

# The English Adventure!

Objeto de Aprendizaje 2

Be Safe Online





6th Grade

Suggested Curriculum Module 4: Globalization	Topic: Online Safety
--	-------------------------

Language Focus: 	Skills: 
---------------------	-------------

**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.

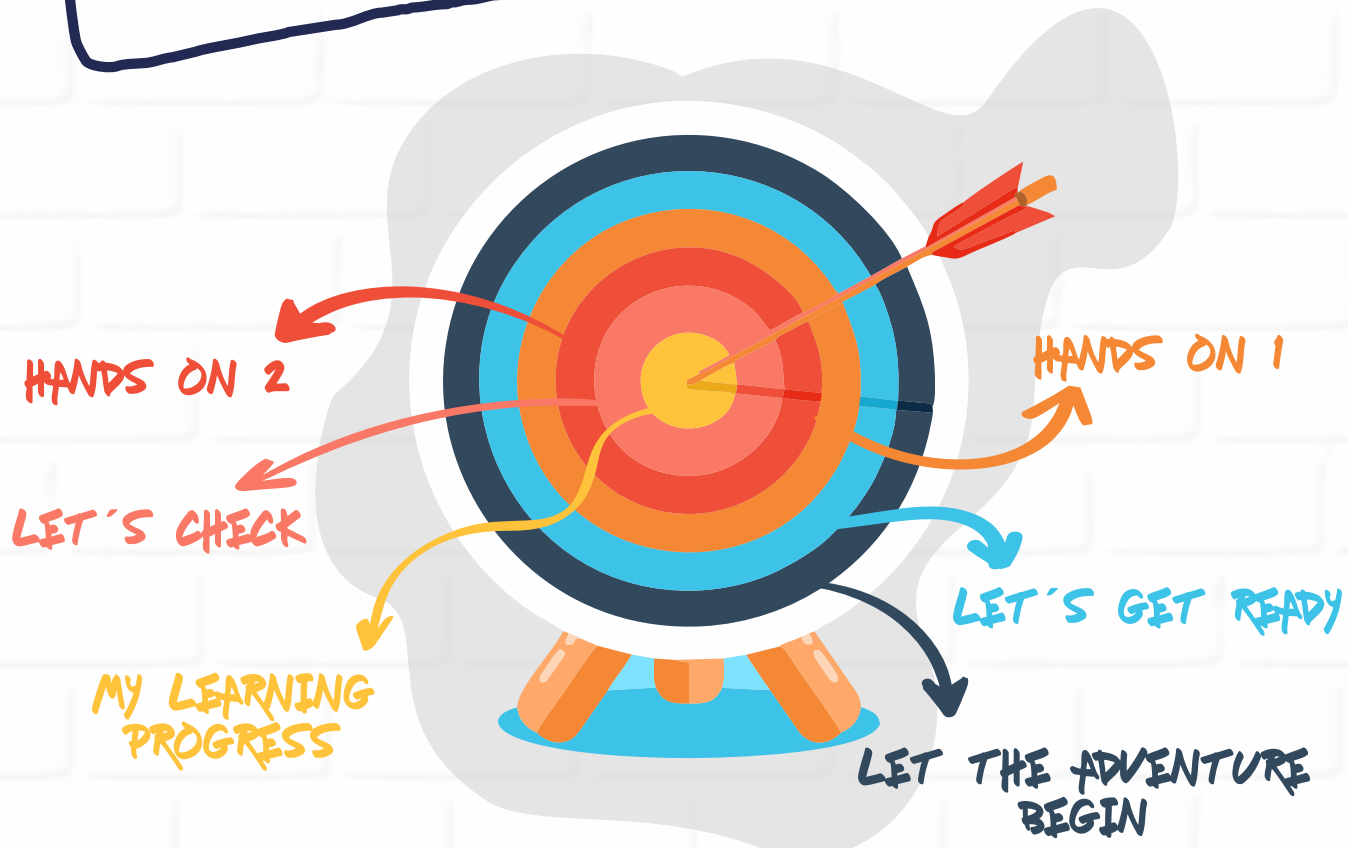
Let's get started!

**IN THIS SESSION YOU WILL LEARN:**

Words about the protection of your online interactions: *Private, Public, Cyberbullying, Ghosting, Share.*

How to describe *routines.*

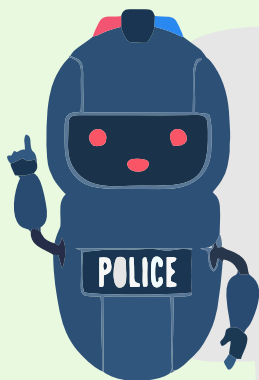
How to create *recommendations on what to do and what not to do to stay safe online.*



# LET the ADVENTURE Begin!

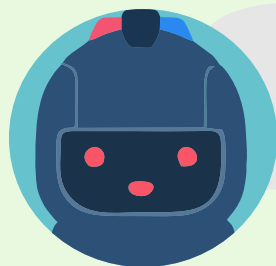


Today we will talk about the way we interact with information and websites on the Internet. We will explore strategies to be protected and to protect the people we love. Let's meet Officer Maurice of the Cyber Police Department.



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



**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.

Activity 1: Sad / Worried / Anxious / Lonely.  
Activity 2: options are Sad / Worried / Anxious / Lonely / Happy / Calm.

# Let's Get **READY**



**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.



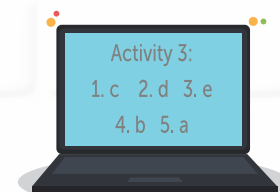
8. *Public*

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



## DANGEROUS ACTIVITIES ONLINE:

Now you know some vocabulary about our context. Let's see if you **understand** the dangers of online interactions.



Activity 3:  
1. c 2. d 3. e  
4. b 5. a

# Let's Get READY



**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?

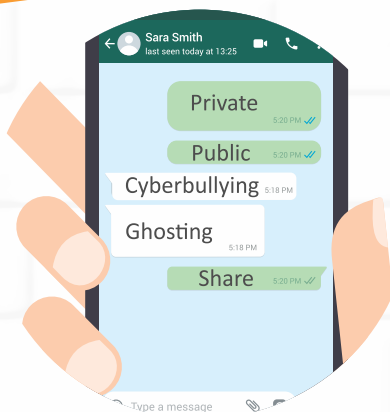
- a. Jimmy is giving private information online.
- b. Jimmy is winning the game.
- c. Jimmy is ghosting the other players.



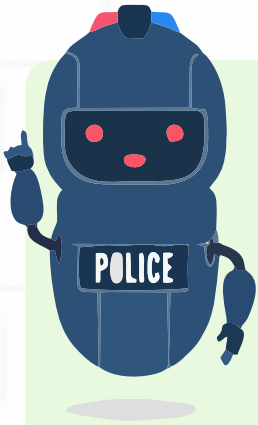
**Activity 5:** Now, **listen** to Maurice of the Cyber Police Department talking about Daniel. Complete the following text with the vocabulary words from the box.  
<https://sites.google.com/view/besafeonlinegl/listening>



WORD BOX



# Let's Get READY



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.

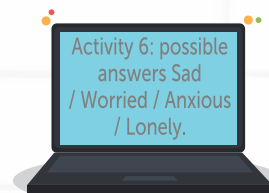


Activity 5: 1. Share  
2. Private 3. Public  
4. Cyberbullying  
5. Ghosting



**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.



Activity 6: possible answers  
Sad  
/ Worried / Anxious  
/ Lonely.



## DO'S AND DON'TS OF INTERNET SAFETY

Daniel's case is an example of security problems on the Internet, but we can be safe online when we follow recommendations. Let's learn how to do it!



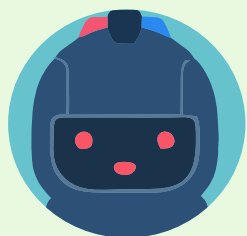
**Activity 7. Critical Thinking:** What do you think is important to be safe on the internet? Write two ideas you consider important. For example: Keep your personal information private.

- a. \_\_\_\_\_
- b. \_\_\_\_\_



**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 school work. \_\_\_\_\_
- 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. \_\_\_\_\_

# HANDS On!





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

TOP 1 RECOMMENDATION	TOP 2 RECOMMENDATION	TOP 3 RECOMMENDATION



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

DO'S 	DON'TS 





# HANDS On 2



## LET'S TALK ABOUT YOUR ROUTINES WHEN YOU ARE ONLINE.

Do you practice safe habits when connected to the Internet?  
To talk about **habits** and **routines**, we use the Present Simple.

-Examples:

Positive: I **practice** my English skills online.

Negative: I **do not** **intimidate** other people online.

Interrogative: **Do you** **post** personal information?



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

a. A recommendation in positive form: \_\_\_\_\_

b. A recommendation in negative form: \_\_\_\_\_



## LANGUAGE BOX

To speak about your **habits and routines**.

- I **study** English online

S+ Verb + Complement

- I **use** a strong password.

- For negative sentences:

- I **do not / don't** **share** private information online.

S+ do not / don't + Verb + Complement

- I **do not / don't** **give** people my password.

Activity 11: possible answers are a. Use the Internet to help with schoolwork / b. Don't share pictures of you or your family that show your routines.

# HANDS On 2



**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.



Hi! My name is Jimmy. I am 14 years old.  
 I play video games online every day.  
 I like to participate in social chats.  
 I make many friends on these chats.  
 On weekdays I go to school.  
 When I get home, I enter my favorite game,  
 League of Heroes, and I play for three hours.  
 I have a friend from France. We use the same account  
 in the game. He enters with my password.  
 It is not a problem. He is very nice.  
 On weekends, I check Instagram.  
 I take pictures of everything.  
 I don't post my food.  
 I don't like photos in restaurants.  
 I post pictures in the swimming pool with my friends.



Activity 12: possible answers are:  
 I play video games online  
 I like to participate in social chats  
 I go to school  
 We use the same account  
 in the game

He enters with my password  
 I check Instagram  
 I don't post my food  
 I post pictures in the  
 swimming pool.

# HANDS On 2



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

	SAFE		DANGEROUS
	•		•
	•		•
	•		•



**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.

a.	b.	c.	d.
<p>SAFE</p> <p>DANGEROUS</p>	<p>SAFE</p> <p>DANGEROUS</p>	<p>SAFE</p> <p>DANGEROUS</p>	<p>SAFE</p> <p>DANGEROUS</p>

Safe: I go to school  
I don't post my food  
I play video games online  
I check Instagram.  
Dangerous: I like to participate  
in social chats  
We use the same account in the game  
He enters with my password  
I post pictures in the swimming pool.

# Let's CHECK!



You have practiced vocabulary about online security in addition to describing routines. You have also analyzed your own habits and learned about safe and dangerous habits online. It's time to **evaluate** the routines of your friends and family. Are they safe?

## RUN A SURVEY!



**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.		

# Let's CHECK!



**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](https://genial.ly), or make a physical poster like the following example:

Title:

Safe:

- 
- 
- 

Dangerous:

- 
- 
- 

Recommendations:

- 
- 



**Activity 17:** Present your report! Make a short video (you can use your cellphone) to share your recommendations for online safety. Say what you have learned in this lesson in English. Show this video to your friends/family.

# 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, Sharen</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.				



Secretaría de Educación del Distrito  
Avenida El Dorado n° 66 - 63  
Teléfono: (57+1) 324 1000  
Bogotá, D.C, Colombia

[www.educacionbogota.edu.co](http://www.educacionbogota.edu.co)



@Educacionbogota



@Educacionbogota



@Educacionbogota



@Educacion\_bogota