

Name: _____

ESL LESSON: LEVEL3 (INTERMEDIATE)

HIF10/20 Lesson Plan 4

| Course: | Unit: | Topic: | Approx. Time Frame |
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| HIF10/20 | Exercising Responsibility | Safety | 110 minutes |
| Lesson Title: | | | |
| Online Safety | | | |
| Learning Goals/ Big Ideas | | Success Criteria of Lesson | |
| <ul style="list-style-type: none"> - 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 | | <ul style="list-style-type: none"> - I can explain what it means to be cybersecure - I can demonstrate strategies I would take to protect my personal information online - I can explain why it is dangerous to share my personal information online - I can list different strategies I could use to be safe online - I can describe what I would do if I ever felt uncomfortable online | |
| OVERALL Learning Expectation(s) for this lesson: | | | |
| <p>A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research;</p> <p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>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.</p> <p>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.</p> <p>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.</p> | | | |
| SPECIFIC Expectations for this lesson | | | |
| <p>A1.3 formulate effective questions to refine their research and inquiry</p> <p>A2.2 locate and select information relevant to their investigations from a variety of primary sources (<i>e.g., informal interviews and surveys, observations, grocery bills</i>) and/or secondary sources (<i>e.g., textbooks, newspaper and magazine articles, websites, government reports</i>)</p> <p>A3.2 record and organize information and key ideas using various formats (<i>e.g., notes, graphic organizers, summaries, audio/visual/digital records</i>)</p> <p>A4.1 use an appropriate format (<i>e.g., oral presentation, podcast, brochure, poster, report, multimedia presentation, web page</i>) to communicate the results of their research and inquiry effectively for a specific purpose and audience</p> <p>A4.2 use terms relating to individual and family needs and resources correctly (<i>e.g., abstract thinking, identity development, support, boundaries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit</i>)</p> <p>A4.3 clearly communicate the results of their inquiries (<i>e.g., write clearly, organize ideas logically, use language conventions properly</i>), and follow APA conventions for acknowledging sources (<i>e.g., generate a reference list in APA style</i>)</p> <p>C2.4 identify resources within their community that are available to support the needs of individuals and families (<i>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</i>)</p> <p>C3.1 describe and demonstrate appropriate procedures that contribute to household safety (<i>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</i>)</p> | | | |




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| ASSESSMENT OF EXPECTATIONS | PRIOR LEARNING AND SKILLS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Assessment for learning:</p> <ul style="list-style-type: none"> Students will complete a diagnostic KWL chart in which the teacher will have an opportunity to assess students' prior knowledge on online safety. <p>Assessment as learning:</p> <ul style="list-style-type: none"> Students will complete a cloze exercise based on online safety. The teacher can assess their listening skills and ability to recognize familiar vocabulary through this activity. <p>Assessment of learning:</p> <ul style="list-style-type: none"> Students will create either a poster, comic, or video where they give online safety advice to other teenagers (Appendix C, slides 3-5). The teacher will be able to demonstrate what they have learned in the lesson after watching them create their product and present their advice to the class. | <p>Students have been introduced to "personal dictionary" worksheets where they have an opportunity to practice building their vocabulary.</p> <p>Students have been introduced to "KWL" charts where they think about what they already know about a topic, what they want to know, and what they have learned after a lesson.</p> <p>Students understand how to use technology to present their knowledge (e.g. Canva to create a poster, Pixton to create a comic, and/or Powtoon to create a video)</p> <p>Special Notes for ELL's (e.g., adaptations, extension activities, ways to check for understanding, etc.)</p> <ul style="list-style-type: none"> Students should be given time to familiarize themselves with and translate the key terms relating to online safety. It is encouraged for students to complete the entire "Personal Dictionary" worksheet before the lesson and for the teacher to check the worksheet for 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 shy students to express that they need help. |
| Lesson Terminology(e.g. word walls, vocabulary list) | Materials, Supplies, Equipment Required for Lesson |
| <p>Important Terminology has been outlined in the "Online Safety Personal Dictionary" worksheet (Appendix B)</p> <ul style="list-style-type: none"> Online Personal information Cyberbullying Ripped off Anonymous Predator Illegal Vent Private Password Trustworthy Red flag Identity Nickname Virtual Danger | <p>For Lesson:</p> <ul style="list-style-type: none"> Computer Project Worksheet: KWL Chart (Appendix A) Worksheet: Online Safety Personal Dictionary (Appendix B) PPT Containing Activities (Appendix C) Worksheet: Cloze Exercise – Student Copy (Appendix D) Worksheet: Cloze Exercise – Teacher Copy (Appendix E) <p>For Student Activity (Online Safety Advice – Appendix C):</p> <ul style="list-style-type: none"> Internet access Personal Devices Websites: Canva, Pixton and/or Powtoon |

| TEACHER AND ESL STRATEGIES | STUDENT LEARNING GOALS/ PRODUCTS | MINUTES |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------|
| <p>MINDS ON / INPUT</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning for ELLs | | |

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Internet Safety

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

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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: _____

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|-------------|--|--|--|--|
| | | | | |
| predator | | | | |
| illegal | | | | |
| vent | | | | |
| private | | | | |
| password | | | | |
| trustworthy | | | | |
| red flag | | | | |

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Name: _____

| | | | | |
|----------|--|--|--|--|
| identity | | | | |
| nickname | | | | |
| virtual | | | | |
| danger | | | | |

Name: _____

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.

Name: _____

Second rule: *When you're on a website, try to remain as anonymous as possible.*

That means keeping **all** _____ 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 _____ 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 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 _____ 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 _____ for **any** reason, exit and tell a parent/guardian, teacher or other adult that you trust right away so they can report it.

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.

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 NemoursURL:

<https://kidshealth.org/en/teens/internet-safety.html?WT.ac=ctg#catsafebasics>

Name: _____

Online Safety Advice - Brainstorming Sheet

Brainstorm your ideas on this worksheet.

| | |
|------------------------------------------|--|
| 1 st Piece of Advice | |
| 2 nd Piece of Advice | |
| 3 rd Piece of Advice | |
| 4 th Piece of Advice | |
| 5 th Piece of Advice | |

| | |
|-------------------------------------------------------------------------------------------|--|
| What is one community resource that is available to support newcomers with online safety? | |
| Why is this community resource helpful? | |
| Where did you find information on this community resource? | |

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

- A poster using www.canva.com
- A comic using www.pixton.com
- A video using www.powtoon.com

| |
|--------------------------------------------------------------------|
| I want to make a _____ using the website _____ because..._____. |
|--------------------------------------------------------------------|

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