

## Internet Safety

### Lesson plan

**Topic:** Internet Safety

**Level:** SfL – E3, SQA – Int 1, CEFR – B1

**Time:** 2 hrs

### Aims

- To develop students' ability to express opinions about future possibilities in group discussions
- To develop students' internet- and internet safety-related vocabulary
- To give students practice of listening to a video and doing a dictation on the topic of internet safety for gist and specific information
- To provide students with practice of giving advice and suggestions in writing, through designing a poster as a group

### Introduction

This lesson provides students with the opportunity to learn about internet safety. Students will develop their close listening skills by watching and listening to a video and completing a dictation. The lesson will provide plenty of opportunities for discussion and will finish with the students creating a poster to advise children how to stay safe on the internet.

**Tip** – Set up the Task 2 video before the lesson starts (to allow for any buffering delays). If you wish students to use the internet-based Glogster software to create their poster in Task 4, you will also need to have registered with Glogster before the lesson and will need enough computers / laptops for one between three (see **Resource C** for more tips about setting up and using Glogster).

### Procedure

#### Warmer (10 mins)

- Display **Resource A** (Word Cloud 1) on the board (or hand out printouts to pairs of students).
- Put the students in pairs and tell them to look at the words in the word cloud and guess the topic of the lesson. (Internet safety)
- Nominate students to feed back their answers to the class, and discuss meanings of any new words.
- Tell students that all the words are related to a video that they will watch later which is designed to warn children / teenagers about the potential dangers of the internet and what steps to take to stay safe.

#### Task 1: Pre-Listening Discussion and Vocabulary (10 mins)

- Put students in small groups. Tell them to imagine they are going to create a video to warn children/teenagers of the potential dangers of the internet. Ask students to discuss and note down ideas for the video so that it is engaging and relevant to children.
- Nominate students to feed back their ideas to the class.
- **Differentiation:**
  - For lower level groups, you may need to model the language necessary for expressing opinions and talking about future possibility and write this up on the board for students to refer to during their group discussions (see **Answer Key** for suggestions).
  - You may also wish to project Word Cloud 2 (p2 of **Resource A**) on the board before or after the students' group discussions to stimulate ideas and/or to prepare them for the video's introductory section.

**Task 2: 'Caught in the Web' Video Comprehension (25 mins)**

- Hand out the **Student Worksheets** and ask the students to refer to Task 2A. Ensure that they understand the task and tell them to complete it whilst watching the main video on this webpage which is called 'Newsround special – Caught in the web': <http://www.bbc.co.uk/newsround/13908828> (©BBC)
- N.B. The video is quite lengthy at nearly 15 minutes long so make sure you have plenty of time. The main information for Task 2 can be gathered by watching up to 12:52mins.
- After the video has finished, instruct students to compare their answers with a partner.
- Ask students to discuss the question for Task 2B in pairs before you elicit group feedback.

**Task 3: Dictation – 'Internet Safety' (25 mins)**

- Tell the students that you are now going to read out a short passage on the topic of internet safety, and that they should listen very carefully and fill in the missing phrases in the passage in Task 3A.
- Read out the 'Internet Safety' Dictation (**Resource B**) with natural rhythm, intonation and linking, pausing after each clause/phrase to give the students time to write.
- Give the students a minute or two to check their answers with a partner, and then re-read the dictation with shorter pauses to allow them to check their answers (Task 3B).
- Ask students to complete Tasks 3C and 3D, and then nominate students to come up and write their sentences on the board.
- **Differentiation:**
  - For more able students / classes, you may decide not to give them the gap-fill version of the dictation, and instead ask them to write everything they hear on a blank piece of paper, punctuation, capital letters and all.
  - Lower-level students may need you to elicit a number of example sentences using imperative verbs before they can complete Tasks 3C and 3D.
  - If students need prompting to complete Task 3D, you can play them the part of the 'Caught in the Web' video from 13:49 to 14:02 again.
- **Extension:** Working in pairs, Student A can read out the first half of the dictation to a partner, taking care to use natural rhythm, intonation and linking, while their partner writes down what they hear. Student can then swap roles for the second half of the dictation.

**Task 4: Internet Safety Poster Creation (35 mins)**

- Hand out A3 paper and marker pens to each group of students.
- Tell the students that their next task is to create a poster for children/teenagers on one or more aspects of internet safety. Suggest that they might want to use imperatives similar to those highlighted in Task 4 to give strong advice. The posters will be judged by their classmates in a poster competition at the end of the lesson. They need to consider what information to include (e.g. how many aspects to cover) and also how they can make the poster engaging, clear and informative for their target audience. They will display their poster on the classroom walls for evaluation by the other groups at the end of the lesson.
- While the students are planning and creating their posters, monitor both their discussions and their writing and note down any common errors to be discussed later in the lesson.
- **Differentiation:** If your students have reasonable ICT skills and if you have access to enough computers for one between three, you could ask your students to create their poster online using the Glogster tool, which is very straightforward to use and bears very effective results. See **Resource C** for instructions for setting up and using Glogster.

**Cooler: Poster Competition and Error Correction (15 mins)**

- Give each group some sticky-tack and ask them to stick their poster on a wall of the classroom.
- Tell students to get into pairs and give each pair a few post-it notes.
- Ask them to walk round the classroom looking at the posters on the walls, discussing with a partner whether they feel each poster is engaging, clear and informative for children / teenagers and then writing brief comments on a post-it note, which they then stick next to the relevant poster.
- Tell students to vote for the poster they think is the best (i.e. engaging/clear/informative).
- Draw students' attention to any common errors and elicit corrections.
- **Differentiation:** Students who have used Glogster to create their posters can comment on their classmates' work online.

**Extension activities / Homework**

- If you would like students to spend longer creating their posters, or if access to computers is very limited in the classroom, they could finish their posters for homework, and can share their work with their classmates in the following lesson. Alternatively, you may wish to allocate more time in the following lesson for poster creation.
- Students could write 5-10 suggestions for adults regarding how to ensure that their children stay safe online.
- If students wish to have more dictation practice at home they could complete other dictation activities on the ESOL Nexus website. A relevant extension to the topic of internet-safety is bullying: <http://esol.britishcouncil.org/build-your-listening-skills/dictations-what-do-about-bullying>

**Answer key**

## Task 1 (Suggested Answers)

- I think the video will be about / will show how ...
- In my opinion, it should mention ...

## Task 2 - A

- **Lucy** - mobile phone / password / bullying
- **Kieran** – computer games / dropped out of school
- **Lost Princess** - believed he was a teenaged boy / lied about her age / lied to her mother / went to a concert

## Task 2 - B

- **Lucy** kept her password on her mobile phone. Bullies then stole her phone and used her password to send unpleasant emails from her email address.
- **Kieran** spent many hours playing computer games on the internet. Because of this, he ended up dropping out of school.
- **Lost Princess** made a new friend on the internet. She gave a boy personal information about herself and believed him when he said he was a teenage boy. She went to meet him at a concert.

## Task 3

- A. When you're online, **always keep your personal stuff private** and think about what you say and do. **Remember that people online may not be who they say they are. Online friends are still strangers,** even if you have been talking to them for a long time.

Don't share **personal information online**. This includes:

- **your full name**
- photos
- addresses
- **school information**
- telephone numbers
- **places you like to spend time**

To stop people **accessing your online accounts**, always keep your passwords secret and **change them regularly**.

- C. keep / think / remember / don't share / keep / change

## D. (Suggested Answers)

- Always keep your personal details and passwords secret.
- Be careful what you share.
- If something doesn't feel right, tell someone in the real world.