

Unit Three!

Unit Three: Powerful Passwords Lesson- Common Sense Media

SUBJECT: Health

Outcomes:

USC2.5- Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.

- Discuss how safety rules/guidelines are established to reduce risks.

DM2.1- Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

- Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community.

Additional Resources:

***P455word Rap**

This video is a rap on the importance of creating strong passwords and gives tips on how to keep their passwords safe.

***Perfect Passwords**

This website has a few activities that students can complete to learn about passwords.

***10 Important Password Tips Everyone Should Know**

This article outlines that people struggle to remember passwords and it gives ten tips about passwords.

BIG IDEAS

Passwords

Secure

Protect

Private

Safety

Essential Question

“How do you create a secure password?”

Questions for Deeper Understanding

Why do people need and use passwords?

What makes a good password?

How do you create passwords?

What does secure mean?

Why do people keep their passwords private?

SK Digital Citizenship Continuum

Digital Safety & Security-

I understand that my passwords are private. I should only share them with my parent or teacher and never with my friends.

SUBJECT: ELA

Outcomes:

CR2.3- Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.

- Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write a response with supporting details.

CC2.3- Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

- Make relevant contributions to class discussions and take turns.
- Explain how new ideas and information have added to understanding.

Unit Three: My Online Community Lesson-Common Sense Media

SUBJECT: Social Studies

Outcomes:

IN2.1- Determine characteristics of a community.

- Compile a list of various communities to which students belong.

DR2.3- Identify physical representations as constructed models of real things.

- Interpret artistic representations of a community.

SUBJECT: Health

Outcomes:

USC2.6- Examine how communities benefit from the diversity of their community members.

- Participate in experiences where being treated as a unique and valued member of the class with particular abilities and personal qualities are recognized and appreciated.

Additional Resources:

***The Internet Explained**

This video briefly explains the basics on how the Internet works.

***How the Internet Works**

In this video it discusses how the Internet works. There are some vocabulary words that you will need to go over with younger students such as web browser, translator, code, and server.

***The Internet as a Communication Tool**

In this article is useful for teachers to get a background knowledge. It discusses learning theories, benefits of using the Internet as a communication tool and the challenges.

BIG IDEAS

Online

Internet

Community

Places

Essential Question

"How does the Internet connect you to others?"

Questions for Deeper Understanding

How can we communicate with other people?

What are the different forms of communication that people can use?

What is the Internet? Is the Internet a place?

What is a place?

How does the Internet help people communicate?

SK Digital Citizenship Continuum

Digital Communication-

I understand that there is a wide variety of social media and communication tools, including email.

Digital Access-

Students will demonstrate that they know when and where to use technology appropriately.

SUBJECT: ELA

Outcomes:

CC2.2- Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

- Design a visual representation to demonstrate understanding.
- Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write groups of clear sentences that develop a central idea.

CC2.3- Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.

- Make relevant contributions to class discussions and take turns.

Unit Three: Things For Sale Lesson-Common Sense Media

www.crayola.com www.webkinz.com

SUBJECT: ELA

Outcomes:

CC2.2- Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.

- Combine illustrations and written text (e.g., captions, labels) to express ideas, feelings, and information.
- Design a visual representation (e.g., a picture, puppetry, a chart, a model, physical movement, a concrete graph, a pictographic, a demonstration, an advertisement for a toy) to demonstrate understanding.

CR2.2- View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

- Obtain information from different media.
- Identify the intent and appeal of particular television advertisements aimed at children.

Additional Resources:

***Don't Buy It Guide for Teachers**

This website "provides extension classroom activities related to the games on Don't Buy It" and it "offers suggestions to incorporate media education into" curriculum.

***Buy Me That Too: A Kid's Survival Guide to TV Advertising.**

This video discusses commercials that have appeared on television and exploring if the product is the same to the commercial. Children discuss their feelings about commercials and sends a message to children "what you see may not be what you get."

BIG IDEAS

Advertisement

Product

Stores

Websites

Essential Question

"How do some websites try to get you to buy things?"

Questions for Deeper Understanding

Why do we go shopping at a store?

What are the different kinds of stores?

What is the purpose for different types of stores?

How do websites or commercials encourage you to buy products?

How do websites sell products online?

SK Digital Citizenship Continuum

Digital Commerce-

Students will ask adult permission before purchasing anything online.

I understand that goods can be bought and sold online.

Students will ask adult permission before purchasing anything online.

Digital Literacy-

I understand that I cannot believe everything that I find online.

SUBJECT: Arts Education

Outcomes:

CP2.8- Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).

- Describe and represent the position of objects relative to other objects (e.g., space and size).

CP2.3- Adopt roles and collaborate with others in role within dramatic contexts, using community as inspiration (e.g., contexts inspired by places or events from real or fictional communities).

- Use imagination to explore various possibilities in dramatic contexts.

Unit Three: Show Respect Online Lesson- Common Sense Media

SUBJECT: ELA

Outcomes:

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Employ a writing process (e.g., planning, drafting, and “fixing up”).
- Write a friendly letter complete with date, salutation, body, closing, and signature.

CR2.2- View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.

- Obtain information from different media.

Additional Resources:

*Why Is It Important To Show Respect Online?

This very brief video explains why it is important to show respect while communicating online and face to face.

*The Berenstain Bears– Show Some Respect

In this video students get to listen to a lady read the Berenstain Bear story and learn about showing respect for others.

BIG IDEAS

Respectful

Edit

Message

Tone

Essential Question

“How can I make sure my online messages are clear and respectful?”

Questions for Deeper Understanding

How do we show respect to others in person?

How do we show respect when we write messages?

What would happen if we were disrespectful to others?

What are the differences between reading a message compared to hearing it said out loud?

How can you change your tone of voice in written messages?

SK Digital Citizenship Continuum

Digital Etiquette-

I understand that we must treat others the way we wish to be treated, both in real life and when using technology.

Students will exchange appropriate messages, either online or in person, to recognize that they are communicating with actual people in both instances.

SUBJECT: Health

Outcomes:

USC2.1- Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.

- Develop a common understanding and use of respectful language to talk about thoughts, feelings, and actions (e.g., emotions, ideas, behaviours, choices, reactions, control).

USC2.4- Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.

- Describe how people (e.g., characters in a story) demonstrate or do not demonstrate respect for each other.
- Discuss basic individual responsibilities for showing respect.

Unit Three: Writing Good Emails Lesson- Common Sense Media

<http://pbskids.org/arthur/games/lettersto/>

SUBJECT: ELA

Outcomes:

CC2.4- Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.

- Write a friendly letter complete with date, salutation, body, closing, and signature.
- Employ a writing process (e.g., planning, drafting, and “fixing up”).

CR2.4- Read and demonstrate comprehension of grade appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.

- Read and retell the key ideas and elements.

BIG IDEAS

Email

Letter

Similarities

Differences

Essential Question

“How is writing an email similar to or different from writing a letter?”

Questions for Deeper Understanding

How are emails similar to letters?

How are emails different than letters?

What are the different parts to a letter and a email?

SK Digital Citizenship Continuum

Digital Communication-

I understand that there is a wide variety of social media and communication tools, including email.

Digital Etiquette-

Students will exchange appropriate messages, either online or in person, to recognize that they are communicating with actual people in both instances.

Additional Resources:

*Teaching ESL Writing Through Email

This website has a list of different “websites offering resources to ESL students and/or teachers on how to write effective emails for personal and professional uses.”

*What's The Difference? Beginning Writers Compare E-mail with Letter Writing

This is a lesson created by Julie Wollman that has students compare an email to a traditional letter, work in groups to identify the writing style and audience. At the end of the lessons students will create a letter and email about the same topic.

**Additional
Resources:**

***NetSafe Episode 5: Cyberbullies are No Fun!** (Grades 4-6)

This video talks about bullying and how there can be bullies online. It tells the viewers about cyberbullying and at the end of the video it explains what a child should do if he or she has someone sending them hurtful messages through technology.

***NetSafe Episode 7: Understanding Online “Friends”** (Grades 4-6)

This video discusses with the viewers about the Internet and how you may meet people in different online places. It explains the importance of children only accepting people they know as friends in the different online places.

***NetSafe Episode 8: Talk to an Adult You Trust** (Grades 4-6)

This video was created for children in grade four to six and it explains what a child should do when a website or anything else makes them feel uncomfortable that they need to tell a trusted adult. It also discusses talking to an adult someone says something that upsets you while playing a game online or talking with someone in person.

***Planet Nutshell Netsafe Videos for** (Grades K-12)

This is a website that has a variety of videos on different topics. Under the link called “Netsafe” it has many videos that teaches students about digital citizenship topics from Kindergarten to Grade Twelve.

***Digital Natives, Yet Strangers to the Web**

This is a great article for educators to read to get some background knowledge about students growing up in a generation of media, how students are consuming and viewing many messages every day. Later in the article it discusses teaching digital citizenship in schools and technology in the classroom.

***“Manners Matter” Digital Citizenship Tips** [Infographic]

This is a link to an infographic that gives student's tips on manners and showing how they can be a good digital citizen. The infographic list do's and don'ts when people are online.

***Be Careful, Trolling Can Happen to Anyone!**

This is an article that explains what trolling means and it contains other links that gives information about trolling.

***A List of Educational Websites and Resources for Digital Citizenship**

This website contains many fantastic links that educators can explore to learn more about digital citizenship, people to follow on Twitter, and resources they can use in the classroom to teach their students. The website has some excellent links and resources for parents to look at as well.

***Digital Resources for the Primary Classroom**

This website lists books, videos, websites, and resources that can be used teaching primary students about digital citizenship.

***129 Digital Citizenship Links on 22 Topics**

This website contains an enormous amount of resources covering many different topics on digital citizenship. The website is very user friendly as it is organized into many different categories including many of Digital Citizenship Elements.

***Tips and Reminders to Teach Students How to Search**

This article teaches six steps to students on how to search online. It is a great article for students who are in the upper elementary and older. It also has some useful links that students can explore and practice searching online.

***50 Ways to Use Twitter in the Classroom**

If you have a class Twitter account or you are thinking about setting up a class Twitter account this is an excellent article to explore. It lists fifty different ideas in how students can learn in the classroom through using Twitter.

***Think Globally- How Is Your Class Interacting With Other Classes?**

This blog post allows educators to reflect on their own practice and how classes can interact with other people outside of the school. Alice Keeler also has another great post "**Why a Class Twitter Account**" discussing the benefits of Twitter.

***Moving Students From Digital Citizenship to Digital Leadership** (Info graphic)

This is a link to an info graphic that explains digital citizenship and digital leadership. It asks how to make the transition from people being digital citizen to a digital leader.

***How to Teach Students to Build a Positive Online Identity**

This article discusses how students use social media and asks if students are making good choices when they post online to the different spaces. It also discusses the importance of schools providing way for students to build a positive digital identity.

***Moving Students From Digital Citizenship to Digital Leadership**

This short article talks moving students from being digital citizens to digital leaders.

***Tie TV Advertising to Media Literacy**

This article discusses how many television shows could have not gotten on the air without all the commercials and advertisements. Later on in the article makes connections between media literacy and television advertising.

***How to teach students to build a positive online identity**

In this article it explains that we need to educate students that all online communications are permanent and how each piece shares begins to form our online identity. It discusses the importance of schools using digital tools to allow students to "practice building their online presence in a closed campus environment."

***How to Leave a Quality Comment**

This is a blog post of an educator who is sharing her journey of educating students on how to leave quality comments through paper blogging.