

CEFR
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TEACHER GUIDE 2

Be safe online!

This guide was created for high school teachers who are part of the District Education Office. You will find activities to implement in and out the classroom with your students. This guide consists of six sections as well as the **Student Unit**:

LET the ADVENTURE Begin! Opening activity that familiarizes the student with the topic to work on.

Let's Get READY Preparation activity in which mainly vocabulary related to the topic is introduced.


HANDS On 1 First practice exercises in which the student performs guided mechanical production activities based on the two previous steps. In this section, the necessary structure for the production processes is generally worked on.

HANDS On 2 Second practice exercises in which the student integrates the process carried out with the vocabulary and structures to generate longer communicative productions, generally oriented towards oral and written textual production.

Let's CHECK! Consolidation task in which the student uses the information learned during the object to generate products based on their context and experience.

My LEARNING Progress Formative assessment in which students review how much they have learnt and can apply.

Each section in this guide is explained through four simple icons that allow you to make pedagogical and effective use of the material developed by the student in **the Learning Object**:

 **1. Activity Procedure:** this icon indicates the description of the steps for the development of the task in the Student Learning Object. When you see it, you will have an idea of what the student is required to do in the activity.



2. Length: indicates the estimated time to carry out the activity or activities within each of the sections.










3. Extra Activity: when you see this icon, you can find didactic suggestions to complement the dynamics of this exercise.



4. Tips: this icon presents procedural suggestions to complete or extend the procedure of the previous activities.



5. Critical thinking: when you see this icon, you can find questions and statements to promote reflection, evaluation and socialization of students in class.

FOCUS			SKILL			
Grammar	Vocabulary	Functions	Reading	Listening	Speaking	Writing
						

This material has many practical, simple and easy-to-use tools that seek to help you in your daily work. We encourage you to use this useful resource.

Suggested Curriculum
Module 4
Grade 6th
Globalization

FOCUS



SKILLS



Learning Object 2 allows the consolidation of students' learning performance indicators for Module 4, 6th grade, of the English Suggested Curriculum, as shown below.

Performance indicators:

1. Takes note of words and expressions related to safe online habits.
2. Proposes simple actions for online safety.
3. Formulates questions to receive specific information.

NOTE: this Learning Object can be used at the end of the academic term to wrap up the conversation upon globalization. We recommend teachers to review and adapt the vocabulary and other pertinent aspects according to the Basic Learning Rights (or DBA).

OBJECTIVE(S):

Hello! At the end of this lesson you will be able to recognize and implement different ways to be safe on the Internet when talking to other people and sharing information on social media. You will also create a set of recommendations for others to do the same.

LET'S GET STARTED!

IN THIS SESSION YOU WILL LEARN:

Words to protect your interactions online:
Private, Public, Cyberbullying, Ghosting, Share.

How to describe routines.

How to create *recommendations on what to do and what not to do to stay safe online.*

LET'S GET STARTED!

Basic Learning Rights (BLR): Sixth Grade

1. Understand and use familiar words and short phrases about routines, daily activities, and preferences.
2. Write basic personal information in preset formats

LOTS /
HOTS

Remember

Understand

Apply

AnalyzeEvaluate

Create



LET the ADVENTURE Begin!

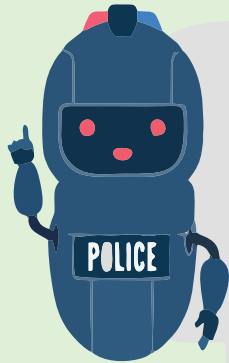


Activity Procedure: students will become familiar with the vocabulary of the lesson through a conversation with Maurice, a Cyber-Police Officer who takes care of Daniel, a victim of cyberbullying. If you want to expand the thematic references or activities according to the population, read **Module 3, 6th grade** of the **Suggested English Curriculum**.



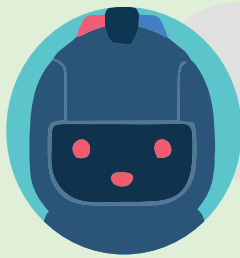
Length:
15 minutes.

A. Activity 1: students meet the character (Maurice) that will accompany them during the activities. Maurice ask students to think for a moment of Daniel's emotions, now that he is a victim of cyberbullying, then students read the emotions in the exercise and circle the ones they consider appropriate. If this guide is being used during a face-to-face or virtual class, ask students to pay close attention to the words and images provided in the activity.



Hi. My name is Officer Maurice of the Cyber Police Department. And... here is a problem.

This is Daniel. Daniel is a victim of **Cyberbullying**. We want to help him.



We are going to look at Daniel's problems at this moment. Let's go! Daniel really needs your help!



Activity 1: What emotions does Daniel show in the picture? Circle the emotions.

Sad



Happy



Worried



Anxious



Lonely



Calm

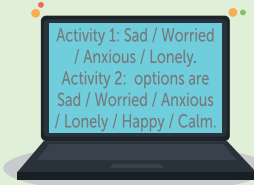


B. Activity 2: students must think for a moment and then write about the different feelings they might go through when interacting with others online. Elicit different words from students (e.g. *“What is that feeling when you text somebody and you are waiting for an answer? ... Anxious? Anxiety, yes”*)

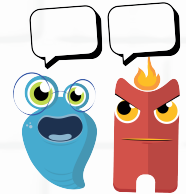


Activity 2: When you interact with people online, what emotions do you feel? Use the words from Activity 1 and copy them in the spaces.

I feel _____, _____ and _____
when I am online.

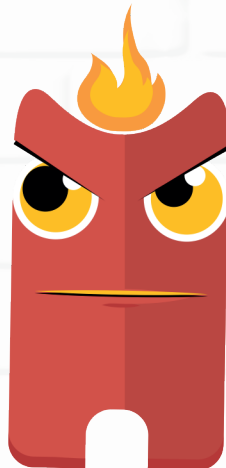


Extra Activity: you can act out one of the adjectives students give you (Sad, Happy, Worried, Anxious, Lonely, Calm) and then give students a moment to guess and say out loud the adjective you are impersonating. Repeat the process with a different adjective or ask students to take turns and act them out.



Tip: In case you have a large number of students in your class, you can divide the class in small groups then ask students to work with their group in the extra activity.

Critical Thinking: ask students to say some other feelings they believe a person might experience when being a victim of cyberbullying.



Let's Get READY



Activity Procedure: students take a look at a chart with some cyberbullying vocabulary and then match them to their definitions. After that, students are introduced to situations where malicious behavior takes place. Based on the image and the options provided on the exercise students infer what might be happening on each picture.

On the last portion of this section, have students listen to Maurice, the Cyber-Police Officer talking about Daniel. Students listen and complete the text using the words provided. To wrap up the section, students are asked to reflect for a moment about the situation they have just heard, and then write two of the emotions they feel towards Bullying in the space provided.



Length:
15 minutes.

C. Activity 3: students are required to take a look at a list of vocabulary items related to Cyberbullying, then connect the concepts with their definitions using a line. Students are encouraged to use a paper or online dictionary to check their matches. If in a face-to-face class, you can provide students with dictionaries from the school library. (<https://dictionary.cambridge.org/>)



Activity 3: Let 's learn some important words. Connect the concept with its definition using a line. Then, check in a dictionary. Was your selection correct? You can look at this online dictionary: <https://dictionary.cambridge.org/>.



1. *Cyberbullying*

a. Not limited to a particular group.



2. *Share*

b. Completely ignoring a person.



3. *Private*

c. Online intimidation or bullying.



4. *Ghosting*

d. To publish something online.



8. *Public*

e. only for one person or group and not for everyone.

D. Activity 4: after studying the vocabulary items on the previous activity, students are now encouraged to see them used in context in order to understand the dangers of online interactions. The images provided in the exercise illustrate the danger of interacting with strangers online. Students look at the images and analyze something strange that is happening there, then read the options provided and select the correct ones.



Activity 4: Look at these images. What errors are the children making? Choose the right option.



1. **WHAT ERROR IS ANDREW MAKING?**

- a. Andrew is ghosting his classmates.
- b. Andrew is cyberbullying a partner.
- c. Andrew is sharing private information.



2. **WHAT ERROR IS LAURA MAKING?**

- a. Laura is talking to a friend.
- b. Laura is ghosting her friends.
- c. Laura is chatting with a stranger.



3. **WHAT ERROR IS JIMMY MAKING?**

- a. Jimmy is giving private information online.
- b. Jimmy is winning the game.
- c. Jimmy is ghosting the other players.

E. Activity 5: this activity requires students to visit the following link (<https://sites.google.com/view/besafeonlinegl/listening>). Students will listen to Maurice talking about Daniel's cyberbullying case. Students complete the text on the activity with the words from the Vocabulary Box.



Activity 5: Now, **listen** to Maurice of the Cyber Police Department talking about Daniel. Complete the following text with the vocabulary words from the box. <https://sites.google.com/view/besafeonlinegl/listening>



Daniel is 12 years old. He likes to 1. _____ photos and videos on the Internet.

He does not understand that some information is 2. _____. He publishes some personal information, like his full name, his address, the name of his pet, in 3. _____.

An anonymous person is sending messages to Daniel. These messages are offensive. They scare him. The person is 4. _____ him. He intimidates Daniel and shares his personal information on public chats. Daniel's classmates at school think that he is responsible for the publications. They are now ignoring him. Daniel is alone in the classroom. Everybody is 5. _____ him. He sends messages to his friends, but they do not answer.

Daniel needs help.



Activity 5-1: Share
2-Private 3- Public
4- Cyberbullying
5- Ghosting

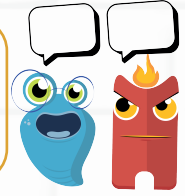
F. Activity 6: students are asked to think about Daniel's situation and write how they feel about bullying in the spaces provided.



Activity 6: What do you think about the situation? How do you feel about bullying? Write two emotions you feel about bullying.

I feel _____ and _____ about bullying.

Extra Activity: to expand on activity 5 you can ask students to make suggestions to Daniel for his Cyberbullying case. You can list student's suggestions on the board or virtual board.



Tip: if in a face-to-face lesson, ask students to write their suggestions on a piece of paper and then post them on the board so that their peers take one and read it. The class shares some of the recommendations they came up with. It is a simple and fun way to implement peer reading and writing interactions.

Critical Thinking: discuss with students if they know about someone who has been a victim of a cyberbullying case. What happened?



HANDS ON 1



Activity Procedure: students think of dos and don'ts in terms of Internet safety and then write them in the spaces provided. Students then must read a set of recommendations given by Maurice and rank them in order of relevance.



Length:
25 minutes.

G. Activity 7: in this activity students are required to write down what they think important rules are to be safe online. If this activity is not part of a homework, ask students to have in mind what they have studied so far in order to give recommendations.



Activity 7. Critical Thinking: What do you think is important to be safe on the internet? Write two ideas you consider important. For example: Keep your personal information private.

a. _____

b. _____

H. Activity 8: students are given a set of recommendations by Maurice (the Cyber-Police Officer). Students must read them and rank the dos and don'ts in order of importance by assigning a number in front of each statement (1= Very important 6= No very important.) organize the words in the exercise in a logical way to discover the rule they formed.



Activity 8: Let's read these recommendations from Maurice of the Cyber Police Department. Rank them from 1 to 6. (1= very important 6= Not very important)

DO'S



- Use the Internet to help with schoolwork. _____
- Respect the privacy of other users on the Internet. _____
- Remember that some people are not honest online. _____
- Remember that everything you post online lives there forever. _____

DON'TS

- Don't give out any personal information to strangers. _____
- Don't share your passwords. _____
- Don't download illegal material. _____
- Don't share pictures of you or your family that show your routines. _____

I. Activity 9: whether a face-to-face or a virtual class, divide the group as follows: Start by asking students to say a number from 1 to X (X= the number of groups you want to divide the class by): *"Ok, I want each one of you to say a number from 1 to 6 and remember the number you said. Let's start <<One... Two.... Three... etc.>> Ok students that got the number 1 work together, number 2 with the others who got number 2, and so on."* After students are working in the groups, ask them to discuss and compare the number in their dos and don'ts. Ask them to write down the similarities or differences in their notebooks.



Activity 9: Write your top 3 recommendations based on the chart from Activity 8.

TOP 1 RECOMMENDATION	TOP 2 RECOMMENDATION	TOP 3 RECOMMENDATION

J. Activity 10: for the following activity, students can continue working in the same groups or individually. Students are enquired about the importance of the do's and don'ts they previously analyzed to write down two more recommendations for being online.



Activity 10: Are there other Do's and Don'ts that you consider important?
Write two more.

DO'S 

DON'TS 

Extra Activity: ask students to talk for a couple of minutes and come up with a list of pros and cons of social media. You can have students come to the board (face-to-face class) and write their lists to compare or ask them to write them on a text document and send it to you (virtual class.)



Tip: this might be a great opportunity to have students reflecting upon the harmful situations that can take place online. Why not have them create posters or infographics to share with the school? If this session is taking place in a face-to-face setting, you can ask students to bring materials to work on their poster (cardboard, markers, colors, old magazines, scissors, etc.) In a virtual class, you can take advantage of several free design tools (e.g. *Canva*) so that student's creations can be posted around the school or shared in the digital newsletter.

Critical Thinking: ask students to discuss what rules they always follow when they are using social media and why they think such rules are important. What else can they do? Do they think it is enough?



HANDS on 2



Activity Procedure: in this section students are asked to read about routines when being online, then listen to the Jimmy's routine, a boy who shares a list of his safe online habits. Students are asked to analyze Jimmy's routines and tell which of his behaviors are safe or dangerous. At the end of this section, students reflect for a moment and write 4 sentences about good things they normally do online. If possible, have them share their list with their classmates.



Length:
30 minutes.

K. Activity 11: in this activity, students are encouraged to familiarize and practice with sentence structures to talk about routines when being online. Students read the sentences and then are enquired if they practice the same or similar habits when connected to the Internet.



Activity 11: Use the chart on activity 8 to find:

a. A recommendation in positive form: _____

b. A recommendation in negative form: _____

L. **Activity 12:** students read about Jimmy's routine, a boy who shares his routine to be safe online. Students underline the habits they have in common with Jimmy. (<https://sites.google.com/view/besafeonlinegl/jimmys-routine>)



Activity 12: Follow the link to Listen and read about Jimmy's routine. He wants to tell you what he does to be safe online.



<https://sites.google.com/view/besafeonlinegl/jimmys-routine>

Underline the routines he has in common with you.

M. **Activity 13:** students analyze Jimmy's routine, then write down in the space given if they consider those routines to be dangerous or safe in their opinion. Students to submit their signs and have the rest of the class see it.



Activity 13: Analyze Jimmy's routines. What routines are safe? What routines are dangerous? Write them in the following chart.

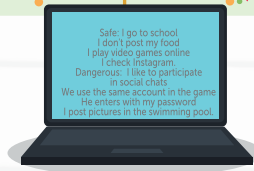
	SAFE		DANGEROUS
	•		•
	•		•
	•		•

N. Activity 14: to wrap up this section, students are required to come up with 4 sentences where they narrate good things they normally do online. They write them down in the space provided.

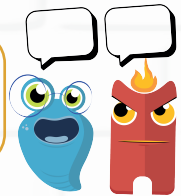


Activity 14. Critical Thinking: What are your online routines? 1. Write 4 sentences about the things you normally do online. 2. Are they safe or dangerous? Circle the best option. Circle the best option.

a.	b.	c.	d.
SAFE DANGEROUS	SAFE DANGEROUS	SAFE DANGEROUS	SAFE DANGEROUS



Extra Activity: ask students to give their opinion about Jimmy's routine (orally or written): *would they do the same things in their daily online routines. Why? Why not?*



Tip: you can talk about your online habits with your class. Then ask them all to come up with suggestions on what you could do better, what is safe and what it is not.

Critical Thinking: ask students if they consider the rules and habits when interacting online important in any way. Ask them to analyze the most common online habits everybody can implement.



Let's CHECK!



Activity Procedure: after having been introduced to the vocabulary, described routines and analyzed their own habits, students are asked to put all they have learned into practice on a survey conducted on their friends and family about their online habits.



Lenght:
20 minutes.

O. Activity 15: students are required to run a survey about safe habits with their friends and family. They use the space given to write down questions about strategies or habits people use to be safe online.



Activity 15: Let's create a questionnaire about strategies people are using to be safe online. Ask two people.

Question	Person 1	Person 2
1. Do you use strong passwords?	Yes () No ()	Yes () No ()
2. Are you nice to others online?	Yes () No ()	Yes () No ()
3.		
4.		
5.		

P. Activity 16: using the results from the survey they conducted in the previous activity, students are required to create a report where they include habits people have in common, a comparison of safe and dangerous habits, and a recommendation based on the information they collected.

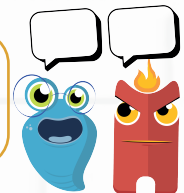


Activity 16: Now, **create** a report to tell the group about the results of your survey. In your report, include: a. The common habits b. An analysis that says: "Safe Vs. dangerous" c. A recommendation of strategies for other people, based on the information of the survey.

For this report you can use digital tools like PowerPoint, [canva.com](https://www.canva.com) or genial.ly, or make a physical poster like the following example:

Title:	
Safe:	Dangerous:
•	•
•	•
•	•
Recommendations:	
•	
•	

Extra Activity: you can ask students to run a survey within the class. Have them select one or two classmates to run the interview on safe habits online.



Tip: this exercise promotes task-based learning. For further information on this approach, you can refer to the **Basic Learning Rights** and **Module 4, 6th Grade of the Suggested English Curriculum**.

My LEARNING Progress

In this final stage, explain to students that they have the possibility of evaluating themselves through a simple activity that accounts for the essential vocabulary and phrases worked on during the module. You can use this same table to ask different students for pertinent information and thus determine internalized elements and those that need reinforcement.



My LEARNING Progress

Congratulations, Officer. You are now ready to make others safe online! Let's see what you've learned.

This is the end of this adventure!

Now I know these words: *Private, Public, Cyberbullying, Ghosting, and Share.*

Now I can:

Understand these words in context and use them to express what I am doing to stay safe online.

Analyze my habits and routines on the internet to identify possible dangers.

Evaluate the routines of others and propose strategies to stay safe.



It's time to evaluate your progress. For each description, write ✓ in the corresponding percentage (%).

Description	Yes (90%-100%)	Almost there (80%-90%)	In progress (60%-80%)	Not yet (<60%)
I can identify the words <i>private, Public, Cyberbullying, Ghosting, Share</i> and I understand them in context.				
I can analyze my habits and routines on the Internet to identify possible dangers.				
I can create <i>recommendations on what to do and what not to do to stay safe online.</i>				
I can evaluate the routines of others and propose strategies to stay safe.				



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