

# CALENDAR OF ACTIVITIES AND LESSON PLANS



4-8	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1 <b>BE PRIVATE</b>	The 10 Immutable Rules of Cybersafety <b>45 mins</b>	Mindful Mountain <b>45 mins</b>	Privacy Sweep <b>45 mins</b>	Data Defenders <b>35 mins</b>	Privacy Snakes and Ladders <b>35 mins</b>
Week 2 <b>BE SECURE</b>	Band Runner Stay Safe Online <b>35 mins</b>	Know the Deal: The Value of Privacy <b>35 mins</b>	Reality River <b>40 mins</b>	What's the Harm? <b>35 mins</b>	Share Jumper <b>40 mins</b>
Week 3 <b>BE SKEPTICAL</b>	Scam Red Flags <b>45 mins</b>	Finding Credible News <b>45 mins</b>	This Just In! Super Speed News <b>45 mins</b>	The Hero Project: Authenticating Online Info <b>45 mins</b>	The C.R.I.S.P. Superpower! <b>35 mins</b>
Week 4 <b>BE POSITIVE</b>	Digital Friendships <b>45 mins</b>	My Media Use Personal Challenge <b>45 mins</b>	Heros Wear Pink Shirts <b>35 mins</b>	Media Marvels: Heroic Balance <b>45 mins</b>	Positive Tech Habits <b>45 mins</b>

# CALENDAR OF ACTIVITIES AND LESSON PLANS



4-8	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1 <b>BE PRIVATE</b>	The 10 Immutable Rules of Cybersafety <b>45 mins</b>	Mindful Mountain <b>45 mins</b>	Privacy Sweep <b>45 mins</b>	Data Defenders <b>35 mins</b>	Privacy Snakes and Ladders <b>35 mins</b>
Week 2 <b>BE SECURE</b>	Band Runner Stay Safe Online <b>35 mins</b>	Know the Deal: The Value of Privacy <b>35 mins</b>	Reality River <b>40 mins</b>	What's the Harm? <b>35 mins</b>	Share Jumper <b>40 mins</b>
Week 3 <b>BE SKEPTICAL</b>	Scam Red Flags <b>45 mins</b>	Finding Credible News <b>45 mins</b>	This Just In! Super Speed News <b>45 mins</b>	The Hero Project: Authenticating Online Info <b>45 mins</b>	The C.R.I.S.P. Superpower! <b>35 mins</b>
Week 4 <b>BE POSITIVE</b>	Digital Friendships <b>45 mins</b>	My Media Use Personal Challenge <b>45 mins</b>	Heros Wear Pink Shirts <b>35 mins</b>	Media Marvels: Heroic Balance <b>45 mins</b>	Positive Tech Habits <b>45 mins</b>

Day 1 – The 10 Immutable Rules of Cybersafety

WEEK 1  
BE  
PRIVATE

**Objective:**

Provide students with a general overview of all things cybersafety and set a strong foundation for following lesson plans.

**Before the Lesson:** N/A

**Presentation:** [10 Immutable Rules Video](#) 30 Mins

**Discuss:** 10 Mins

- What do you think of when you think of the internet?
- Are there any ways you stay safe when you play online?
- What did you learn from watching the video?

**Reflect:** 5 Mins

- Have students colour in their “digital armour” on a blank colouring page.
- Instruct students to think about what rules they follow and how their armour can be improved to be even more cybersafe.

**Send Home:**

[Grades 4-8 Tipsheets](#)

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Digital Literacy](#)

## Day 2 – Mindful Mountain

**Objective:**

Explore and apply internet safety skills and concepts learned from the "Interland" game, fostering a deeper understanding of online safety and responsible digital citizenship.

**Before the lesson:** N/A

**Activity:** 20 mins

Mindful Mountain: [Interland Game](#)

**Discuss:** 10 mins

- Can you name some of the internet safety skills and concepts covered in the game?
- What are some key internet safety skills you've acquired from Interland, and how can you apply them in your online activities?
- Given the internet safety skills you've learned from the game, how would you respond to a scenario involving online safety, such as encountering a suspicious email or witnessing cyberbullying?
- How can you contribute to creating a safer and more respectful online environment based on what you've learned from Interland?

**Reflect:** 10 mins

Consider a situation when either you or someone in your circle received communication from an unfamiliar individual via social media. What was the response in this situation? Do you believe it's acceptable to place trust in unknown individuals on social platforms? If so, what reasons support this perspective, and if not, what are your reasons against it?

**Send home:** 5 mins

Take a moment to examine your social media privacy configurations. What settings have you implemented? Were there any unexpected revelations regarding these settings? What are some settings you would or would not change to your social media privacy settings?

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

[Ontario Curriculum and Resources - Digital Literacy](#)

WEEK 1  
BE  
PRIVATE

Day 3 – Privacy Sweep

**Objective:**

Educate students about the concept of privacy, its importance in both offline and online contexts, and to promote awareness of digital footprints and privacy rights.

**Before the lesson:** Print the “Sweep Form” and “10 Tips” handouts  
[Sweep Form](#)

**Activity: 20 mins**  
[Grades 7-8: Kids' Privacy Sweep](#)

**Discuss: 20 mins**

- What does the term "privacy" mean to you, and why is it important in our daily lives, both offline and online?
- How do you think personal information is collected, used, and shared online?
- What is a digital footprint, and why should we be mindful of it when using the internet?
- What are your privacy rights as an individual, and what responsibilities do you have when it comes to respecting the privacy of others online?

**Reflect: 5 mins**

Have you ever agreed to a privacy policy or terms of service without going through their contents? Do you believe companies purposely create lengthy documents to dissuade users from reviewing them thoroughly? What potential hazards relate to consenting to privacy policies without careful examination?

**Send home:** N/A

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)  
[Ontario Curriculum and Resources - Digital Literacy](#)

WEEK 1  
 BE  
 PRIVATE

## Day 4 – Data Defenders

**Objective:**

Explore the advantages of using educational games for learning, emphasizing their role in developing critical thinking and media literacy skills, while also addressing the importance of balancing screen time with other activities.

**Before the lesson:** Familiarize yourself with the [Data Defenders: Teacher Guide](#)

**Game: 20 mins**

[Data Defenders](#)

**Discuss: 10 mins**

- What does “data” mean? Explain that Personal data and information is information about a specific person
- Brainstorm ways that we share our personal data online
- Discuss why sites and apps collect personal information, why is it valuable? (Build a profile and sell to advertisers)
- Brainstorm different ways our data is collected online (surveys, browser cookies, search engines, posted content, forms.)

**Reflect: 5 mins**

Consider the things that can be done to stop your personal data from being collected. Revisit the 5 privacy tools from Data Defenders: Mighty Masks, Alter Ego, Hide Me, Total Control, and Private Browsing.

**Send home:**

[What Students Need To Know About Freedom Of Information And Protection Of Privacy – Grade 5](#)

- An opportunity to discuss why access to government-held information and personal privacy are important public values, and how these values are reflected in our relationships with governments

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Digital Literacy](#)

[Outcome Chart - Ontario - Digital Literacy](#)

WEEK 1  
BE  
PRIVATE

## Day 5 - Privacy Snakes and Ladders

**Objective:**

Educate students on the importance of safeguarding personal information online, addressing cyberbullying issues while respecting privacy, and enabling students to adjust privacy settings on digital accounts for enhanced protection.

**Before the lesson:**

- Print copies of Snakes and Ladders Game Sheet
- Required: a game piece for every player, dice

**Activity: 20 mins**Privacy Snakes and Ladders Activity

1. The person who most recently did something to protect privacy goes first.
2. Take turns rolling the die and move your game piece forward that number of spaces.
3. If you land at the bottom of a ladder, skip ahead.
4. If you land on a snake tail, slide back down.
5. You must land exactly on the last square to win.

**Discuss: 10 mins**

- Why is it important to ask permission before sharing a photo of a friend?
- Who should we share passwords with? (No one! Only our parents.)
- Why should we not use our real names when online gaming?

**Reflect: 5 mins**

Has someone else ever shared a photo of you without your permission? How did it feel?  
When you stop using a game, why is it important to tell your parents so they can delete it?

**Send home: N/A****Curriculum/External Resources:**

[Ontario Curriculum and Resources - Digital Literacy](#)  
[Activity sheets for kids](#)

WEEK 1  
BE  
PRIVATE

# CALENDAR OF ACTIVITIES AND LESSON PLANS



4-8	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1 <i>BE PRIVATE</i>	The 10 Immutable Rules of Cybersafety 45 mins	Mindful Mountain 45 mins	Privacy Sweep 45 mins	Data Defenders 35 mins	Privacy Snakes and Ladders 35 mins
Week 2 <i>BE SECURE</i>	Band Runner Stay Safe Online 35 mins	Know the Deal: The Value of Privacy 35 mins	Reality River 40 mins	What's the Harm? 35 mins	Share Jumper 40 mins
Week 3 <i>BE SKEPTICAL</i>	Scam Red Flags 45 mins	Finding Credible News 45 mins	This Just In! Super Speed News 45 mins	The Hero Project: Authenticating Online Info 45 mins	The C.R.I.S.P. Superpower! 35 mins
Week 4 <i>BE POSITIVE</i>	Digital Friendships 45 mins	My Media Use Personal Challenge 45 mins	Heros Wear Pink Shirts 35 mins	Media Marvels: Heroic Balance 45 mins	Positive Tech Habits 45 mins



Day 1 - Band Runner – Stay Safe Online

WEEK 2  
BE  
SECURE

**Objective:**

Empower students to recognize and apply strategies for online safety, including protecting personal information, addressing cyberbullying, ensuring safe online gaming, and maintaining a positive digital footprint, through discussions and reflections after engaging with the provided online resources.

**Before the lesson:** Familiarize yourself with [Band Runner - Guidance](#)

**Game:** 20 mins

[Band Runner](#)

**Discuss:** 10 mins

- Identify what information should not be shared online (full name, address, phone number.)
- Brainstorm ways to deal with cyberbullying. Suggestions: blocking the bully, reporting the incident to an adult.
- Identify ways to stay safe while gaming online (playing with friends only, avoiding sharing personal information.)
- Identify ways to maintain a positive digital footprint (being mindful of what you post online, using privacy settings.)

**Reflect:** 5 mins

How has your understanding of what information to share online, dealing with cyberbullying, staying safe while gaming, and maintaining a positive digital footprint changed since playing the game?

**Send home:** N/A

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Digital Literacy](#)

## Day 2 - Know the Deal: The Value of Privacy

**Objective:**

Equip students with the knowledge and skills to respond to privacy breach notifications, maintain a positive online reputation, and ensure online shopping safety. Reflect on how to apply this knowledge for future online protection.

**Before the lesson:** Familiarize yourself with [Know the Deal: The Value of Privacy](#)

**Activity: 20 mins****Know the Deal: The Value of Privacy**

- [Video - Know the Deal](#)
- [Visual - How Online Behavioural Advertising Works](#)

**Discuss: 10 mins**

- Identify what they should do if they receive a privacy breach notification from an organization, such as reading the notice carefully, changing their password if it was compromised in the breach, etc.
- Identify ways to maintain a positive online reputation
- Identify ways to stay safe while shopping online, such as using secure websites, avoiding public Wi-Fi networks, etc.

**Reflect: 5 mins**

After engaging with the online privacy lesson and discussing topics like handling privacy breach notifications, maintaining a positive online reputation, and staying safe while shopping online, how do you plan to apply this newfound knowledge to protect your online presence and personal information in the future?

**Send home:** N/A

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

[Ontario Curriculum and Resources - Digital Literacy](#)

[Outcome Chart - Ontario - Digital Literacy](#)

WEEK 2  
BE  
SECURE

## Day 3 - Reality River

**Objective:**

Educate students on identifying and avoiding online scams, understanding the impact of cyberbullying, and recognizing the significance of their digital footprint, followed by reflection on responsible and secure online behaviors.

**Before the lesson:** N/A

**Game:** 20 mins

[Don't Fall for Fake - Interland: Reality River](#)

- Project the game and play as a class, or have students play in groups.

**Discuss:** 10 mins

- Describe a time when you had to decide if something was real or fake online. What signs did you notice?
- What is a phisher? Describe its behaviors and how it affects the game.
- What are some clues that something is “off” online?
- If you aren't sure whether something is real, what should you do?
- Discuss the different types of online scams and how to avoid them. Explain how to recognize phishing emails, fake websites, and other types of scams.
- Discuss the concept of a digital footprint and how it can affect one's future.

**Reflect:** 10 mins

After participating in the online safety lesson, including discussions on recognizing online scams, avoiding suspicious content that may lead to malicious sites, and what steps do you plan to take to be more responsible and secure in your online interactions?

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

[Ontario Curriculum and Resources - Digital Literacy](#)

[How to identify misinformation, disinformation, and malinformation](#)

WEEK 2  
BE  
SECURE

Day 4 - What's the Harm?

WEEK 2  
BE  
SECURE

**Objective:**

Prompt students to assess the value and importance of cybersecurity, evaluate the potential consequences of neglecting it, and encourage a proactive approach to enhancing online safety, followed by reflective consideration of their changed perceptions and plans for improving cybersecurity practices.

**Before the lesson:** Familiarize yourself with the [What's the Harm](#) game cards.

**Game: 20 mins**

[What's the Harm](#)

- Project the game cards
- Go through them one at a time and create an answer as a class.

**Discuss: 10 mins**

- Were there any Harms that surprised you?
- What was the biggest take-away?
- What are the potential consequences of neglecting cybersecurity?

**Reflect: 5 mins**

How has your perception of the significance of cybersecurity changed? What steps do you plan to take to enhance your online safety moving forward?

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

[Ontario Curriculum and Resources - Digital Literacy](#)

[Grades 4-8 Tipsheets](#)

[Privacy Education Curriculum Materials](#)

## Day 5 – Share Jumper

**Objective:**

Define “digital footprint” and identify the different online activities that contribute to it. Identify ways we are and are not in control of our digital footprint. Understand the responsibilities we have for ourselves and others regarding digital footprints.

**Before the lesson:** [Educator Guide](#)

- Familiarize: [Feet's Footprint Handout \(TEACHER VERSION\)](#)
- Familiarize and project: [Grade 4 - Our Online Tracks - Lesson Slides](#)
- Print: [Feet's Footprint Student Handout](#)

**Game:** 20 mins

[Share Jumper](#)

**Discuss:** 10 mins

- Why is it important to protect your passwords when using the internet?
- **Slide 5:** Discuss fossils and how they are preserved for millions of years
- Ask students what kind of “fossils” humans leave on the world. (bones, footprints, buildings, etc.)
- Explain that we leave digital footprints online, and that those footprints can tell a lot about us.
- Handout: Call on groups to share out their answers from the handout. For the last two, clarify that for the last 2, Feet has control over whether they play the video game and hang out with friends, but does not have control over the top scorers and photo getting posted.

**Reflect:** 10 mins

Slide 8-9:

- Highlight that we are not always in control of what becomes part of our footprint
- Share answers as a class on what some responsibilities are for being online

**Optional Send home:**

[Help Boost Kids' Safety, Privacy, and Security](#)

**Curriculum/External Resources:**

[Secure Your Network](#)

[Ontario Curriculum and Resources - Digital Literacy](#)

[Grades 4-8 Tipsheets](#)

WEEK 2  
BE  
SECURE

# CALENDAR OF ACTIVITIES AND LESSON PLANS



4-8	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1 <i>BE PRIVATE</i>	The 10 Immutable Rules of Cybersafety 45 mins	Mindful Mountain 45 mins	Privacy Sweep 45 mins	Data Defenders 35 mins	Privacy Snakes and Ladders 35 mins
Week 2 <i>BE SECURE</i>	Band Runner Stay Safe Online 35 mins	Know the Deal: The Value of Privacy 35 mins	Reality River 40 mins	What's the Harm? 35 mins	Share Jumper 40 mins
Week 3 <i>BE SKEPTICAL</i>	Scam Red Flags 45 mins	Finding Credible News 45 mins	This Just In! Super Speed News 45 mins	The Hero Project: Authenticating Online Info 45 mins	The C.R.I.S.P. Superpower! 35 mins
Week 4 <i>BE POSITIVE</i>	Digital Friendships 45 mins	My Media Use Personal Challenge 45 mins	Heros Wear Pink Shirts 35 mins	Media Marvels: Heroic Balance 45 mins	Positive Tech Habits 45 mins

Day 1 - Scam Red Flags

**Objective:**

Enable students to effectively identify, understand, and respond to scams, and recognize the factors contributing to scam success. Evaluate online information credibility, and the risks of sharing personal information online. Promote pausing to ask questions, a responsible approach to navigating the online world.

**Before the lesson:** Familiarize and project: [5 Things Kids Need To Know To Avoid Infection.](#)

Print or project the following:

[Scam Red Flags](#)

[Domain Spoofing](#)

[Browser Bookmarks: What Are They? How Do They Work? How Can I Organize Them?](#)

**Activity: 30 mins**

[5 Things Kids Need To Know To Avoid Infection](#)

**Discuss: 10 mins**

- Go through the resource as a class
- How to spot scams, brainstorm examples and have students share their own experiences
- Types of scams and their targets
- Why scams are successful (technology and emotions)
- What If we can't visually tell something is fraudulent, how can we do to protect ourselves? (Bookmarks, tell an adult, don't click on links, always be skeptical!)

**Reflect: 5 mins**

- How has your awareness and preparedness for dealing with online scams evolved?
- Has your perspective on online safety and digital literacy evolved? If so, how?
- What are some proactive measures you plan to take to enhance your online security?
- What specific actions do you plan to take to navigate the digital world more responsibly and securely?

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

[Ontario Curriculum and Resources - Digital Literacy](#)

[ctrl-f.ca](#)

WEEK 3  
BE  
SKEPTICAL

Day 2 - Finding Credible News

**Objective:**

Explore reasons that people put false or misleading information on the internet and learn criteria for differentiating fake news from credible news. Practice evaluating the credibility and source of information on the internet

**Before the lesson:** Print handout

[Grade 6 - Finding Credible News - Lesson Slides](#)

[Grade 6 - Finding Credible News - News or Fake News? Student Handout](#) | [Teacher Version](#)

**Presentation: 15 mins**

- Ask which students have seen or heard of a corn tree. Allow students to respond before they know it's a hoax.
- Project slide 4: ask students if anyone is surprised by this, or if anyone already knew about the dangers of corn.
- Acknowledge that this information may not be true, prompt discussion on how it could be on a site if it's not true.
- Reveal the information is false, define credible (Slide 5)

**Handout: 20 mins**

- Project slide 10 and open the article for the class, model how to scan headline, subheadings, byline, pictures, captions, identity elements that are not part of the article (ads, sponsored content.)

**Reflect: 10 mins**

Review examples together and discuss how to spot credibility online going forward.

**Optional Send home:**

[Family Activity - News & Media Literacy - Grades 6-8](#)

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

WEEK 3  
BE  
SKEPTICAL



## Day 3 – This Just In! Super-Speed News

**Objective:** Define breaking news and understand why individuals and news outlets want to report a story first. Identify false or missing information in breaking news alerts. Reflect on consequences of reacting quickly to breaking news alerts.

**Before the lesson:** Print handouts

[Grade 8 - Lesson Slides](#)

[Grade 8 - Canceled Concert? Student Handout](#) | [Teacher Version](#)

[Grade 8 - Breaking News! Student Handout](#) | [Teacher Version](#)

**Warm Up: 10 mins**

- **Slide 4:** read questions aloud and have students reflect before sharing their answers
- Once time to take answers, Say: I'll call on the first hand I see!
- Explain wanting to be first is a big part of breaking news
- **Slide 6:** brainstorm as a class and record answers in the chart for why being first is important for news (gain followers, excitement, being viewed as important, gaining likes, viewers, money, being well-know or famous, gaining recognition.)
- **Slide 7:** Discuss the influence of technology and the creation of the 24/7 news cycle.

**Analyze: 20 mins**

[Breaking News! Student Handout](#)

- Distribute the Student handout while projecting Slide 8
- Read the news alerts aloud and prompt students to write their thoughts in part 1 and 2
- Allow brainstorming and discussing in small groups to identify the missing parts of news alerts to complete column 2, part 1
- Share answers as a class and use the [Teacher Version](#) to fill in any missing gaps
- **Slide 9:** review callouts
- **Slide 10:** highlight that bias exists even in credible news reporting
- **Slide 11:** read and discuss, prompt students to fill in part 3

**Apply: 10 mins**

[Canceled Concert? Student Handout](#)

- **Slide 12:** read directions and have students work in pairs to analyze the news story and complete the handout.
- Use the [Teacher Version](#) to go over answers as a class and fill in any missing gaps

**Wrap Up: 5 mins**

- **Ask:** why is it important to have the full story before sharing or reacting to breaking news?
- Expected answers: Confusion, prompts decisions based on false or incomplete information, creates unnecessary divide between people, blurs the line between act and fiction

**Optional Send home:**

[Help Kids Spot Fake News and Decode Media Messages](#)

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

[Ontario Curriculum and Resources - Global Citizenship and Sustainability](#)

WEEK 3  
BE  
SKEPTICAL

Day 4 - The Hero Project: Authenticating Information Online

**Objective:** Learn how to verify information online, practice verifying information online. Practice effective search techniques. Understand digital literacy key concepts.

**Before the lesson:** Print handouts on pages 6-11 of [Lesson Overview and Handouts How to Search the Internet Effectively](#)

**Discuss: 25 mins**

- Distribute the Identifying Good and Bad Keywords handout (page 10: [Handouts](#))
- Work through the first few example as a class. Which keywords are good? Why?
  - See basketball example (page 3-4 [Handouts](#))
- Distribute the Keyword-category Concept Map (page 6: [Handouts](#))
- Have students complete the handout alone or in pairs and then share answers as a class.
- Instruct students to brainstorm heroes and compile a list of possible heroes as a class.
- Have students choose a hero.
- Have students create a mind map to summarize what they know about their chosen hero (page 11: [Handouts](#))

**Narrowing your focus: 20 mins**

- Discuss the difference between searching for a single fact (scavenger hunt) and searching for a topic in depth.
- Distribute the handouts **Question Focus Web Example** and **Question Focus Web** (pages 8-9: [Handouts](#))
- Demonstrate how to narrow a topic down to the most important and manageable subjects (page 8: [Handouts](#))
- Have students use the **Keyword-category Concept Map** (page 7) to create web searches on different aspects of their hero.

**Send home:** N/A

**Curriculum/External Resources:**

- [Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)
- [Outcome Chart - Ontario - Digital Literacy](#)
- [Ontario Curriculum and Resources - Digital Literacy](#)

WEEK 3  
BE  
SKEPTICAL

Day 5 – The C.R.I.S.P. Superpower!

**Objective:**

Understand media bias and how it impacts news reporting. Explore the significance of bias in critical news to enhance critical thinking skills when evaluating news sources.

**Before the lesson:** Print or project resources

**Activity: 20 mins**

[Understanding Human Biases And Their Role In Misinformation And Social Media](#)  
[The C.R.I.S.P. Scan: Techniques To Identify Disinformation](#)

**Discuss: 10 mins**

- Discuss the concept of media bias and its impact on the news.
- Ask students to identify and explain examples of media bias in news articles or broadcasts.
- Encourage students to think critically about the news they consume and to identify potential biases in the stories they read or watch.
- Ask students to reflect on why it's important to be aware of media bias and how it can impact their understanding of current events.

**Reflect: 5 mins**

How will you enhance your critical thinking skills when evaluating news sources and their potential biases? What steps will you take to ensure a well-rounded understanding of current events?

**Optional Send home:**

[Grades 4-8 Tipsheets](#)

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)  
[Ontario Curriculum and Resources - Digital Literacy](#)

WEEK 3  
 BE  
 SKEPTICAL

# CALENDAR OF ACTIVITIES AND LESSON PLANS



4-8	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1 <i>BE PRIVATE</i>	The 10 Immutable Rules of Cybersafety 45 mins	Mindful Mountain 45 mins	Privacy Sweep 45 mins	Data Defenders 35 mins	Privacy Snakes and Ladders 35 mins
Week 2 <i>BE SECURE</i>	Band Runner Stay Safe Online 35 mins	Know the Deal: The Value of Privacy 35 mins	Reality River 40 mins	What's the Harm? 35 mins	Share Jumper 40 mins
Week 3 <i>BE SKEPTICAL</i>	Scam Red Flags 45 mins	Finding Credible News 45 mins	This Just In! Super Speed News 45 mins	The Hero Project: Authenticating Online Info 45 mins	The C.R.I.S.P. Superpower! 35 mins
Week 4 <i>BE POSITIVE</i>	Digital Friendships 45 mins	My Media Use Personal Challenge 45 mins	Heros Wear Pink Shirts 35 mins	Media Marvels: Heroic Balance 45 mins	Positive Tech Habits 45 mins

Day 1 – Digital Friendships

**Objective:** Compare and contrast different types of online-only friendships. Describe the benefits and risks of online-only friendships. Describe how to respond positively when asked something that makes them uncomfortable by an online-only friend.

**Before the lesson:** Print handouts

[Grade 5 - Lesson Slides](#)

[Grade 5 - Finish the Story Student Handout](#)

[Grade 5 - Heart's Online Friendships Student Handout](#) | [Teacher Version](#)

**Warm Up: 5 mins**

- Have students define “Benefit” and “Risk” in partners, groups, or as a class
- **Ask:** Do you ever chat with someone online? Who? How often?

**Presentation and Handout: 30 mins**

- **Distribute** [Heart's Online Friendships Handout](#)
- **Slide 5:** Read the directions for “Heart’s Story”
- Have the students read the two scenarios independently or as a group
- **Ask:** What words did you circle? Have students share their answers and add them to the board or project the student handout.
- **Slide 6: Ask:** what happens to Heart in each scenario? How do her feelings change?
- **Slide 7:** Have students name benefits and risks of these relationships with Heart in partners.
- **Slide 8:** Heart does not know that CJcool11 is who they claim to be, meaning she should be careful and never share any personal information.
- **Slide 9:** Have partnered pairs discuss ways to respond to questions from an online-only friend that they don’t feel comfortable answering.
- Invite students to share their ideas with the class.

**Wrap Up: 10 mins**

- **Distribute** the [Finish the Story Handout](#)
- **Slide 10:** Read the instructions to the class and have them write their answers on the handout.

**Send home/Quick Activity alternative:**

[Interactive e-book](#) covers essential topics and can be worked on independently or read as a class

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Digital Literacy](#)

[Ontario Curriculum and Resources - Communication](#)

WEEK 4  
BE  
POSITIVE

Day 2 - My Media Use: A Personal Challenge

**Objective:** Identify their media choices and identify how they make them feel. Create personal strategies and guidelines for their own healthy media balance.

**Before the lesson:** Have students bring their backpacks into the classroom.

- Print handouts, project slides, have blank paper for each student.

[Grade 7 - Lesson Slides](#)

[Grade 7 - My Media Choices Inventory Handout](#) | [Teacher Version](#)

[Grade 7 - My Media-Balance Strategy Student Handout](#) | [Teacher Version](#)

**Warm Up: 5 mins**

- **Slide 4:** Have students make a list of everything in their backpack from memory in 60 seconds.
- Have students open their backpacks and compare their lists to reality. How complete were the lists? Have students share.
- **Slide 5:** Explain a list of items is a kind of inventory, today we will be discussing an inventory of individual media choices.
- **Slide 6:** Possible responses include: you can't see the way you spend your time the same way you can see inside your backpack, remembering exactly how much time you spend doing things is difficult, the way you use your time may change, so an inventory of activities is an ongoing process.

**Activity: 30 mins**

- **Slide 7:** Prompt students to complete the first three columns of the [My Media Choices Inventory Handout](#) (See teacher version for sample answers)
- **Slide 8:** Hand out a blank sheet of paper to each student and have them write positive and negative effects of media choices.
- Have students complete column 4 (Part 2)
- **Slide 9:** Ask the class what they notice? What stands out?
- Have students revisit feelings recorded in their media-inventory charts. Are there patterns? Pair-share observations or invite to share with the class.
- **Slide 10:** Brainstorm examples of media balance
  - Why is it important?
- **Slide 11:** Explain the concept of a guideline and distinguish a guideline from a rule.
  - What guidelines can you create to ensure you balance the benefits from the negatives of media use?

**Wrap Up: 10 mins**

- Have students revisit their lists of ideas for guidelines, tools, and strategies to choose the ones they think will be most useful.
- Distribute the [My Media-Balance Strategy Handout](#)
- **Slide 13:** Direct students to complete the handout (refer to the teacher version for sample responses.)
- Invite students to share their strategies.

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Digital Literacy](#)

WEEK 4  
BE  
POSITIVE

## Day 3 – Heros Wear Pink Shirts

**Objective:**

The objective of this lesson plan is to educate students about the history and significance of Pink Shirt Day, different forms of online bullying, strategies for prevention, and ways to support victims, encouraging them to promote kindness and empathy in their online interactions and take actions to combat cyberbullying in their digital community.

**Before the lesson:** Print resource

**Activity:** 20 mins

[Pink Shirt Day – Anti-Online Bullying Awareness](#)

**Discuss:** 10 mins

- Discuss the history and significance of Pink Shirt Day.
- Discuss the different forms of online bullying, such as cyberstalking, cyberbullying, and trolling.
- Discuss the different strategies that can be used to prevent bullying, such as speaking up, seeking help from a trusted adult, and promoting kindness and empathy.
- Discuss the different ways in which we can support victims of bullying, such as listening to them, offering emotional support, and reporting the incident to a trusted adult or authority figure.

**Reflect:** 5 mins

After participating in the lesson focused on Pink Shirt Day, discussing the various forms of online bullying, strategies for preventing bullying, and ways to support victims, how do you plan to apply what you've learned to promote kindness and empathy in your online interactions, and what actions will you take to combat cyberbullying in your digital community?

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Global Citizenship and Sustainability](#)

WEEK 4  
BE  
POSITIVE

Day 4 - Media Marvels: Heroic Balance

**Objective:** Have students reflect on their online and offline activities. Identify ways to maintain balance between online and offline.

**Before the lesson:** Print handout, watch video

[Video - Digital Life 101](#)

[Grade 6 - Lesson Slides](#)

[Grade 6 - Balancing Act Handout](#) | [Teacher Version](#)

**Video and Discussion: 10 mins**

- Show the [Digital Life 101](#) video
- **Slide 4:** discuss as a class some benefits of being connected 24/7.
- **Slide 5:** Point out that all the activities in the video are examples of using digital media, and read the definition of digital media
- Ask students which actions in the video did not involve using digital media? (soccer match.)
- Ask: What are some benefits of offline activities?
- **Slide 6:** Introduce media balance
- Ask students to start thinking of ways to balance the benefits of being connected with the benefits of being offline.

**Handout and Brainstorm: 25 mins**

- Distribute the [Balancing Act Handout](#)
- **Slide 7:** Have students complete the first column of the chart in Part 1.
- Clarify that “online” includes digital media like TV, music, gaming, and apps.
- Have students complete the second column of the chart
- **Slide 8:** read directions aloud and have students circle the activities they do most.
- **Slide 12:** discuss how different strategies work for different people
- **Ask:** which ones are right for you?

**Wrap Up: 10 mins**

- Based on their response to the “Choose” step, have students create a specific challenge to balance the activities that give them positive feelings, and the activities that give them negative feelings. (“Challenge” and “Boost” steps of [Balancing Act Handout](#))
- Have students share their personal challenges with a partner.
- Ask: How often and for how long can you commit to trying your challenge?
- Explain that their challenges must be specific.

**Optional Send home:**

[Help Kids Balance Their Media Lives](#)

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Critical Thinking and Problem Solving](#)

[Ontario Curriculum and Resources - Digital Literacy](#)

WEEK 4  
BE  
POSITIVE



## Day 5 - Positive Tech Habits

**Objective:** Define what a habit is. Reflect on the positive and negative role of media and tech in their lives. Develop a personal challenge to change a tech habit in a positive way, supporting their well-being.

**Before the lesson:** Print hanout

[Grades 6-8 - Lesson Slides](#)

[Grades 6-8 - Tech-Check Habit Challenge - Handout](#) | [Teacher Version](#)

**Presentation:** 10 mins

- Ask: what are habits? Why do they matter?
- What are some examples of a good habit you have?
- **Slide 5:** What makes a “good” habit? Have students share their answers
- Brainstorm specific habits people have related to technology (phones, TV, games, etc.)
- **Slide 6:** Define digital well-being

**Handout and Discussion:** 35 mins

- Distribute the [Habit Challenge Handout](#)
- Have students complete the individual reflections in Part 1.
- Have students pair-share their answers with a partner.
- **Ask:** what did you learn about yourself during this reflection?
- **Ask:** what surprised you about your tech habits?
- **Ask:** Did you have any similarities with your partner?
- **Habit Challenge:** have students create a personal challenge for themselves to improve their digital well-being.
- **Slide 7:** discuss how to ensure success when sticking with a new change in habit
- Have students reflect on the habit they want to change in Part 2 of the [Habit Challenge Handout](#)
- Arrange students based on the habit they have chosen to focus on (social media, sleep, homework, etc.) and have them work on the reaming steps in Part 2 collaboratively with peers.
- Provide support as needed. (See Page 2 of the [Teacher Version](#))

**Curriculum/External Resources:**

[Ontario Curriculum and Resources - Digital Literacy](#)

WEEK 4  
BE  
POSITIVE