

Unit Two!

Unit Two: Staying Safe Online Lesson- Common Sense Media

SUBJECT: ELA

Outcomes:

CR2.2.3- 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 to and follow independently a series of related directions or instructions related to class activities.
- 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.

CC2.3- 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.
- Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic, and engage in play.

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.

- Examine expected behaviours and general safety rules in community “play areas”.
- Share the importance of practising safe behaviours in community “play areas” and the possible consequences of using/not using safety knowledge and skills.
- Discuss how safety rules/guidelines are established to reduce risks.

BIG IDEAS

Safety

Being Cautious

Rights

Essential Question

“How do you stay safe when you visit websites?”

Questions for Deeper Understanding

How do you stay safe on the playground?

How do you stay safe when you are walking across the street?

How can I use my five senses to explore the world?

What is a relationship?

SK Digital Citizenship Continuum

Digital Literacy-

Students will navigate appropriate websites as provided by the teacher.

I understand that sometimes there is content online that may make me feel uncomfortable and that I should close it and tell an adult.

Digital Safety and Security-

I need to understand that if I am approached by someone online that I don't know or trust, I need to tell an adult.

Additional Resources:

*[How to Teach Internet Safety to Younger Elementary Students](#)

In this article Mary Beth Hertz discusses teaching younger students stranger lessons for the online world.

*[Internet Safety Video](#)

This video created by Brain Pop jr explores what children should do so they can be safe on the Internet.

*[NetSmartz Generation](#)

During this video Clicky and his friends sing a song about internet safety and not giving out their personal information.

*[Be Safer Online](#)

During this video it reminds students that they need to use their NetSmartz when they are online.

*[Way 2 Go](#)

During this video it gives students tips on how to stay safe when traveling to school or walking in the community after school.

*[Beat the Tricks](#)

This video gives advice to children on how to stay safe in the “real world.”

*[Know the Rules!](#)

This video Clicky and his friends sing a song about rules about staying safe when they are online.

Unit Two: Follow The Digital Trail Lesson-Common Sense Media

SUBJECT: ELA

Outcomes:

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.

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.

- View and demonstrate comprehension of grade-appropriate visual and multimedia texts including multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters.

BIG IDEAS

Digital Footprint/ Tattoo

Permanent

Trail/Trace

Essential Question

“What information is appropriate in a digital footprint?”

Questions for Deeper Understanding

What is the difference between private and personal information?

What happens to the information you share online?

Why is it important to think about your digital footprint before you post or share online?

What should you not share online or through messages?

Who are see what you share online?

SK Digital Citizenship Continuum

Digital Communication-

Students will create classroom based digital footprints that are managed by the teacher.

Digital Safety and Security-

Students will participate in safe online activities that ensure they do not post their location, full name and identifying photo with their name online.

Digital Rights and Responsibility-

I understand that being able to use technology is a privilege. If I want to use it, I must behave responsibly.

Additional Resources:

***Your Digital Footprint**

This video of pictures and written text explains what a digital footprint is and why it is important to have a positive footprint online.

***5 Ways to Make a Positive Digital Footprint**

This video explains with every post, text, or even when you surf online that it leaves a trail. It also goes through the “THINK” acronym before you post or share online.

***Digital Footprints**

This website has different videos and links that can be explored to learn more about digital footprints.

***10 Things Your Students Should Know About Their Digital Footprints**

On this website it gives a list of ten things that students should know about their own digital footprints as many students are “Googleable” now.

***Your Digital Footprint**

On this website it has a lesson overview that collaborates with this Common Sense lesson.

***A Great Guide On Teaching Students About Digital Footprint**

*On this website it has a couple of videos that educators can show students so they learn more about their digital footprint.

Unit Two: Screen Out The Mean Lesson-Common Sense Media

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 (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.
- Create dramatizations to express ideas and understanding.

SUBJECT: Arts Education

Outcomes:

CP2.4- Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel play, journeys, meetings) and during periods of reflection.

- Contribute to drama discussions with stories of own experience (e.g., talk about connections among thoughts, feelings, and actions).

Additional Resources:

***It's Ok To Tell video**

This video teaches students to talk to a trusted adult if someone sends them hurtful messages or pictures when they are online.

***Bad Netiquette Stinks**

In this video it talks about kids being mean to each other online and not using their manners. It teaches students that they need to have netiquette when they are online and gives some tips on what to do if someone is sending them mean messages.

***Resources for Teachers- Cyberbullying**

This website (Media Smarts) has many great links that give information about speaking out against cyberbullying.

BIG IDEAS

Online
Bucket Dipping
Bucket Filling
Cyberbullying
Feelings
Respect

Essential Question

"What can you do when someone is mean to you online?"

Questions for Deeper Understanding

What do you do when someone is hurting your feelings at school?

What could you do if someone was hurting your feelings online?

What is the difference between bucket dipping and bullying?

What does cyberbullying mean?

Is it a good choice to talk to strangers in person or online?

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.

Digital Communication-

Students will describe what to do when they are not comfortable with online communication or behaviour.

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).
- Examine various ways to appropriately share thoughts, feelings, and actions.

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.
- Discuss and provide examples of treating others as one would like to be treated.

Unit Two: Sites I Like Lesson- Common Sense Media

SUBJECT: ELA

Outcomes:

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 (e.g., multimedia clips, websites, video clips, magazine photographs).
- Explain how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products.

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.

SUBJECT: Math

Outcomes:

SP2.1- Demonstrate understanding of concrete graphs and pictographs.

- Select an organizational structure, such as sets of concrete objects, tallies, checkmarks, charts, or lists, for the collection of data that are gathered.
- Create a concrete graph to display collected data and make and support conclusions based upon the graph.

BIG IDEAS

Subject

Link

Rate/Evaluate

Website/Site

Likes/Dislikes

Links

Essential Question

“What makes a website the right site for me?”

Questions for Deeper Understanding

What is a link?

Does everyone have the same likes or dislikes?

What are different features of a website?

What does it mean to rate something?

How can you collect data of people's likes or dislikes of website features?

SK Digital Citizenship Continuum

Digital Literacy-

Students will navigate appropriate websites as provided by the teacher.

Additional Resources:

*[Good Sites for Kids](#)

This website lists some good websites that students can go on.

*[Leading Sites for Elementary Educators](#)

This website gives a list of 151 leading websites that elementary educators can use to help do their job.

*[30 Fun and Safe Kids' Websites](#)

On this website it gives a list of 30 websites that are safe for children to explore. It also has some article links for parents that gives them more information about their children using technology.

*[Best Websites: Our Recommendations for Families](#)

The Common Sense Media website gives recommendations on fun websites and online games that children can use safely.

Unit Two: Using Keywords Lesson- Common Sense Media

Common Sense Recommended Kid's Search Sites: "[Kid Rex](#), [KOLjr](#), and [Google Safe Search for Kids](#)"

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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.

SUBJECT: Science/Social Studies

Outcomes:

*Many outcomes from both subject areas could be explored as students could research science or social studies topics as they learn about using keywords when searching!

BIG IDEAS

Search
Keywords
Research
Internet

Essential Question

"What are keywords, and how do you choose them and use them?"

Questions for Deeper Understanding

How do you search for information online?

What does keywords mean?

How might using keywords be useful when searching for information online?

SK Digital Citizenship Continuum

Digital Literacy-

Students will navigate appropriate websites as provided by the teacher.

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

I understand that there are various ways of organizing information and we need to learn skills to find the information we are looking for.

Additional Resources:

*[Doing Internet Research at the Elementary Level](#)

In this article Mary Beth Hertz reflects on teaching research to her students.

*[Five Ways to Teach Research Skills to Elementary School Children](#)

This article talks about children learning how to search online when they are in elementary school. It also lists "five ways teachers can help improve skills in elementary-age children."

*[KidsClick! Web Search](#)

This is a web search site for kids. Kids are able to do a keyword search on this website. They can also do a category search, subject search, and an alphabetical search.