

# Playing It Safe Lesson Plan

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## **Overview**

By role-playing scenarios related to cyber safety issues, students will be able to try out different responses to situations, gain confidence in their judgment, and talk to their peers about cyber safety.

## **Time**

This activity can be completed in three to four class periods, depending on the length of each period, the size of the group, and the amount of pre-activity preparation that has been done.

## **Curriculum Connections**

Health, Art (Drama), and Language Arts (writing, reading, oral communication).

## **Suggested Level and Audience: Grades 3–6**

## **PREREQUISITE SKILLS OR BACKGROUND**

Students should have some previous experience working in small groups, doing research and/or taking notes from print and digital sources, and should understand what is meant by the term role-playing. If students do not have this prior experience, some additional pre-activity preparation may need to be done.

## **MATERIALS**

- *CyberSmarts: Staying Safe Online* Interactive eBooks or print books
- Role-playing prompts
- Playing It Safe Note Sheet
- Pencils, pens, or markers for taking notes (or computers/laptops for electronic note-taking)
- Other resources on digital citizenship, online safety, etc.
- Print resources from the school library
- Web sites (see the recommended Resources in each of the CyberSmarts Interactive eBooks or print books)
- Digital camera/video camera (optional)

## INSTRUCTION AND ACTIVITIES

**Teaching Tip:** Feel free to adjust any aspect of this lesson plan to better suit the needs of your particular group of students. The lesson is laid out in a sequential way below, but depending on your group of students, you may need to move back and forth between steps, provide more (or less) guidance at various points, or generally approach the activity in a less linear way.

**Anticipatory Set/Why:** Share with the class that they are going to think about issues related to their daily technology use (and the issues raised by the CyberSmarts program).

With the entire class, introduce the CyberSmarts series to students. This can be done with the Interactive eBooks using a smartboard or digital projector, or with the print editions.

Point out the various features of the books, including the table of contents and the sidebars with additional information. This can be done strictly as a “show and tell” with the classroom teacher or teacher-librarian pointing out specific features of the book, or small groups of students can be each given a copy of one of the books and asked to investigate the book and share two or three features with the rest of the class. This will depend on the amount of time you have to spend and what background experience your students have with print and digital resources.

**Teaching Tip:** The purpose of completing this introductory phase of the activity is to ensure that students know how to use the CyberSmarts program to locate information and how to make use of the various features of the books to complete the activity successfully.

If you have not yet put the students into groups as part of the introduction put them into groups of three or four students now.

### **Where:**

This activity can be done collaboratively between a classroom teacher and teacher-librarian, either in the classroom or the school library.

### **What:**

Explain that each group will be assigned a general topic (based on the five CyberSmarts books) and will be given a “scenario.” Each scenario presents a real life situation that students might experience in their online lives.

Tell the groups that they will be responsible for writing an appropriate response to their scenario, based on group discussions and what they learn from reading their assigned book.

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After distributing the scenarios, give each group time to read the scenario and brainstorm (either with pen and paper, chart paper and markers, or online using Google docs or a mind mapping program) possible solutions and/or responses to the scenario they were given.

**How:** After brainstorming, groups should be encouraged to go through the CyberSmarts books and refer to other resources (books and Web sites that have been pre-selected by the classroom teacher and teacher-librarian on these subjects) to learn as much as they can about the topic and their scenario.

**Teaching Tip: Depending on their skill level and background knowledge about research, students may want to take notes about what they find. These notes could be done using sticky notes, on paper using the Playing It Safe Note Sheet, or on the computer, depending on their comfort level and the resources available to them.**

Using their brainstorming notes and research notes, each group will then write a script that addresses the original scenario and provides a suitable response or solution to the problem.

**Teaching Tip: Depending on the classroom/library structure and regular expectations for group work, you may want to set guidelines for ensuring that all members of the group are given a role or are in some way given a part in the final role-play.**

These responses may be presented in multiple ways (e.g., structured as a play, reader's theatre style, newscast, etc.). Encourage each group to be creative about how they present their responses and emphasize that there is no right way to go about their final product.

Groups should be given time to refine their scripts and practice them.

Each group will then present their final product, either "live" in front of the rest of the class or, if the equipment is available, by recording their scenarios using a digital camera or video camera. If the scenarios are recorded, the final products could be posted online and then shared with the rest of the class (and a wider audience) on a large screen in the classroom or library.

**Teaching Tip: Either presentation option is fine, although for some students, being able to do multiple takes and not having to perform live may make this a more positive experience.**

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## ASSESSMENT

CyberSmarts Playing It Safe Rubric

## EXTENSIONS

As an alternative, groups of students could be tasked with writing their own scenarios to role-play, rather than relying on the scenarios provided. This would extend the students' learning and require them to synthesize the content of the books prior to brainstorming possible solutions and responses.

## Role-Playing Activity Scenarios

Note: These are suggestions only—teachers may want to adapt them to better suit their own students' learning needs.

<b>CyberSmarts Title</b>	<b>Scenario</b>
<b><i>Stopping Cyberbullying</i></b>	<p>Jack loves spending time on his computer and trying out new online sites. Jack doesn't have a lot of friends in real life, but he has a few close friends that he connects with on social networking sites and by texting or Skype. Jack starts getting strange messages sent to his email account. These messages are upsetting to Jack because they make fun of the way he looks and the way he acts at school. Jack does not recognize who is sending these messages and he cannot seem to block them from coming into his account. The messages get worse. Jack finds himself woken up at night when he gets text messages from people he doesn't know telling him he is stupid and that he shouldn't come to school. The hateful messages continue like this for a number of months. Jack feels hopeless and doesn't know what he can or should do to stop the harassment.</p> <p><b>As a group, brainstorm potential solutions to Jack's problem. Put yourself in Jack's shoes and think about what he should do? Who can he go to for help? What might they suggest?</b></p>

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<b>CyberSmarts Title</b>	<b>Scenario</b>
<b><i>Playing Games Online</i></b>	<p>Jenny is a gamer. She started out playing games on a mobile device but is now more interested in playing games online on the computer. Jenny loves to play games that allow her to connect with other players, especially her cousins who live across the country. She would like to expand her network and play with other people, some of whom she may not know directly. For example, she would like to be able to play with kids that her cousins know in real life and play with online. Jenny's parents, however, are worried. They do not think Jenny should be that open about her gaming and are worried about her safety online. Jenny is mad that her parents do not trust her to be online and thinks that her parents are being too strict.</p> <p><b>As a group, brainstorm what Jenny should say to her parents to convince them that she should be allowed play online games with other kids, some of whom she may not know directly. Role-play a potential conversation between Jenny and her parents that will address Jenny's parents' concerns and show that Jenny has the cybersmarts to be safe and responsible online.</b></p>

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<b>CyberSmarts Title</b>	<b>Scenario</b>
<b><i>Avoiding Predators Online</i></b>	<p>Adam is worried about his friend Melissa. He knows that Melissa spends a lot of time online, chatting on a number of different sites, and talking to people, some of whom she knows “in real life” but some of whom she doesn’t know. Melissa has been acting strange for the last few weeks but she will not tell Adam what’s going on. Over the next few weeks, Adam continues to ask Melissa to find out why she is acting so strangely. Eventually, Melissa admits that she has a new online friend, someone who sent her a message in one of the chatrooms that she visits. This new friend sent Melissa a present in the mail and hopes they can meet face-to-face sometime soon. Adam thinks this sounds odd and is worried about his friend.</p> <p><b>As a group, think about what Adam should do and what Melissa should do. Role-play some things that Adam can and should do to help Melissa.</b></p>
<b><i>Protecting Your Privacy Online</i></b>	<p>Mrs. Smith is a teacher. She is worried about her students. She has heard her students talking about their online activities and she has seen them in the computer lab logging on to sites; creating accounts and passwords; and sharing personal information online, such as names, addresses, and phone numbers. Mrs. Smith wants to encourage her students to be online and to make use of all the resources that the Internet offers. But she also wants her students to understand how to keep their personal information private when they are online.</p> <p><b>As a group, think about what personal information should be kept private online and how to do that effectively. Then, role-play a conversation between two siblings—one a teenager, the other a 12-year-old—in which the two siblings discuss online privacy. Brainstorm ideas for what the younger sibling can and should do to maintain his/her personal privacy.</b></p>

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<b>CyberSmarts Title</b>	<b>Scenario</b>
<b><i>Using Social Networks</i></b>	<p>Sophia is 10 and desperately wants a Facebook account, just like her older sister. Her parents have said that she cannot sign up for Facebook, since the rules for Facebook say that no one under the age of 13 can sign up. Sophia and her parents cannot reach an agreement about using online social networks.</p> <p><b>With your group, role-play a conversation between Sophia and her parents in which they discuss Sophia's request and her parents' concerns with her using Facebook.</b></p>



# Playing It Safe Rubric

Group Members: \_\_\_\_\_

Role-Playing Scenario: \_\_\_\_\_

	Apprentice ☹	Journeyman		Master ☺	
	1	2	3	4	
<b>Information conveyed (in notes and in role-play) was:</b>  Unclear ____ Not synthesized ____ Not detailed ____					<b>Information conveyed (in notes and in role-play) was:</b>  Clear ____ Synthesized effectively ____ Detailed ____
<b>The response to the scenario was:</b>  Unrealistic ____ Lacking detail ____ Unorganized ____ Unclear ____ Unoriginal ____					<b>The response to the scenario was:</b>  Realistic ____ Detailed ____ Organized ____ Clear ____ Creative ____ Original ____
<b>Individuals or the entire group:</b>  Did not get along ____ Did not use time effectively ____ Did not respect other people's ideas ____ Did not ask questions ____					<b>Individuals or the entire group:</b>  Got along ____ Used time effectively ____ Respected other people's ideas ____ Asked good questions ____
	1	2	3	4	
	Apprentice ☹	Journeyman		Master ☺	