

## Online Safety Choice Boards

Grade 4

### Learning Goals

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

- apply critical thinking skills as they demonstrate an understanding of the safe use of technology and the consequences of misuse
- demonstrate the ability to communicate and apply health knowledge and living skills such as decision making and assessing risk as it relates to their personal health and well-being
- apply critical and creative thinking skills to create and produce a piece of media.

### Facility

Classroom, Computer lab

### Equipment List

- Variety of supplies/materials relating to student choice board activities
-  [Teacher Resource 6: Anecdotal Recording Chart – Cyberbullying](#)
-  [Teacher Resource 12: Healthy Living Choice Board Rubric](#)
-  [Teacher Resource 13: Types of Learner Chart](#)
-  [Student Resource 6: Thinking Map](#)
-  [Student Resource 7: Healthy Living Choice Board](#)
-  [Student Resource 8: Exit Card](#)

### Minds On

Share and clarify the lesson Learning Goals with the class.

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Using the Think-Pair-Share-Square Strategy (see Notes To Teacher) ask students to think individually about the information they learned while viewing Being Safer and Smarter Online. Consider using Student Resource 6: Thinking Map to guide student reflections.

Reflection questions:

1. What can you do to help yourself to demonstrate netiquette while online?
  - Give yourself the real life test
2. What are some things you should do to use communications technology more safely?
  - Create a strong password
  - Keep your passwords private
  - Keep personal information to yourself
  - Make sure that only friends can see your profile info
  - Don't accept invites from strangers
  - Don't forward cruel messages to others
  - Talk to your parents/guardians to let them know which online services you use, in order for them to be able to help if needed
3. How can you get help if you are in trouble online?
  - Talk to a responsible adult you trust, e.g. parent, teacher
  - Talk to a trusted friend
  - Contact Kids Help Phone
4. What is an example of emotional bullying? Physical bullying? Verbal bullying?
  - Emotional: Social isolation, obscene gestures, manipulation
  - Physical: Hitting, spitting, tripping, stealing, wrecking property
  - Verbal: Name calling, rumor spreading, threatening
5. If you are a bystander and you see bullying online, what can you do?
  - Talk to someone you trust, like your parents/guardians, a friend, a teacher, a counsellor or coach
  - Encourage the target to get help from someone, like a guidance counsellor, teacher, or other adult who can help
  - Stand up for the target and don't be a silent witness
6. If a friend told you they had a secret, and were being abused online, what could you do?
  - Talk to someone you trust, like your parents/guardians, a friend, a teacher, a counsellor or coach
  - Encourage the target to get help from someone, like a guidance counsellor, teacher, or other adult who can help
  - Contact Kids Help Phone

Once students have had time to gather their thoughts, have students share with an elbow partner to compare and contrast their responses. Finally, have pairs square up with another pair to compare and contrast their responses.

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### A&E - Minds On

Teacher observation and feedback of students' ability to demonstrate an understanding of risks associated with communications technology and various types of bullying as well as appropriate ways of responding using Teacher Resource 6: Anecdotal Recording Chart – Cyberbullying, Online Privacy and Security

### Action

Distribute Student Resource 7: Healthy Living Choice Board to individual students. Review the 6 possible assignments with students. Use direct instruction to explain to the students that they are to work individually to complete one of the assignments from the Choice Board, and that their choice of assignment should be based on their strengths as learners (by sense: visual, auditory, or kinesthetic). Teachers may post or hand out Teacher Resource 13: Types of Learner Chart.

Explain to students how their presentation will be evaluated. Review with students the product expectations at the top of Student Resource 7: Healthy Living Choice Board.

Explain to students that whatever their product is it must address these areas. Remind the students that information from these areas has been addressed throughout the unit and they can refer back to Student Resource 6: Thinking Map for support.

Use the lesson Learning Goals and overall expectations as a guide to have students identify success criteria (see Notes to Teacher) for the culminating task.

Success Criteria for Healthy Living Choice Board:

- Identifies risks associated with using the Internet, cell phone and other communication technologies
- Describes who or where to turn to when in a difficult situation
- Can describe strategies for using the Internet, cell phone, etc. safely including making informed decisions when faced with various types of cyberbullying
- Knowledge of material is demonstrated in end product
- Final product has a clear purpose
- Final product makes connections to a specific audience
- Uses correct vocabulary and terminology to discuss healthy living topics
- Ideas are expressed and presented in an organized manner

**Lesson 4 of 4**

**30 minutes**

**Curriculum expectations:** C1.2, C1.3, C2.2, 1.3, 1.5

**Other curriculum expectations:** Language - Media Literacy: 3.1, 3.4

**Topics:** Healthy Living

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Record criteria using student-friendly language on poster paper for students to refer to as they create their culminating task. Ensure all areas of Teacher Resource 12: Healthy Living Choice Board Rubric are addressed.

Share with students' possible example of culminating task final product, *Diary Entry*.

*Teacher prompt:* "If I was doing this project and identified myself as a visual learner (someone who prefers reading it or seeing it) I might select to create the product of Diary Entry. Based on the product expectations at the top of Student Resource 7: Healthy Living Choice Board, I might write my entry as a kid who has been bullied on the computer and outline what I think I can do about it. I'd divide my entry into two parts, one part for each bullet. In the first part of the report I'd focus on the safe use of technology and the types of bullying and responses. In the second part I'd talk about healthy decision making and assessing risk as they relate to my character's personal health and well-being."

Allow students to work for the remainder of the class time to ensure adequate completion of the task. Note that where time does not permit, lesson action and consolidation will take place in a future lesson, so some time adjustments may be required. See Notes to Teacher for additional information.

Have students demonstrate their understanding using the Thumbs-Up Strategy (see Notes to Teacher). If students demonstrate thumbs down work with students in a small group or individually clarifying task and student questions.

### A&E - Action

Teacher observation and assessment of students' ability to demonstrate the ability to apply health knowledge and living skills to make reasoned decisions, as well as an understanding of factors that contribute to healthy development including the risks of using the Internet and the importance of making safe decisions using Teacher Resource 12: Healthy Living Choice Board Rubric

Student self-assessment to check for understanding of requirements of task and final product using the Thumbs-Up Strategy (see Notes to Teacher).

### Consolidation

**Lesson 4 of 4**

**30 minutes**

**Curriculum expectations:** C1.2, C1.3, C2.2, 1.3, 1.5

**Other curriculum expectations:** Language - Media Literacy: 3.1, 3.4

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It is suggested that the Lesson Consolidation take place during a separate Health Class to allow the students ample time to complete Student Resource 7: Healthy Living Choice Board.

Using presentation format, have the students share their selection from Student Resource 7: Healthy Living Choice Board. Where possible, arrange for class guests to attend as well; for example, Principal, Vice Principal, parents, or additional classes.

Option: Prior to leaving class, have students complete and submit Student Resource 8: Exit Card with three points/statements linked to the success criteria (ie., what I learned, what I need to learn more about, what is my next step?).

### A&E - Consolidation

Teacher observation and feedback of the students' presentations using the success criteria from Teacher Resource 12: Healthy Living Choice Board Rubric

### Ideas for Extension

Have the students select a second option from the Student Resource 7: Healthy Living Choice Board to complete.

Students can present their final products for other classes.

Put the students creations from Student Resource 7 on display for other classes to see (e.g., as part of a bulletin board display or carousel).

### Notes to Teacher

**Think-Pair-Share-Square Strategy** - students think about a topic/question by themselves, pair up with a partner and share their ideas, and then join another pair and discuss similarities and differences between each of the students' ideas.

**Lesson 4 of 4**

**30 minutes**

**Curriculum expectations:** C1.2, C1.3, C2.2, 1.3, 1.5

**Other curriculum expectations:** Language - Media  
Literacy: 3.1, 3.4

**Topics:** Healthy Living

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

**Choice Boards** are common differentiated instruction tools used to provide students with a choice of culminating task. Students will select one task from the board to complete. Students require clear assessment criteria to be developed and shared prior to engaging in the task. Assessment will be on the student's demonstrated knowledge and understanding, application, and communication of the content (essential understandings), and not on the mode of presentation/product.

For effective student use of Choice Boards, students should be aware of their strengths and preferences. Consider using Multiple Intelligence surveys to help students learn about their personal learning style.

Consider creating a permanent Choice Board for use in other content areas.

Consider integrating expectations from The Arts curriculum and assessing students' product for the elements of Art (visual, music, drama, and dance) and media.

Note that some students may find it difficult to complete the activity in the action portion of this lesson independently. To accommodate these students, consider strategic pairing, or accommodations such as scribing, computer use, or additional time as required ensuring student success in the culminating task of this unit.

### Additional Resources

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