for other teens should know.
- They will also be required to locate a community resource that could be used to support online safety.
   The communication resource may include a workshop at the local library, information provided by a settlement worker, etc.

The teacher should play the video on slide 5 (Appendix C) as an exemplar for students.

The teacher should give the students the Brainstorming Worksheet (Appendix F) so that they could plan their ideas before creating their product.

Students will demonstrate their knowledge by creating either a poster, comic or infographic displaying 3-5 pieces of advice. Their product will also include information on one resource in the community that is available to support newcomers.

10 minutes

5 minutes

30 minutes

#### Accommodations/Modifications

- Allow students to refer to their personal dictionary during the Cloze activity
- Allow students to work in pairs to complete the "Online Safety Advice" task
- For the Cloze activity, if students are given the website containing the article, there is an option to play a recording of someone reading the article by clicking on "Listen". As the person is reading the article, the sentence is highlighted in green to make it easier for students to follow along.

#### Follow-up or Extension Activities

- Teachers may ask their students to present their online safety advice and community resource (Appendix C – slides 3-4) to the class
- Teachers may ask their students to create a video presentation for their online safety advice and to upload the video to <u>Flipgrid</u>. Flipgrid allows students to view and comment on each other's' videos.
- Teacher may ask students to submit their "Cloze Activity" worksheets to assess their listening skills and ability to recognize important terms in the lesson.

#### References

Breaking News English. (2010). Internet safety for children. Retrieved from <a href="https://breakingnewsenglish.com/1011/101116-internet\_safety.html">https://breakingnewsenglish.com/1011/101116-internet\_safety.html</a>

KidsHealth. (2021). Online safety. Retrieved from <a href="https://kidshealth.org/en/teens/internet-safety.html?WT.ac=ctg#catsafebasics">https://kidshealth.org/en/teens/internet-safety.html?WT.ac=ctg#catsafebasics</a>

NationalCyberSecurityCentre. (n.d.). Family activity sheet: Cyber security. Retrieved from <a href="https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/">https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/</a>

٨	Jam	e:			

## Internet Safety

What do I already KNOW about internet safety?	What do I WONDER about internet safety?	What have I LEARNED about internet safety?
Complete this task before you learn about internet safety.	What are some questions you have about internet safety? You can complete this section before and during the lesson.	Summarize what you have learned about internet safety today.
I know that	I wonder	I learned
I know that	I wonder	I learned
I know that	I wonder	I learned

Name:	
Name:	





# Personal Dictionary about Online Safety

The chart below lists important terms that deal with the topic of online safety. You will learn about these terms in the lesson on online safety. During the lesson, write down other words that are new to you or that you do not understand. You do not have to complete the whole chart. Use as many rows as you need.

English term	Translation in your language	Picture to help you understand	Definition	Practice writing a sentence using this term
online				
personal information				
cyberbullying				
ripped off				
anonymous				

Name:		
Name:		

predator		
illegal		
vent		
private		
password		
trustworthy		
red flag		

HIF10/20

	Name:			
identity				
nickname				
virtual				
danger				

# **Online Safety - Cloze Activity**

Listen to your teacher read the passage out loud. Some of the words that your teacher says are missing on your worksheet. Fill in the missing words on your worksheet. You can use the word bank at the end of this worksheet to help you.

How could we live without our smartphones, laptops, and other devices that allow us to go? That's how most of us: keep in touch with friends and family, take pictures, do our homework, do research, find out the latest news, and even shop.
But besides the millions of sites to visit and things to do, going online offers lots of ways to waste time — and even get into trouble. But some people you meet online might try to take advantage of you, steal your, or harass or threaten you (this is called).
You might know people who got into trouble for something they did online — whether it was sexting, bullying on a website or message app, or getting by someone they met online.
Because users can remain, popular websites and messaging apps might attract adults who pretend to be teens or kids. They'll sometimes ask visitors for pictures or information about themselves, their families, or where they live — information that shouldn't be given away.
Usually, people who ask for personal information like home addresses, phone numbers, and email addresses use this information to fill mailboxes and answering machines with ads. In some cases, though, use it to begin or indecent relationships or to harm a person or family.
Being Smart Online
First rule: Check your mood! Are you feeling upset or angry? Then it's not the time to be messaging or posting on a social media site. People don't always make good decisions or think straight when they're stressed out or upset. If you have

to, call someone or go for a run instead before you start \_\_\_\_\_ online.

HTF10/20

report it.

FILI 10/20	
Name:	
<b>Second rule:</b> When you're on a website, try to remain as anonymous as possible. That means keeping <b>all</b> information private. Private information that you should never allow the public to see includes:	∍.
<ul> <li>your full name</li> <li>any type of photograph (even of your pet!)</li> <li>your current location (some phones have automatic GPS apps built in that may need to be turned off)</li> <li>home or school address or the address of any of your family or friends</li> <li>phone numbers</li> <li>Social Insurance Number</li> <li>passwords</li> <li>names of family members</li> <li>credit card numbers</li> </ul>	
Most people and companies won't ask for this type of information online. So if others do, it's a that they may be up to no good. Always check with a parent if you are unsure, especially when shopping online or signing up for a website or app.	
Think carefully before you create an email address or screen name. Use a combination of letters and numbers in both that don't identify your	_•
When messaging or using video apps, use a that's different from your screen name. That way, if you ever find yourself in a conversation that makes you uncomfortable, you can exit without having to worry that someone knows your screen name and can track you down via email. Some people who hang out with their friends online set up private groups where only they and the people they invite can interact.	
Keep online friendships in the world. Meeting online friends face to face carries more risks than other types of friendships because it's so eas for people to pretend to be something they're not when you can't see them or ta in person. It's safer to video message with someone first, but even that can carry some risks. Check with an adult you trust that this is a thing for you to be doing. They may want to meet some of your contacts or sit in on a conversation before they allow you to do this by yourself.	y lk y
If you ever get involved in any messaging or online chats that make you feel uncomfortable or in for <b>any</b> reason, exit and tell a parent/guardian, teacher or other adult that you trust right away so they can	

Name: \_

## **Word Bank**

danger nickname illegal online safe venting personal information red flag anonymous trustworthy virtual cyberbullying identity private ripped off predators

Name:	

# Online Safety – Cloze Activity (Teacher Answers)

For this activity, the teacher will be required to read the passage below out loud to the students. All the words that are missing on the student copy have been highlighted in yellow on the teacher's copy. Students will be required to listen to the teacher reading the passage to complete the missing words. Students will be provided with a word bank on their copy to help them.

How could we live without our smartphones, laptops, and other devices that allow us to go online? That's how most of us keep in touch with friends and family, take pictures, do our homework, do research, find out the latest news, and even shop.

But besides the millions of sites to visit and things to do, going online offers lots of ways to waste time — and even get into trouble. But some people you meet online might try to take advantage of you, steal your personal information, or harass or threaten you (called cyberbullying).

You might know people who got into trouble for something they did online — whether it was sexting, bullying on a website or message app, or getting ripped off by someone they met online.

Because users can remain anonymous, popular websites and messaging apps might attract adults who pretend to be teens or kids. They'll sometimes ask visitors for pictures or information about themselves, their families, or where they live — information that shouldn't be given away.

Usually, people who ask for personal information like home addresses, phone numbers, and email addresses use this information to fill mailboxes and answering machines with ads. In some cases, though, predators use it to begin illegal or indecent relationships or to harm a person or family.

### **Being Smart Online**

First rule: Check your mood! Are you feeling upset or angry? Then it's not the time to be messaging or posting on a social media site. People don't always make good decisions or think straight when they're stressed out or upset. If you have to, call someone or go for a run instead before you start venting online.

Н	IT	F1	1	1	2	0

Name:	

Second rule: When you're on a website, try to remain as anonymous as possible. That means keeping **all** private information private. Private information that you should never allow the public to see includes:

- your full name
- any type of photograph (even of your pet!)
- your current location (some phones have automatic GPS apps built in that may need to be turned off)
- home or school address or the address of any of your family or friends
- phone numbers
- Social Insurance Number
- passwords
- names of family members
- credit card numbers

Most trustworthy people and companies won't ask for this type of information online. So if others do, it's a red flag that they may be up to no good. Always check with a parent if you are unsure, especially when shopping online or signing up for a website or app.

Think carefully before you create an email address or screen name. Use a combination of letters and numbers in both that don't identify your identity.

When messaging or using video apps, use a nickname that's different from your screen name. That way, if you ever find yourself in a conversation that makes you uncomfortable, you can exit without having to worry that someone knows your screen name and can track you down via email. Some people who hang out with their friends online set up private groups where only they and the people they invite can interact.

Keep online friendships in the virtual world. Meeting online friends face to face carries more risks than other types of friendships because it's so easy for people to pretend to be something they're not when you can't see them or talk in person. It's safer to video message with someone first, but even that can carry some risks. Check with an adult you trust that this is a safe thing for you to be doing. They may want to meet some of your contacts or sit in on a conversation before they allow you to do this by yourself.

If you ever get involved in any messaging or online chats that make you feel uncomfortable or in danger for any reason, exit and tell a parent/guardian, teacher or other adult that you trust right away so they can report it.

**Adapted from: Online Safety – TeensHealth from Nemours**URL: https://kidshealth.org/en/teens/internet-safety.html?WT.ac=ctg#catsafebasics

٨	Jame:		
	4 CO 1 1 C .		

## Online Safety Advice - Brainstorming Sheet

Brainstorm your ideas on this worksheet.

	•	
1 <sup>st</sup>		
Piece		
of		
Advice		
2 <sup>nd</sup>		
Piece		
of		
Advice		
3 <sup>rd</sup>		
Piece		
of		
Advice		
4 <sup>th</sup>		
Piece		
of		
Advice		
5 <sup>th</sup>		
Piece		
of		
Advice		
	•	
	s one community	
	e that is available to	
	newcomers with online	
safety?		
-	this community resource	
helpful?		
140		
	lid you find information on	
Triis com	munity resource?	
N.)		A chand have a considerable distribution of the constant of th

Now that you are finished, think about how you want to display your answers above. Would you like to create...?

- A poster using <u>www.canva.com</u>
- A comic using <a href="www.pixton.com">www.pixton.com</a>
- A video using <u>www.powtoon.com</u>

I want to make a	using the website
because	<b>.</b>

HIF10/20
----------

Nan	ne:		