



# Teacher Unit Plan

## Intermediate Grades

# Cybersecurity Resources for Teachers & Educators

## About the resources

These resources are a free, comprehensive set of teaching materials; created by cybersecurity experts and Canadian educators, and linking directly to the Ontario curriculum. Available in four grade groupings, the language, learning goals and activities have been adapted to learners in primary (grades 1 to 3), junior (grades 4 to 6), intermediate/senior (grades 7 and 8) and high school (grades 9 to 12).

Resources include start-to-finish teaching materials, such as unit plans and recommended rubrics for teachers, and corresponding lesson worksheets for students. Lessons cover various essential topics related to digital citizenship, cybersecurity and cyber safety – such as cyber respect and online kindness (cyberbullying), communicating safely online, positive digital footprint and more!

## Using the resources

The goal of these resources is to provide a modern, curriculum-linked set of materials for Ontario educators and teachers, empowering and preparing them to equip youth with the knowledge and tools they need to use technology in a positive way, while at the same time being able to identify and prevent the associated risks.

These resources are accessible and can be easily implemented in the physical classroom or the online, virtual classroom environment.

The Catalyst has proactively offered two versions of all resources:

1. **A PDF version**, intended to be a downloadable, ready-to-use resource for educators and teachers. Download, print and share physical or digital copies with students for instant use.
2. **A Microsoft Word version** contains the same content as the PDF version. However, the Word version is editable, and allows for language and worksheets to be modified by educators and teachers as needed. It is recommended to edit the unit plans and lessons to accommodate the various learning needs and abilities of your students, or to incorporate additional or preferred modalities into the lessons.

## Additional cybersecurity resources

Cybersecurity, cyber safety and digital citizenship are relatively new areas of study; and, although these resources have been developed with the potential of limited technical or cyber experience in mind, we recognize that additional information may be needed to supplement an understanding of the topics covered.

We encourage educators and teachers to conduct independent research, and take advantage of the multitude of free resources available online, including the Rogers Cybersecure Catalyst youth resources:

<https://www.cybersecurecatalyst.ca/cybersecurity-for-k-12>

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## About the organization



The Rogers Cybersecure Catalyst, ‘the Catalyst’, is a not-for-profit corporation owned and operated by Ryerson University. The Catalyst strives to empower Canadian citizens and businesses to take full advantage of the

opportunities in the virtual space, and tackle the serious challenges of cybersecurity, through training and certification; commercial acceleration and support for cyber scale-ups; applied research and development; and public education.

## About the initiative



In 2019, the Rogers Cybersecure Catalyst partnered with Rogers Communications Inc., to help develop the Canadian cybersecurity ecosystem and fuel Canada’s digital economy. As a leading technology and media company in Canada, Rogers is committed to keeping Canadians cyber safe.

Together, the Catalyst and Rogers have identified a need to foster stronger collaboration between the cybersecurity community, academia and educational partners, to build awareness and understanding in cybersecurity, especially for youth.

## Ontario Language Curriculum Overall Expectations

Oral Communication	Writing	Media Literacy	Health & Physical Education
<p><b>1. Listening to Understand:</b> Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>2. Speaking to Communicate:</b> Identify a range of purposes for speaking, and explain how the purpose and intended audience might influence the choice of speaking strategies. Identify a range of vocal effects, and use them appropriately and with sensitivity toward cultural differences, to communicate their meaning;</p> <p><b>3. Reflecting on Skills and Strategies:</b> Identify how their skills as viewers, representers, readers and writers help them improve their oral communication skills.</p>	<p><b>1. Developing and Organizing Content:</b> Identify the topic, purpose and audience for more complex writing forms. Generate ideas about more challenging topics and identify those most appropriate for the purpose; gather information to support ideas for writing, using a variety of strategies, and a wide range of print and electronic resources. Identify and order main ideas and supporting details, and group them into units that could be used to develop a multi-paragraph piece of writing;</p> <p><b>2. Using Knowledge of Form and Style:</b> Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p><b>3. Applying Knowledge of Conventions:</b> Write complex texts of different lengths, using a wide range of forms. Make revisions to improve the content, clarity and interest of their written work, using a variety of strategies;</p> <p><b>4. Reflecting on Skills and Strategies:</b> Identify the variety of strategies they used before, during and after writing; explain which ones were the most helpful, and suggest future steps they can take to improve as writers.</p>	<p><b>1. Understanding Media Texts:</b> Explain how various media texts address their intended purpose and audience;</p> <p><b>2. Understanding Media Forms, Conventions and Techniques:</b> Identify some media forms, and explain how the conventions and techniques associated with them are used to create meaning and influence, or engage the audience;</p> <p><b>3. Creating Media Texts:</b> Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques;</p> <p><b>4. Reflecting on Skills and Strategies:</b> Identify what strategies they found most helpful in making sense of and creating media texts; explain how these and other strategies can help them improve as media viewers/listeners and producers.</p>	<p><b>1. Social-Emotional Learning Skills:</b> Apply skills that help them build relationships, develop empathy and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging and respect for diversity;</p> <p><b>2. Personal Safety and Injury Prevention:</b> Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation or harassment (including homophobic bullying or harassment), and other forms of identity-based bullying; and of the type of coercion that can occur in connection with sexting and online activities. Identify ways of preventing or resolving such incidents.</p>

## Culminating Task Rubric: Recording a Podcast

Category	Level 4	Level 3	Level 2	Level 1
<b>Knowledge</b>	Demonstrates thorough knowledge of chosen topic	Demonstrates considerable knowledge of chosen topic	Demonstrates some knowledge of chosen topic	Demonstrates limited knowledge of chosen topic
<b>Thinking</b>	Uses planning skills, such as graphic organizers, with a high degree of effectiveness	Uses planning skills, such as graphic organizers, with a considerable degree of effectiveness	Uses planning skills, such as graphic organizers, with some degree of effectiveness	Uses planning skills, such as graphic organizers, with limited effectiveness
<b>Use of Critical Thinking Process</b>	Uses critical creative thinking with a high degree of effectiveness by showing multiple perspectives (5+ sources)	Uses critical creative thinking with considerable effectiveness by showing multiple perspectives (3-4 sources)	Uses critical creative thinking with some effectiveness by showing a few perspectives (2-3 sources)	Uses limited critical creative thinking skills and only uses 1-2 sources
<b>Communication for Different Audiences and Purposes</b>	Expresses and organizes ideas clearly; and uses conventions, voice and terminology of the discipline with a high degree of effectiveness	Expresses and organizes ideas clearly; and uses conventions, voice and terminology of the discipline effectively	Expresses and organizes ideas somewhat clearly; and uses some conventions, voice and terminology of the discipline	Ideas are disorganized; and there is limited use of conventions, voice and terminology of the discipline
<b>Application of Knowledge and Skills</b>	Transfers knowledge and research skills to new contexts (Podcast) with a high degree of effectiveness	Transfers knowledge and research skills to new contexts (Podcast) effectively	Transfers knowledge and research skills to new contexts (Podcast) somewhat effectively	Transfers knowledge and research skills to new contexts (Podcast) with limited effectiveness

**Teacher Feedback:**

**Final Grade:**

## Unit Overview

This unit is designed to teach students about the main topics in cybersecurity today. It will engage students in conversations on the subject area as it relates to their use of technology, while upholding the values of digital citizenship. Digital citizenship refers to the responsible and safe use of technology and the Internet by anyone who uses it to engage with society.

This unit has assessments throughout and leads to a culminating task: a student-developed Podcast on their chosen topic within a theme related to cybersecurity and digital citizenship.

### Lessons Overview

Lesson 1: Podcasts & Cybersecurity

Lesson 2: Ready, Set, Go? Looking at Passwords

Lesson 3: Themes in Cybersecurity

Lesson 4: Cyber Respect & Online Kindness

Lesson 5: How to be an Upstander!

Lesson 6: Research Deep Dive (Information Verification)

Lesson 7: Drafting the Podcast

Lesson 8: Revising the Podcast

Lesson 9: Recording the Podcast\*

*\* No handout required for Lesson 9.*

Teacher Resource: Recording the Podcast Rubric

For additional information on the topics covered or additional supporting materials, check out the Rogers Cybersecure Catalyst downloadable Youth Resources:

<https://www.cybersecurecatalyst.ca/cybersecurity-for-k-12>

## Getting Started

Before beginning this unit, it's recommended that teachers take time with their class to explore key areas in cybersecurity – or give students independent time to do so themselves.

The Rogers Cybersecure Catalyst at Ryerson University has identified six overarching themes that have influenced the lessons in this unit: Cyber Respect & Online Kindness (a response to cyberbullying), Positive Digital Footprint (online image/reputation), Information Verification (separating truth from lies online), Privacy Online (strong and secure passwords and passcodes), Safe Communication Online and Safety Online (understanding online risks and device security).

Below is a high-level description of each of the six themes and topics mentioned throughout the subsequent lessons; however, for additional information on the topics covered, or additional supporting materials, check out the Rogers Cybersecure

Catalyst downloadable Youth Resources, with modified versions available for grades 7-12: <https://www.cybersecurecatalyst.ca/cybersecurity-for-k-12>

<p><b>Cyber Respect &amp; Online Kindness: Cyberbullying</b></p> <p>When a person or a group targets an individual online with the intention of harassment, threat, humiliation or causing embarrassment, that's cyberbullying. It can include things like name-calling or spreading rumours, sharing personal content, or forcing someone to do something they don't want to do. Cyberbullies use different online methods, targeting individuals using text messages, direct messages (DMs), group chats, and comments on social media, or even while playing online games.</p> <p>The grade 7-12 digital resource contains information on what online bullying is and is not; forms of cyberbullying; and offers guidance on how to report it and navigate it with cyber respect and online kindness.</p> <p><a href="#">Access the digital resource here.</a></p>	<p><b>Digital Footprint: A Positive Digital Image</b></p> <p>"Digital footprint" refers to an online image or reputation; it's who the students appear to be and how people view them, based on their actions online. Everything they say and do online can easily become publicly visible, even if their privacy settings are turned on and set to the highest security setting. Students' online content can be shared, screen captured or printed without their knowledge. It's important for students to be kind and respectful toward others at all times, both in-person and online.</p> <p>The grade 7-12 digital resource contains information about what contributes to a positive digital footprint; how to build and maintain a positive image online; and how to help others build their own.</p> <p><a href="#">Access the digital resource here.</a></p>
<p><b>Information Verification: Truth Online</b></p> <p>It's becoming increasingly difficult to separate fact from fiction. Historically, people consumed news from mainstream media outlets that, for the most part, had</p>	<p><b>Privacy Online: Passcodes</b></p> <p>Passcodes, often referred to as passwords, are needed for individuals' safety and security, and to protect their privacy, online. Strong passcodes, as well as a different</p>

<p>reputations for credible and honest reporting. Now, because of the rise of the Internet, people have the ability to easily create and share content, which leads to the increased potential to share misleading, uninformed or possibly biased content. It's the responsibility of your students – and all Internet users – to ensure they're critical of the information they discover online.</p> <p>The grade 7-12 digital resource contains information on how to recognize misinformation; the implications of sharing false information; and how to verify information using important and practical skills.</p> <p><a href="#">Access the digital resource here.</a></p>	<p>passcode for each account, stop others from getting into accounts and devices; and block dishonest people ("hackers") who try to try to guess passcodes. Passcodes should be mindfully cared for and never shared. Otherwise, students risk losing their accounts, damaging their reputation, or having their identity stolen.</p> <p>The grade 7-12 digital resource contains information on how to create a strong passcode, as well as tips on how to protect and manage passcodes.</p> <p><a href="#">Access the digital resource here.</a></p>
<p><b>Safe Communication Online</b></p> <p>Your students use technology primarily to communicate with each other – chatting with friends, commenting on posts, sharing pictures, and sending instant messages (IMs) to stay in touch. In addition to communicating with friends and peers, many social media platforms and mobile apps allow students to have conversations with people they've never met in-person; and sometimes it's hard to know who's on the other side of the screen or what their intentions are. The key to staying safe online is to limit the amount of private information they share publicly.</p> <p>The grade 7-12 digital resource contains information on how students can recognize potential risks while communicating online and empowers them to be mindful of the situations they place themselves in while online.</p> <p><a href="#">Access the digital resource here.</a></p>	<p><b>Safety Online: Understanding Online Risks</b></p> <p>Online risks appear as scams, and malware or viruses, which could result in identity theft while using connected devices. In order for your students to keep their private information and accounts safe, they also need to keep their devices safe. Unfortunately, new schemes are becoming increasingly sophisticated; and without the proper understanding, students can unknowingly give up confidential information that allows cybercriminals to access their accounts or create new ones in their name.</p> <p>The grade 7-12 digital resource contains information on how students can avoid and prevent online risks to both themselves and their devices by browsing securely and downloading safely online.</p> <p><a href="#">Access the digital resource here.</a></p>

## Lesson 1: Podcasts & Cybersecurity

### Lesson Plan for Parent(s)/Guardian(s)

Today, we're starting our Media Literacy unit with a focus on cybersecurity. Throughout this unit, students will conduct a deep-dive exploration of a topic of their choice that relates to cybersecurity, as well as their lives both now and in the future.

In today's lesson, we'll be learning about podcasts, and how they're effective tools to communicate important information to large audiences.

Students will also learn how to efficiently use search engines to find relevant podcasts regarding issues in cybersecurity, such as cyberbullying, protecting passcodes, privacy online and more.

<b>Hook</b>  <b>10 minutes</b>	<p><i>Greet students as they enter the classroom</i> <i>Great time to check in about well-being</i></p> <p>Engage prior knowledge about podcasts by asking for a show of hands for those who have listened to a podcast before.</p> <p>This will give you a clear sense of your students' familiarity with the subject matter.</p> <p><b>Sample Definition:</b></p> <p><b>Podcast:</b> A podcast is a digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new instalments of which can be received by subscribers automatically.</p> <p><b>Suggested Discussion Starter:</b> Podcasts are a great way for people of all ages to listen to stories; learn about current events and history; and answer many of our burning questions. They have become increasingly popular, and there's a podcast for just about every topic.</p> <p><b>Cybersecurity Thumbs Up/Thumbs Down</b></p> <p>Gauge relatability to important cyber topics by asking the following yes or no questions. Have students indicate their responses with a thumbs up for "yes," thumbs down for "no" or thumbs to the side if they're unsure.</p> <p><b>Read the prompts you believe relate most to your classroom, or adjust as needed:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> I believe the Internet is completely safe</li><li><input type="checkbox"/> I know someone whose device or account has been hacked</li><li><input type="checkbox"/> I keep my passwords private and protected from others</li><li><input type="checkbox"/> My phone uses my fingerprint or facial recognition as a password</li><li><input type="checkbox"/> My social media accounts are set to private</li></ul>
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> I could see myself working in the tech industry</li> <li><input type="checkbox"/> My parents are worried about the amount of time I spend using technology</li> <li><input type="checkbox"/> I read Google reviews when looking for a product</li> <li><input type="checkbox"/> Online ads annoy me</li> <li><input type="checkbox"/> I trust the news I read online</li> <li><input type="checkbox"/> I can effectively use a search engine (i.e., Google)</li> <li><input type="checkbox"/> I can code</li> <li><input type="checkbox"/> I trust my gut when using technology</li> </ul> <p>Encourage students to use these statements, as well as the discussion at the beginning of the unit, to help them start thinking of an area of cybersecurity that interests them, to pursue further for their podcast assignment (statements above relate to one or more of the six themes provided at the beginning of the unit plan).</p>						
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p><b>Share learning goals for purposeful learning</b></p> <p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can locate podcasts on the Internet</li> <li><input type="checkbox"/> I can relate to relevant topics in cybersecurity</li> <li><input type="checkbox"/> I can use a search engine effectively to filter my results</li> </ul>						
<b>Input &amp; Modelling</b>	<p><i>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</i></p> <p>Model how to research the relevant topic on your preferred search engine (i.e., <a href="http://www.google.com">www.google.com</a>).</p> <p><b>Guided Exercise:</b></p> <p>The Internet is a limitless place that is literally growing larger every day. It's full of information and resources, making the ability to conduct an efficient online search a highly valuable skill. The most important thing to remember when searching the Internet is to include "exclusions". When you understand how to search the Internet to exclude irrelevant or duplicate results, you save a lot of time and find much better, more reliable information. When searching on Google, for example, try using the operators or search functions below:</p> <table border="1"> <thead> <tr> <th>Operators</th><th>Description</th></tr> </thead> <tbody> <tr> <td>" "</td><td>Words within quotes will be treated as phrases (e.g., only results with "Moonwalk dog trick" are retrieved, pages that have only the words moonwalk, or dog or trick will be excluded from the results).</td></tr> <tr> <td>AND</td><td>This means only pages with all keywords will be included (e.g., results will only</td></tr> </tbody> </table>	Operators	Description	" "	Words within quotes will be treated as phrases (e.g., only results with "Moonwalk dog trick" are retrieved, pages that have only the words moonwalk, or dog or trick will be excluded from the results).	AND	This means only pages with all keywords will be included (e.g., results will only
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	<table> <tr> <td></td><td>include pages with both “moonwalk” AND “dog trick”).</td></tr> <tr> <td><b>OR</b></td><td>Allows users to broaden their search criteria to avoid excluding relevant results (e.g., “moonwalk” AND “dog” OR “cat” AND “trick”).</td></tr> </table>		include pages with both “moonwalk” AND “dog trick”).	<b>OR</b>	Allows users to broaden their search criteria to avoid excluding relevant results (e.g., “moonwalk” AND “dog” OR “cat” AND “trick”).
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<b>OR</b>	Allows users to broaden their search criteria to avoid excluding relevant results (e.g., “moonwalk” AND “dog” OR “cat” AND “trick”).				
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<b>Observe, prompt, support, enrich</b>  The students’ task is to use the search operators and a search engine to look up and fill in their Ticket Out the Door.				
<b>Check for Understanding</b>  <b>10 minutes</b>	<b>Observations, formative assessment</b>  Ticket Out the Door: Each student is to... <ul style="list-style-type: none"> <li>• Use a search engine*, such as Google or <a href="http://www.listennotes.com">www.listennotes.com</a>, and use the search operators from the guided exercise to help them find three (3) podcasts that relate to different topics within cybersecurity</li> <li>• Put a star beside the podcast they believe is the most relevant/interesting <ul style="list-style-type: none"> <li>◦ Use the prompts as a guide for words to add to the search for students who need more support</li> </ul> </li> </ul> <p>* CBC Podcasts (<a href="https://www.cbc.ca/radio/podcasts">https://www.cbc.ca/radio/podcasts</a>) is another website with free access to podcasts; however, their search function is not as user-friendly.</p>				
<b>Closure</b>	<b>Review, questions, wrap-up, discussion, appreciations</b>  Allow students a few minutes to log off their computers and tidy their workspace.				
<b>Resources</b>	Headphones and laptops/Internet-connected devices				
<b>Assessment</b>	<p><i>For Learning:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins ✓</li> </ul> <p><i>As Learning:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria ✓</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other: Ticket Out the Door ✓</li> </ul> <p><i>Of Learning:</i></p>				

	<input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Assignment <input type="checkbox"/> Other product
<b>Notes</b>	

## Lesson 2: Ready, Set, Go? Looking at Passwords

### Lesson Plan for Parent(s)/Guardian(s)

Today, students will be listening to a podcast for the purpose of learning the speaking and technical conventions used in podcasts.

Students will use these conventions when planning and delivering their very own Podcasts at the end of this unit.

<p><b>Hook</b></p> <p><b>10 minutes</b></p>	<p><i>Greet students</i>  <i>Great time to check in about well-being</i>  <i>Engage prior knowledge</i></p> <p>With a partner or two (and a recording device, if possible) have students host a 30-second mock interview (practice podcast) about a topic related to passwords or passcodes (e.g., creating strong passwords, using passphrases, keeping passwords safe, the purpose of a password, etc.).</p> <p>Once the students are in their small groups and you have given them time to brainstorm, put a 30-second timer on and allow them to interview their peer(s).</p> <p><b>Once the 30 seconds are up, ask the following question(s):</b></p> <ul style="list-style-type: none"> <li>• What challenges and/or successes did you encounter during your podcast mock interview?</li> <li>• What would have been helpful to prepare you?</li> </ul> <p>Unsurprisingly, the amazing conversations we hear over podcasts are almost always carefully planned. This allows the direction of the podcast to be organized and come full circle in the span of one episode.</p>
<p><b>Learning Goals &amp; Success Criteria</b></p> <p><b>5 minutes</b></p>	<p>Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to a podcast for the purpose of creating a podcast outline</li> </ul>
<p><b>Input &amp; Modelling</b></p>	<p><b>Notes for Accommodations go here (supplementary materials)</b></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Learning environment</li> <li>• Product</li> </ul> <p><b>Listening Activity</b></p> <p>Teach and show the content and skills that students need to know to be successful. Model with examples that clarify understanding.</p>

	<p><b>Listen to the podcast as a class, or give students time to listen independently:</b></p> <ul style="list-style-type: none"> <li>• “Your Password is the Worst”, available for free listening here: <a href="https://irlpodcast.org/season4/episode2/">https://irlpodcast.org/season4/episode2/</a> Pause at 3 minutes and 7 seconds.</li> </ul> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• What communication conventions can you notice so far?</li> <li>• Look for the following communication conventions: <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction (Do the students remember the host’s name or the name of the podcast?)</li> <li><input type="checkbox"/> Mention of the audience (hello to the audience or folks at home)</li> <li><input type="checkbox"/> Special guest(s)(are they interviewing someone?)</li> <li><input type="checkbox"/> Advertisements (or sponsorship, usually related to the main theme)</li> <li><input type="checkbox"/> Vocal segues (transition words and phrases)</li> <li><input type="checkbox"/> Sound effects</li> <li><input type="checkbox"/> Closing remarks (thank you for listening)</li> </ul> </li> </ul>
<p><b>Guided &amp; Independent Practice</b></p> <p><b>20+ minutes</b></p>	<p><b>Observe, prompt, support, enrich</b></p> <p>Continue listening to the podcast as a class and listen for conventions together, pausing as needed.</p>
<p><b>Check for Understanding</b></p> <p><b>10 minutes</b></p>	<p><b>Class discussion:</b> Reflect back on the mock interview at the beginning of the class and their practice podcast on the topic of passwords. Why might it be important to plan when and where conventions will be used?</p>
<p><b>Closure</b></p>	<p>Great writers plan greatly! We’ll be creating scripts for our own Podcasts moving forward.</p> <p>Share some appreciation for your students who were engaged and listening for this intended purpose of planning.</p>
<p><b>Resources</b></p>	<p>Resources for the Educator</p>
<p><b>Assessment</b></p>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes ✓</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> </ul>

	<input type="checkbox"/> Success criteria <input type="checkbox"/> Self-reflection <input type="checkbox"/> Other  Of Learning: <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Assignment <input type="checkbox"/> Other product
<b>Notes</b>	

## Lesson 3: Themes in Cybersecurity

### Lesson Plan for Parent(s)/Guardian(s)

Today, students will be choosing the topic for their Podcast and begin their inquiry into the topic. Students will develop guiding questions for their Podcasts, and may ask those questions during their interviews or research process.

<b>Hook</b>  <b>10 minutes</b>	<p><i>Greet students</i>  <i>Great time to check in about well-being</i>  <i>Engage prior knowledge</i></p>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p>Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can develop three guiding questions to guide the research for my Podcast</li> </ul>
<b>Input &amp; Modelling</b>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p> <p><i>Notes for Accommodations go here (supplementary materials)</i></p> <ul style="list-style-type: none"> <li>• <i>Content</i></li> <li>• <i>Process</i></li> <li>• <i>Learning environment</i></li> <li>• <i>Product</i></li> </ul> <p>Individually, or in small groups, guide students through a brainstorming session to choose the main topic for their Podcasts. Use the overarching themes from the Getting Started section of this unit plan, and/or the list from the Lesson 1 as a guide:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I believe the Internet is completely safe</li> <li><input type="checkbox"/> I know someone whose device or account has been hacked</li> <li><input type="checkbox"/> I keep my passwords private and protected from others</li> <li><input type="checkbox"/> My phone uses my fingerprint or facial recognition as a password</li> <li><input type="checkbox"/> My social media accounts are set to private</li> <li><input type="checkbox"/> I could see myself working in the tech industry</li> <li><input type="checkbox"/> My parents are worried about the amount of time I spend using technology</li> <li><input type="checkbox"/> I read Google reviews when looking for a product</li> <li><input type="checkbox"/> Online ads annoy me</li> <li><input type="checkbox"/> I trust the news I read online</li> <li><input type="checkbox"/> I can effectively use a search engine (i.e., Google)</li> <li><input type="checkbox"/> I can code</li> <li><input type="checkbox"/> I trust my gut when using technology</li> </ul> <p>Choose one topic as a class and model how it can be turned into three sub-questions or sub-themes.</p> <p><b>Sample topic:</b> I can code.</p>

	<b>Sample Questions:</b> <ol style="list-style-type: none"> <li>1. What does coding mean and what is it used for?</li> <li>2. How can someone learn how to code?</li> <li>3. What are examples of coding languages?</li> </ol>
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<b><i>Observe, prompt, support, enrich</i></b>  Give students time, and support their ideas by asking them questions or pushing them to think more critically.
<b>Check for Understanding</b>  <b>10 minutes</b>	<b><i>Observations, formative assessment</i></b>  Once a student has chosen a topic and three sub-questions, they've achieved the learning goal. It will take some time to develop the answers and be ready to draft their Podcast. This can be done at home as homework, or in school or the remote learning classroom.
<b>Closure</b>	<b><i>Review, wrap-up, discussion, appreciations</i></b>  Share some examples from the class to further model for students who have yet to choose their Podcast topic.
<b>Resources</b>	<b>Resources for the Educator</b>  Possible extension or resource for remote learning environments: Host a brainstorming session on Flipgrid: <a href="http://www.flipgrid.com">www.flipgrid.com</a>
<b>Assessment</b>	For Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins ✓</li> </ul> As Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> Of Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes</b>	

## Lesson 4: Cyber Respect & Online Kindness

### Lesson Plan for Parent(s)/Guardian(s)

When a person (or a group) targets an individual online with the intention of harassment, threat, humiliation or causing embarrassment, that's cyberbullying. It can include things like name-calling or spreading rumours, sharing personal content, or forcing someone to do something they don't want to do.

Today's lesson contains information about cyberbullying; and offers guidance on how to recognize it, and act with cyber respect and online kindness.

#### Hook

10 minutes

*Greet students*

*Great time to check in about well-being*

*Engage prior knowledge, reminder of the last lesson*

Before students can freely share their ideas and Podcasts, a safe space (in-person or digital) must be established.

In addition to learning about different types of cyberbullying, students will build a code of conduct for their behaviour in relation to these Podcasts, and the digital space in general.

#### **Suggested definition:**

- **Bullying:** Actions, or threats of action, directed toward a person by one or more people, with the intention to cause fear, distress or harm.
- **Cyberbullying:** The use of electronic communication to bully a person, typically by sending/posting messages of an intimidating or threatening nature.

**Class discussion:** To engage the class, create a list of what online bullying is or is not. Your list will suit your class's needs. For example:

#### **Bullying is...**

- Usually a personal attack that's meant to hurt, embarrass and/or humiliate someone.
- Often a repetitive pattern of behaviour – however, even a single instance of bullying can lead to disciplinary action, and even criminal charges.
- Can be physical, verbal, psychological or a combination of the three.

#### **Bullying is not...**

- Instances of conflict, or having a disagreement with someone, as long as no one is being personally attacked.
- Criticism of another's actions if they're directed at something that's objective (e.g., the singer was singing off-key).

<b>Learning Goals &amp; Success Criteria</b> <b>5 minutes</b>	<p>Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize cyberbullying</li> <li><input type="checkbox"/> I am a respectful digital citizen</li> </ul>
<b>Input &amp; Modelling</b>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p> <p><b>Notes for Accommodations go here (supplementary materials)</b></p> <ul style="list-style-type: none"> <li>• <i>Content</i></li> <li>• <i>Process</i></li> <li>• <i>Learning environment</i></li> <li>• <i>Product</i></li> </ul> <p><b>Review the most common forms of cyberbullying and their definitions:</b></p> <ul style="list-style-type: none"> <li>• <b>Discrimination:</b> Targeting personal characteristics such as race, colour, place of origin, age, religion, gender, sexual orientation, gender expression/identity, appearance, physical or mental disabilities, etc.</li> <li>• <b>Sexual Harassment:</b> Unwanted sexual contact or comments; falsely claiming that there was an encounter when there was not; spreading rumours; sending a person unwanted sexual images, etc.</li> <li>• <b>Personal Bullying:</b> Actions or language directed toward someone with the intention to demean, embarrass, humiliate, harass, isolate or exclude.</li> <li>• <b>Hacking:</b> Accessing another person's online profiles without their permission to post embarrassing content or messages; or to humiliate the victim by sharing private information or images of them.</li> <li>• <b>Harassing:</b> Posting unflattering photos or videos of a person with the intention of embarrassing, demeaning or degrading them.</li> <li>• <b>Isolating or Exclusion:</b> Leaving a person out of a group or online activity, and letting them know it was intentional (e.g., creating a post with a group of friends and tagging the excluded person so they know they're left out).</li> <li>• <b>Fake Accounts:</b> Creating an account appearing to be someone else and making public posts pretending to be them, in order to embarrass and degrade the victim and others.</li> <li>• <b>Shaming:</b> Making fun of a person's body, clothing, appearance, life choices, identity, etc. Online shaming is done through text, group chats, and photos or videos posted online through social media platforms.</li> <li>• <b>Trolling:</b> When someone starts arguments or upsets people by posting inflammatory or off-topic messages in an online community.</li> </ul>

	<p><b>Class discussion:</b> What are the consequences of cyberbullying?</p> <p><b>Suggested examples:</b> Behaving in a disrespectful or unkind way toward people online can have a significant and lasting impact on those directly – and even indirectly – involved, including physical and emotional trauma, disciplinary action at school, legal action and consequences, and damage to the online reputation of everyone involved.</p> <p><b>Important notes:</b></p> <ul style="list-style-type: none"> <li>• <b>Remind students of the “Golden Rule”: Treat others the way they’d want to be treated – with dignity, empathy, kindness and respect.</b></li> <li>• <b>Remind students that they can always connect with Kids Help Phone by texting: 686868 or calling: 1-800-668-6868 from across Canada, 24 hours a day, 7 days a week.</b></li> </ul>
<p><b>Guided &amp; Independent Practice</b></p> <p><b>20 minutes</b></p>	<p><b>Observe, prompt, support, enrich</b></p> <p>To reach the goal of recognizing cyberbullying online, and aiming to be respectful digital citizens, students will create a list of commandments for the shared online space.</p> <p>In pairs or groups, using chart paper (in-person learning) or a shared Google doc (remote learning), task students with creating a list of at least 5 Commandments of Digital Citizenship (i.e., Thou shalt promote positive body image, or Thou shalt only post kind and thoughtful messages online).</p> <p>These commandments will be compiled into a class rule book for online behaviour. This is not just useful for the Podcast unit, but for any time the students are online.</p>
<p><b>Check for Understanding</b></p> <p><b>10 minutes</b></p>	<p><b>Observations, formative assessment</b></p> <p>Walk around and guide the conversations with prompts or ideas from the lesson plan.</p>
<p><b>Closure</b></p>	<p><b>Review, wrap-up, discussion, appreciations</b></p> <p>Create a visual class list of Digital Commandments using the commandments the students can all agree on.</p> <p><i>Try it: Ask students to sign the commandments, and treat them like a contract for behaviour online.</i></p>
<p><b>Resources</b></p>	<p><b>Resources for the Educator</b></p> <p>In-class learning:</p> <ul style="list-style-type: none"> <li>• Chart paper</li> </ul>

	<b>Remote learning:</b> <ul style="list-style-type: none"> <li>Shared Google Doc or equivalent (e.g., Flipgrid: <a href="http://www.flipgrid.com">www.flipgrid.com</a>)</li> </ul>
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products</li> <li><input type="checkbox"/> Check-ins</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other ✓ commandments</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation ✓</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes</b>	

## Lesson 5: How to Be an Upstander!

### Lesson Plan for Parent(s)/Guardian(s)

Lesson 5 is a continuation from Lesson 4. Recognizing cyberbullying is the first step, but the next step is taking action to respond to it and report it.

Today, students will be learning about how to become Upstanders (instead of Bystanders) when it comes to cyberbullying.

#### Hook

10 minutes

*Greet students  
Great time to check in about well-being  
Engage prior knowledge*

#### Present the following case study to the class:

*In a remote learning (online) classroom setting, Lorne's class is having a discussion and everyone's cameras are on. It becomes evident to his peers that Lorne's room has outdated furniture and poor-quality Wi-Fi. Annie notices and chuckles, saying "Hey Lorne, do you live in a shack?". This is a situation of cyberbullying. If you were in this virtual classroom setting, how would you proceed?*

Take students' initial ideas and responses in a large group setting, or think-pair-share if in the physical classroom.

Define Upstander and Bystander, and discuss what an Upstander would do.

#### Suggested definitions:

- **Upstander:** Someone who is present and speaks and/or acts in support of an individual or cause in order to help someone in need.
- **Bystander:** Someone who is present, but doesn't take action or chooses to not get involved in a situation.

**Class discussion:** What does it mean to be an Upstander? If you suspected that someone was being cyberbullied, how would you help them? How would you feel if someone interpreted something you did or said as cyberbullying?

#### Suggested examples or responses:

- Practice the "Golden Rule": Treat others the way you'd want to be treated. If the bully is someone you know, you can help them see kindness by being kind to them, like posting something positive about them or inviting them to join an online community.
- Treat others with Dignity, Empathy, Kindness and Respect.

	<ul style="list-style-type: none"> <li>• Random acts of kindness: Support friends and classmates during their times of need by posting a random kind post. Remember, we're all part of a community.</li> <li>• Enlist the help of friends: A group of positive, helpful people can make a very big difference for someone who's been hurt by a cyberbully; show empathy and kindness, and offer reassurance.</li> </ul> <p><b>Important note: Remind students they should never confront a bully who is a stranger, either in person or online. Instead, tell a parent/guardian or trusted adult.</b></p>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p>Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can define <i>Upstander</i> and <i>Bystander</i></li> <li><input type="checkbox"/> I know ways I can become an Upstander</li> </ul>
<b>Input &amp; Modelling</b>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p> <p><b>Notes for Accommodations go here (supplementary materials)</b></p> <ul style="list-style-type: none"> <li>• <i>Content</i></li> <li>• <i>Process</i></li> <li>• <i>Learning environment</i></li> <li>• <i>Product</i></li> </ul> <p><b>After discussing the case study, review the following guidelines for responding to (or reporting) cyberbullying:</b></p> <p>Record it, report it, don't support it</p> <ul style="list-style-type: none"> <li>• Never confront a bully who is a stranger, either in person or online. Instead, tell a parent/guardian or trusted adult.</li> <li>• Don't respond to or engage in arguments online. Getting involved can blur the lines and make it hard to figure out who's in the wrong.</li> <li>• Save screenshots of bullying messages/posts and report them to a parent/guardian or trusted adult so they can help you do something about it.</li> <li>• If cyberbullying occurs during the school year, report it to your teacher, the principal and/or school administrators.</li> <li>• For unwanted text messages or phone calls, most cellphones have a "block number" function. For unwanted messages on social media platforms or downloaded apps, report instances of cyberbullying directly to the corresponding social media or application Help Centre/Customer Care.</li> <li>• Report criminal offences (e.g., threats, assaults, harassment and exploitation) to local police.</li> </ul>

	<ul style="list-style-type: none"> <li>Always tell someone – no one is in this alone! Consult a trusted adult who can advocate for you.</li> </ul>
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<b><i>Observe, prompt, support, enrich</i></b>  Together with the Commandments for Shared Digital Space (Lesson 4), and their new understanding of how to respect one another in-person and online, students are now ready to begin the research process for their Podcasts – and share their ideas safely and confidently.
<b>Check for Understanding</b>  <b>10 minutes</b>	<b><i>Observations, formative assessment</i></b>  If comfortable, have students share their responses to the case study scenario.
<b>Closure</b>	<b><i>Review, wrap-up, discussion, appreciations</i></b>  Assign a due date for selecting the Podcast topic, based on time available for research.
<b>Resources</b>	<b>Resources for the Educator</b>
<b>Assessment</b>	For Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Anecdotal notes ✓</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products</li> <li><input type="checkbox"/> Check-ins ✓</li> </ul> As Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> Of Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes</b>	

## Lesson 6: Research Deep Dive (Information Verification)

### Lesson Plan for Parent(s)/Guardian(s)

The concept of “truth” has never been more unclear than it is today. Before the rise of the Internet, people consumed news from mainstream media outlets that, for the most part, had reputations for credible and honest reporting. Now, people have the ability to easily create and share content, which leads to the increased potential to share fake or misleading content that’s uninformed, or possibly biased, in nature.

In today’s lesson, students will be learning how to critically assess what they see on the Internet and in the media, in order to verify if what they’re consuming is true.

#### Hook

10 minutes

*Greet students*

*Great time to check in about well-being*

*Engage prior knowledge, reminder of the last lesson*

Now that students can listen for conventions (Lesson 2), you’ll be sharing tools for consuming information, and detecting whether or not the information is true.

Have your students heard the term “*fake news*” before? If not, lead a class discussion and see what they already know about *fake news*; the spread of online lies; and the importance of checking that what you see, hear or read online is, in fact, true.

#### **Sample conversation starter:**

“*Fake news*” is a common phrase these days, especially for teens. Fake news often refers to false or misleading information presented as real, informed news.

It’s hard to say why misinformation or false information content is created, or what the creator’s intentions were when they shared it. Often, the goal is to prompt an extreme reaction, such as anger or excitement. Sometimes, it’s to change readers’ beliefs about a certain topic; to make money by selling a product or idea; or it originates from advertising companies. On the other hand, it could’ve been a genuine mistake – authors, bloggers or journalists could’ve forgotten to check the facts, or honestly believed they had the correct information.

#### **Sample definition:**

- **Misinformation:** False or incorrect information that is shared with others, regardless of whether the intent was to mislead others or not.

**Class discussion:** Can you think of any recent examples of fake news being shared online? How about on social media? How did you know whether what you were seeing or reading was real or fake?

**Optional Extension:** Play the BBC News video ([available here](#)) called “Fake news: Can teenagers spot it?” about South Wales, UK students

	<p>and how/where they get their news; and the outcomes from an interactive game where teens become social media journalists faced with a major breaking news story, and have to determine whether or not it's real. In addition, you can facilitate your own demo of the <a href="#">BBC iReporter game</a>.</p> <p>A teacher's guide to the iReporter interactive game is <a href="#">available here</a>.</p>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p>Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use critical thinking skills to recognize false information that's presented in the media</li> </ul>
<b>Input &amp; Modelling</b>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p> <p><b>Notes for Accommodations go here (supplementary materials)</b></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Learning environment</li> <li>• Product</li> </ul> <p>Implications of Sharing False Information</p> <p><b>There can be implications or consequences for sharing false information, misinformation or disinformation online, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Damage to credibility:</b> You may lose personal or professional credibility if it becomes clear that you lack the skill to detect misinformation or verify the authenticity of content, before sharing it.</li> <li>• <b>Compromised reputation:</b> If you share controversial or offensive content, people may feel that you share the same opinions and views.</li> <li>• <b>Academic penalty:</b> Quoting or citing incorrect information may result in loss of marks and/or poor grades.</li> <li>• <b>Loss of employment:</b> Believing mistaken information can lead to poor decisions; and if that information is controversial or hateful, it may damage your professional reputation, result in job loss, or become a barrier to employment.</li> <li>• <b>Negative impact on self-esteem:</b> Constantly seeing curated social media posts can make you feel inadequate about your own life when you're really only seeing the glorified version the creator wants you to see.</li> </ul> <p><b>Social Media and Falsehoods*</b></p> <p><i>* Content not in the Lesson 6 handout, to be discussed as a class.</i></p>

As a continuation of the last point in the implications section, discuss the role social media plays in the spreading of misinformation.

Social media has many upsides, but it also has some downsides, including being used to spread lies and rumours, and create falsehoods that exaggerate people's influence and lifestyle. If your students have social media profiles, it's important for them to understand that:

- The number of friends, followers or subscribers someone has can give the impression that this person is more popular, or has more "influence", than they really do.
- Filters are commonly used on social media; some are easy to recognize, while others are hard to spot, and make people appear more attractive or flawless.
- Social media content can be designed to display whatever self-image the author wants others to see, creating the illusion that they have a more perfect/exciting life than they truly do.
- Social media can be used to create and spread rumours at a very fast rate; and the number of posts and shares that contain a rumour can make it appear to be true when it is, in fact, a lie.

### **Fact-checking 101**

Fact-checking and online research are important and practical skills that translate to many areas of students' personal, academic and professional lives.

- Is this too good, or too bad, to be true?
- Does this reinforce stereotypes about people or groups?
- Does it seem to be telling me what I want to hear, or what I already believe or feel?
- Does the body of the story match the headline?
- When was the story published? Is it new?
- If it's a few years old, why is it circulating now?
- Does the story have a named writer or producer?
- Have I heard of the organization that published it before?
- Does this organization have reporters and writers who can be found online or on social media? Do their names or bios appear on the organization's website?
- What is the domain name (or web address) of the website?
- Have I heard of it before? Can I look it up?
- Does it sound like the address of a similar website with a different ending?

	<ul style="list-style-type: none"> <li>Can I find another source that confirms this information? Can I find one that counters it?</li> </ul> <p><b>Important note: Advise students that, if they discover misinformation or false information being shared online, they should “check it, not spread it!”. Ask them to consider reporting the “fake news” to the social media or website platform on which it was found.</b></p>
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<p><b>Observe, prompt, support, enrich</b></p> <p>Ask students to find one article online, and decide whether it’s true or a lie. Remind students to use the Key Search Engine Operators from Lesson 1, to help them effectively use the Internet for research and browsing.</p>
<b>Check for Understanding</b>  <b>10 minutes</b>	<p><b>Observations, formative assessment</b></p> <p>Have students present their site, and their reasons for believing it’s credible or fake, in small groups or as a class.</p>
<b>Closure</b>	<b>Review, wrap-up, discussion, appreciations</b>
<b>Resources</b>	Resources for the Educator
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-in</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria ✓</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes</b>	

## Lesson 7: Drafting the Podcast

### Lesson Plan for Parent(s)/Guardian(s)

Today, students will begin drafting the script for their Podcasts. They'll use their information verification skills to find trustworthy sources about their chosen theme in cybersecurity.

<b>Hook</b>	<i>Greet students</i> <i>Great time to check in about well-being</i> <i>Engage prior knowledge</i>
<b>10 minutes</b>	
<b>Learning Goals &amp; Success Criteria</b>	Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.
<b>5 minutes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use critical thinking skills to recognize false information that's presented in the media</li> <li><input type="checkbox"/> I include conventions of a podcast in my planning</li> </ul>
<b>Input &amp; Modelling</b>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p> <p><b>Notes for Accommodations go here (supplementary materials)</b></p> <ul style="list-style-type: none"> <li>● <i>Content</i></li> <li>● <i>Process</i></li> <li>● <i>Learning environment</i></li> <li>● <i>Product</i></li> </ul> <p>Students will be using their Graphic Organizers from Lesson 3, and the activities from the entire unit, to start writing the script for their own Podcasts.</p> <p><b>Using their completed Planning Your Podcast:</b> Graphic Organizer from Lesson 3 as their starting point, students will begin drafting their scripts. They can use pen and paper, or a computer, depending on accessibility and learning delivery (in-class or remote learning).</p> <p>Brainstorm how students will go about writing their Podcast. A great way to start is with the introduction: introducing <i>you</i>, the podcaster, and what you'll be discussing in today's podcast.</p> <p>Show the students the rubric they'll be assessed with, or use co-created Success Criteria to assess the Podcast.</p>
<b>Guided &amp; Independent Practice</b>	<b>Observe, prompt, support, enrich</b>
<b>20 minutes</b>	While students are working, assist those experiencing writer's block. For most students, transferring all they've learned into their very own script is a challenging task to start.
<b>Check for</b>	<b>Observations, formative assessment</b>

<b>Understanding</b> <b>10 minutes</b>	By reading a student's introduction, you'll get a sense of their grasp on the learning goals.
<b>Closure</b>	<b><i>Review, wrap-up, discussion, appreciations</i></b>  Tell students the due date for their Podcasts.
<b>Resources</b>	Resources for the Educator
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins ✓</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric ✓</li> <li><input type="checkbox"/> Success criteria</li> <li><input type="checkbox"/> Other: Self-reflection</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment ✓</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes</b>	

## Lesson 8: Revising the Podcast

### Lesson Plan for Parent(s)/Guardian(s)

Today, students will be reading each other's scripts, and providing feedback for editing and revision. In order to do so, students will use what they've learned about podcast conventions; the quality of research and information verification; and respectful digital citizenship.

<b>Hook</b>  <b>10 minutes</b>	<i>Greet students</i> <i>Great time to check in about well-being</i> <i>Engage prior knowledge</i>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p>Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.</p> <p><input type="checkbox"/> I can edit my Podcast script using success criteria and a rubric</p>
<b>Input &amp; Modelling</b>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p> <p><b>Notes for Accommodations go here (supplementary materials)</b></p> <ul style="list-style-type: none"> <li>• <i>Content</i></li> <li>• <i>Process</i></li> <li>• <i>Learning environment</i></li> <li>• <i>Product</i></li> </ul> <p>Pair students up for peer assessment. Provide Success Criteria and a copy of the rubric you'll be using to mark the podcast assignment.</p> <p>Students will share their Podcasts (or portions, depending on time in class or length of the Podcast) for feedback.</p> <p><i>Remind students of respectful digital citizenship (refer to the Cyber Respect &amp; Online Kindness activities from Lesson 4) and sensitivity when providing feedback to their peers. <b>Always remember the Golden Rule: Treat Others How You Want to be Treated.</b></i></p> <p>Students will then prepare <b>2 Stars and a Wish</b>. The stars are compliments for their peers' work. The wish is an attainable goal for the Podcast that the writer can use, if they wish, to improve the quality or meet the requirements of the assignment.</p>
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<p><b>Observe, prompt, support, enrich</b></p> <p>Monitor the groups in your room or check in on digital conversations, if possible.</p>
<b>Check for Understanding</b>	<p><b>Observations, formative assessment</b></p>

<b>10 minutes</b>	This is a great time to observe how the students work collaboratively. You can remind students that their collaboration is being assessed in the Learning Skills.
<b>Closure</b>	<b><i>Review, wrap-up, discussion, appreciations</i></b>
<b>Resources</b>	Resources for the Educator
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist ✓</li> <li><input type="checkbox"/> Conferencing/conversations</li> <li><input type="checkbox"/> Work samples/products</li> <li><input type="checkbox"/> Check-ins</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria ✓</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product ✓ Peer feedback</li> </ul>
<b>Notes</b>	

## Lesson 9: Recording the Podcast\*

\* No handout required for Lesson 9.

### Lesson Plan for Parent(s)/Guardian(s)

Using a recording tool of their choice, students will be recording their Podcasts. They will be assessed on their knowledge of their topic; their planning of the final product; their use of critical thinking skills; and their ability to record an effective Podcast.

<b>Hook</b>  <b>10 minutes</b>	<i>Greet students</i> <i>Great time to check in about well-being</i> <i>Engage prior knowledge</i>  The drafts are all complete, and we're talking about recording the Podcasts.
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	Share learning goals for purposeful learning. Success Criteria let students know what they'll be able to do when they've learned this.  Remind students of some key elements to remember while recording. It's important that they don't speak too quickly, or it will be difficult to hear/understand what they're saying. They should be recording in a quiet space, to limit ambient sound. And they must be respectful to their peers who are also recording.
<b>Input &amp; Modelling</b>	Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.  <b>Notes for Accommodations go here (supplementary materials)</b> <ul style="list-style-type: none"><li>• <i>Content</i></li><li>• <i>Process</i></li><li>• <i>Learning environment</i></li><li>• <i>Product</i></li></ul> Using an audio recording tool of their choice (e.g., Voice Memos app for iPhone, or Voice Recorder app for Android) or a free web-based recording tool such as Vocaroo (access here: <a href="http://www.vocaroo.com">www.vocaroo.com</a> ), students will be recording their Podcasts.
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<b>Observe, prompt, support, enrich</b>  Help students share materials, find or determine quiet spaces in-class or at home, depending on learning delivery (in-class or remote learning); and remind them to slow down if they're rushing. If time is available, provide descriptive feedback in real time.  <b>Important note: For the privacy and safety of all students, it's recommended that the recorded Podcasts should be for internal, classroom use only, and not published publicly online or on the applications used to record the Podcast.</b>

<b>Check for Understanding</b>  <b>10 minutes</b>	<b><i>Observations, formative assessment</i></b>  Once the Podcasts are complete, they can be sent to the teacher, or presented to the class, for assessment. This is up to the discretion of the teacher.
<b>Closure</b>	<b><i>Review, wrap-up, discussion, appreciations</i></b>
<b>Resources</b>	Resources for the Educator
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric ✓</li> <li><input type="checkbox"/> Success criteria</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment ✓</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes</b>	