Connect[ED]

Making Decisions

Grade 4

Learning Goals

By the end of this lesson, students will be able to:

- understand how to read a website for its intended purpose and audience by analyzing the website www.kidshelpphone.ca

- use critical and creative thinking to apply a decision-making process to a scenario from the Connect[ED] Grade 4 video Episode: Being Safer and Smarter Online

- communicate effectively the risks associated with using the internet and cell phones and describe precautions and strategies for using these technologies safely

- describe various types of bullying.

Facility

Classroom, Computer lab

Equipment List

- Chart paper, markers, and tape
- One computer per pair of students and Internet connection
- One or more computers with access to the Connect[ED] Grade 4 Part 3 video (via Internet access or prior download at the following link: http://teachingtools.ophea.net/lesson-plans/connected/lesson-3-making-decisions)
- [Teacher Resource 1: Being Safer and Smarter Online Synopsis](#)
- [Teacher Resource 3: Anecdotal Recording Chart – Netiquette, Bullying and Media](#)
- [Teacher Resource 6: Anecdotal Recording Chart – Cyberbullying](#)
- [Teacher Resource 8: Being Safer and Smarter Multiple Choice Test Question/Answer Sheet](#)
- [Teacher Resource 9: Anecdotal Recording Chart – Decision Making](#)
- [Teacher Resource 10: Parent/Guardian Lesson](#)

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- 📄 [Teacher Resource 11: Media Triangle Answer Sheet](#)
- 📄 [Student Resource 4: Media Triangle](#)
- 📄 [Student Resource 5: Decision Making Template](#)

Minds On

Share and clarify the lesson Learning Goals with the class.

Review with students the definition of cyberbullying from Lesson 2. Review the strategies discussed from last class about what to do if you are being cyberbullied.

Remind students that as they watch Part 3 of the video that they should try to determine if the scenarios are situations that involve bullying and think about whether the strategies they discussed last class would apply to the decisions needed in the cases presented in Part 3 of the video.

A&E - Minds On

Teacher observation and feedback of students' ability to describe various types of bullying using Teacher Resource 6: Anecdotal Recording Chart – Cyberbullying, Online Privacy and Security

Action

Using direct instruction, review what has occurred in Part 1 and Part 2 of the Being Safer and Smarter Online video. Inform the students that they will be watching the third part of the video and will need to focus on how the characters handle cyberbullying. For a synopsis of Part 3 of the video see Teacher Resource 1: Being Safer and Smarter Online Synopsis.

Play Part 3 of the Being Safer and Smarter Online video. During this portion of the video there is a quiz that appears.

Stop the video before the quiz begins. The quiz will be shown and discussed during the consolidation section

Lesson 3 of 4
30 minutes
Curriculum expectations: C1.2, C1.3, C2.2, 1.3, 1.5
Other curriculum expectations: Language - Media
Literacy: 1.1, 1.2, 1.3
Topics: Healthy Living

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of the lesson.

Part A – Decision Making

Teacher prompt: "As you can see from the Connect[ED] video, cyberbullying is on the rise, and just like the characters in the video, students like you, are frequently being cyberbullied and having to make difficult decisions. Most aren't sure what to do, or where to turn to for help. In the Connect[ED] video there are several characters who are faced with different cyberbullying issues. Using a decision-making model, we are going to help the characters make good decisions."

Introduce students to the decision-making model, write it down on chart paper for future use and quickly work together through Sasha's scenario to demonstrate how to use the decision-making model in a real life situation.

Decision-Making Model:

- state the problem
- identify the alternatives
- evaluate the alternatives
- make a decision
- implement your decision

Teacher prompt: "We are now going to review what happens when Sasha is ganged up on and blocked out of the chat room and try to help her make the appropriate decision using the decision-making model."

Using whole group direct instruction, state the problem and write it down on the chart paper.

Teacher prompt: "What is the problem that Sasha is dealing with? Have you heard of this happening on a site you use?" *Student response:* "Sasha chats with her friends in a chat room every day after dinner. She enjoys it. However, last night her friends ganged up on her and blocked her out of the chat room and she is feeling left out and "bullied".

Teacher prompt: "What pressure is Sasha faced with?" *Student response:* "Sasha knows this isn't right, but isn't sure what to do. She knows it is wrong and decides to consult Kids Help Phone. They assure her that this is bullying."

Identify the choices Sasha has and write them down on chart paper. *Teacher prompt:* "What are Sasha's alternatives or choices?" *Student response:* "Sasha could tell her parents what has happened and talk to them about what to do. This way her parents will be part of the solution as well."

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Evaluate the alternatives and write them down on chart paper. Possible student responses…

- Sasha tells her parents and then tells the kids at school the next day that she went to her parents when they blocked her out last night.
- Sasha could do something else that night and then tell her friends the next day that she didn't appreciate the joke and it actually made her feel bad.
- Sasha could ignore that it happened.

Potential Outcomes:

- The kids may make fun of her for going to her parents.
- Her friends may listen and understand that it wasn't funny or they may do it again to try and get Sasha mad again.
- Ignoring it doesn't let the "bullies" know that it hurt.

As a class make a decision and write it down on the chart paper. *Teacher prompt:* "Based on your evaluation of the alternatives for Sasha, which choice do you think Sasha should make? Why?" *Student response:* "Sasha should do a combination of things. She should tell her parents what happened so they are aware of it. The next day at school Sasha should tell her friends that she didn't appreciate the joke and that it actually made her feel bad. She doesn't really need to share with her "friends" that she told her parents. This should prevent any teasing that may happen."

In groups of 3-4 have the students work through one of the other two scenarios in the video - Tim Scenario or the Dexter Scenario using Student Resource 5: Decision Making Template.

Students need to include an action plan that will enable them to communicate and implement their decision.

Part B - Safe Websites
Teacher prompt: "During the video, Priya and Anthony talked about how important it is to use reliable websites. They said "Not every website has reliable information. Dig deep and investigate to find useful and accurate information!"

Teacher prompt: "What were some of the websites that they mentioned in the video that were reliable for finding out information about cyberbullying and where to go for help?" *Student response:* "Kids Help Phone, cyberbullying.ca, CBC online."

Students will work in pairs to deconstruct a website to understand who the intended audience for this website is and what messages the website is trying to convey.

Lesson 3 of 4
30 minutes
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As a large group, use Student Resource 4: Media Triangle to analyze a online content by visiting a website (see Notes to Teachers).

Provide the following guiding questions to the class to teach the criteria they are looking for when analyzing a website for intended audience and message using the Media Triangle.

Production:

- Who created this message? Why?
- Who benefits from this message?

Audience

- What is the purpose of the message and who is the audience?
- How closely does this message represent reality?
- What lifestyles, values, and points of view are represented or omitted?

Text

- What techniques are used to attract attention?

In pairs, student visit www.kidshelpphone.ca and complete the questions from one section of the Media Triangle using Student Resource 4: Media Triangle. Teachers may choose to assign pairs of students to one section or they may offer students the choice. Regardless of which method is used there should be representation from all areas.

Students share some of their findings from analyzing the Kids Help Phone website with another pair of students. Students may add to their Media Triangle with ideas generated from each other. See Teacher Resource 11: Media Triangle Answer Sheet for possible answers to the activity.

Collect and review Student Resource 4: Media Triangle. Provide explicit feedback to students on their ability to analyze an Internet website using the guiding questions.

Remind students that next class they will be creating a piece of media that reflects the learning of the first three lessons of Connect[ED].

A&E - Action

Lesson 3 of 4
30 minutes
Curriculum expectations: C1.2, C1.3, C2.2, 1.3, 1.5
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Topics: Healthy Living

Ophea
Healthy Schools
Healthy Communities

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Teacher observation and feedback of students' ability to apply the decision making model to a scenario from Being Safer and Smarter Online using Teacher Resource 9: Anecdotal Recording Chart – Decision Making

Teacher observation and feedback of students' ability to describe strategies to ensure the safe use of technology using Teacher Resource 3: Anecdotal Recording Chat – Netiquette and Media

Consolidation

Play the quiz portion in Part 3 of the video. The quiz serves as a review for students and a check-in to ensure students have acquired the key messages throughout this video.

Teachers may choose to stop the video after each question is asked and discuss the answer before the correct answer appears on the screen. Teacher Resource 8: Multiple Choice Test Questions/Answers provides the teacher with the correct information and rationale.

Hand out Teacher Resource 10: Parent/Guardian Lesson and go over the goals of the lesson. Use the Thumbs Up Strategy to determine if students understand the expectations of the parent/guardian lesson.

A&E - Consolidation

Teacher observation and feedback of students' ability to demonstrate and communicate effectively an understanding of bullying and cyberbullying and online safety information during the Being Safer and Smarter Online Video Quiz using Teacher Resource 6: Anecdotal Recording Chart – Cyberbullying, Online Privacy and Security and Teacher Resource 3: Anecdotal Recording Chart – Netiquette, Bullying and Media

Notes to Teacher

Media Triangle
The Media Triangle provides students with three different but complementary ways to explore the Five Key Concepts when studying a media text. It is a "how" for addressing the "what" of the Key Concepts. This model can be used for both analyzing and creating media texts.

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Each side of the Media Triangle offers guiding questions that help students discover the meaning of a message by looking at it from different points of view. The focus of instruction and the guiding questions differ depending on whether students are *analysing* a media text or *creating* one. However, whether analysing or creating, students must always use all three sides of the Triangle if they are to fully understand the message of a media text.

Using the Media Triangle encourages students to *read like a writer* and to *write for the reader*. Viewing and listening to media in an analytical way and taking note of production aspects help students to choose suitable forms and techniques for the messages they want to convey. By producing media texts of their own, students come to better understand the texts they see and hear all around them every day.

Thumbs Up Strategy
A strategy used for students to self assess their understanding of a specified goal. Thumbs up = Got It, Thumbs Sideways = Working on it/almost there, Thumbs Down = I have more questions.

Additional Resources

For additional resources and websites please see the Additional Teacher Supports section of the Connec[ED] website.