

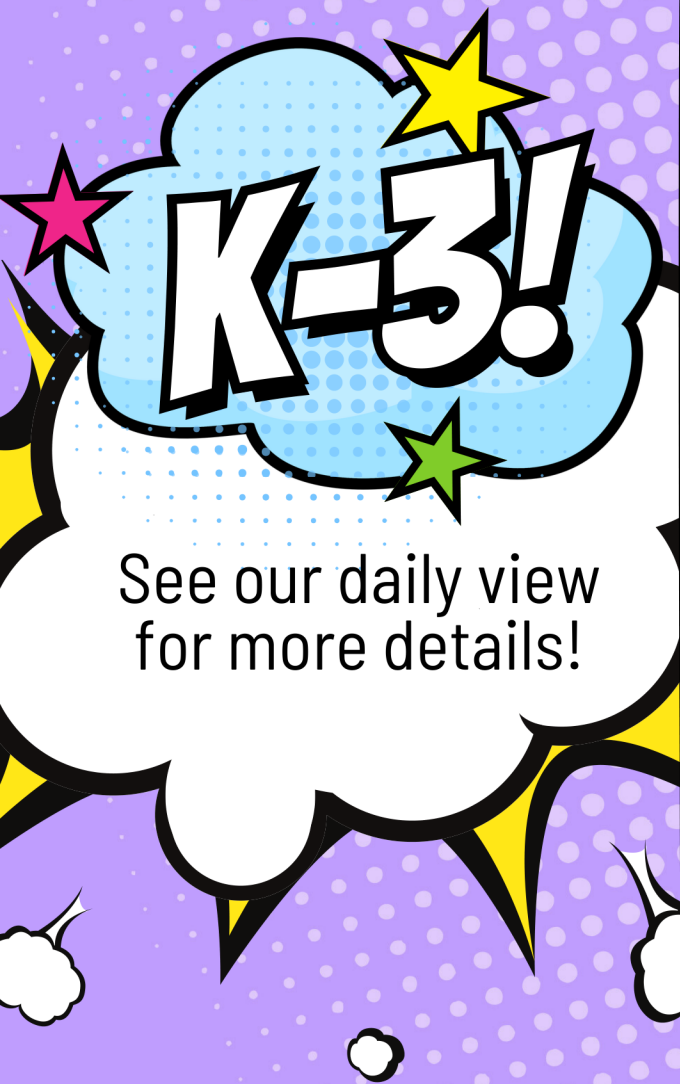





CALENDAR OF ACTIVITIES AND LESSON PLANS



K-3	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1 BE PRIVATE	10 Immutable Rules 45 mins	Intro to Privacy and the Digital World Pt.1 30 mins	Intro to Privacy and the Digital World Pt.2 30 mins	Privacy and Trust 45 mins	Privacy in Online Gaming 35mins
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Day 1

WEEK 1
BE
PRIVATE

Before the Lesson: N/A

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

- Watch the 10 Immutable Rules video with students which describes the 10 rules to keep you cybersafe.

Discuss: 10 Immutable Rules Discussion **10 Mins**

- Facilitate a group discussion by asking the class to answer the following questions:
 - 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: Digital Armour Reflection Activity **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 K-3 CyberDay Tipsheet](#)

- Guide to Cybersecurity Handout

Curriculum Links:

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

Day 2

WEEK 1
BE
PRIVATE**Objectives:**

- Students will learn a brief introduction of what cybersecurity is as well as digital privacy and why it is applicable to their lives.

Before the Lesson:

- Have students complete the provided activity sheets.

Presentation: [Activity sheets for kids - Office of the Privacy Commissioner of Canada](#) 10 Mins

- Explain the Privacy Pirates game to students and have them play the game.
- Have students identify information they should and should not give out, as pointed out throughout the game.

Discuss: Extension Activity [privacy-pirates-guide.pdf \(mediasmarts.ca\)](#) 10 Mins

- Have students give examples of websites they use regularly and point out advertising and places where users are asked to give information. Have students discuss why these are on the website and what the information may be used for.

Reflect: Privacy Protection Reflection List 10 Mins

- Help children to develop a list of tips for protecting and managing their privacy online; when it's finished, post it where children use technology in the class.

Send Home:[Parent-and-Guardians-Guide-to-Cybersecurity](#)

- Rogers Cybersecure Catalyst and TMU Parent and Guardian Guide to Cybersecurity

Curriculum Links:[Ontario Kindergarten Program: Revised Specific Expectations](#)

Day 3

WEEK 1
BE
PRIVATE

Objectives:

- Students will get an understanding of how information on the internet works and where it goes. They will continue learning about the importance of maintaining privacy online.

Before the lesson: N/A

Presentation: [Internet Safety Lessons for Kids | Trend Micro](#) **10 Mins**

- Present the Privacy and Security content pages to students including the 3-minute introduction video each.
- Complete included Kahoot for each lesson with students.

Discussion: **10 Mins**

- Each lesson has a 5-question conversation guide that you can use to ask students and generate conversations on how they practice internet safety, and where they think information goes once it's on the internet.

Reflection: [Kids Cyber Academy Privacy Activity Sheet](#) **10 Mins**

- Have students complete the activity sheet

Send Home: Have students bring home the privacy tip sheet for parents.

Curriculum Links:

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

Day 4

WEEK 1
BE
PRIVATE**Objectives:**

- Students will learn about the different types of devices and how they can create safe habits to ensure their safety.

Before the Lesson:

- Have students fill out the first activity book question regarding what activity they enjoy doing online with friends.

Presentation: 20 Mins[privacy-pursuit-activity-book-for-kids](#)

- Start by playing the quick game on page 3 in which students have 5 minutes to identify things around the classroom that are connected to the internet. When 5 minutes is up, have students share what they found and compile a list.
- Next, discuss pages 4 and 6 with students regarding what privacy is and what happens when it is not protected.

Discuss: 15 Mins

Privacy Pursuit Stories

- Go through the 11 ways to protect your privacy on page 9 with students, then read through the stories on page 7 and have students discuss what they think the students in the examples did wrong.

Reflect: 10 Mins Privacy Pursuit Reflection

- Have students think about some do's and don'ts of privacy that can be filled in on page 10.

Send Home:

- Send home the activity package so that parents can read, and students can fill in some of the other activities such as the wordsearch or crossword.

Curriculum Links:

[Ontario Kindergarten Program: Revised Specific Expectations](#)

Day 5

WEEK 1
BE
PRIVATE

Objectives:

- Students will have a better understanding of online gaming and how to stay safe while playing on their favourite websites.

Before the Lesson:

- Have students create a list of their favourite sites to play games on.

Presentation: [How to stay safe when online gaming](#) 2 Mins

- Watch video on online gaming safety

Discuss: [3 Tips for Kids to stay safe while playing online games](#) 20 Mins

- Ask students how they stay safe while playing games, and what new things they learned from the video.
- Review the 3 Tips for staying safe with students.

Reflect: 10 mins

- Ask students what new things they learned from the video, and to share other ways that they stay safe when playing games.
- For the end of the first week, have students think about what new things they learned and what was their favourite activity and lesson.

Send Home: N/A

Curriculum Links:

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

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Day 1

WEEK 2
BE
SECURE**Objectives:**

- Students will learn about the 10 Principles for Online Privacy, as well as about how their information can be manipulated and spread.

Before the Lesson: N/A**Presentation:** [Teaching Privacy 20 Mins](#)

- Briefly describe and explain the 10 Principles for Online Privacy as per the attached site.

Discuss: Privacy Telephone Game **15 Mins**

- Have students sit in a circle and start the game off with one student whispering the title of one of the 10 principles into the ear of the person to the right: the title can only be said once with no repeats. Each student then repeats what they heard to the person on their right until the end of the line. At the end, the last person says what they heard out loud and it is revealed whether it has been changed throughout as it was misheard or whether it was correct.
- Connect this with how their information gets passed along once it is put on the internet where many other people can get their hands on it.

Reflect: **5 Mins**

- Have students think about how they use the internet and whether they will change their habits after hearing about the principles.

Send Home: N/A**Curriculum Links:**

[Ontario Kindergarten Program: Revised Specific Expectations](#)

Day 2

WEEK 2
BE
SECURE**Objectives:**

- Students will see the impact of their cyber choices in an online game in which they can put their learning so far into real life applications.

Before the Lesson:

- Students can review the lesson video prior to beginning the game for an overview of the activity.

Presentation: [Cyber Choices](#) 25 Mins

- Follow the teacher's guide to explain the game to students and its importance.
- Have students follow the game for one story until they get one ending.

Discuss: Cyber Choices Discussion 10 Mins

- Have students share which ending they got for their story and compare with other students.
- Students can also share their choices with others.

Reflect: 5 Mins

- Ask students if they got any choices wrong, and if so, why do they think they got it wrong. For answers they got right, why did they choose that answer?

Send Home: N/A**External Resources:**

[Cyber Choices Curriculum Connections – Ontario](#)

Day 3

WEEK 2
BE
SECURE**Objectives:**

- Students will be introduced to passwords, in regard to what they are, why they are important, and what aspects make a good password.

Before the Lesson:

- Print out cybercrime fighters Calendar for students and run through the Cyber Tips and events. Allow them to fill in important dates.
- Have students come up with ideas of what they think are good passwords that they do not use.

Presentation: [Digital Passport™ by Common Sense Education](#) **20 Minutes**

- Discuss section 1.1 about the digital passport
- Play the Password Protect game with students.

Discuss: Password Game **15 Mins**

- Come up with some good and bad examples of passwords and share with the class, then have students identify which are examples of which and why they think that.
- After they answer, go over each password and the reasonings for why it was bad or good.

Reflect: **5 Mins**

- Ask students to reflect on the passwords they came up with earlier and whether or not they think they are still good. If not, have them come up with a new one that is better.

Send Home: N/A**Curriculum Links:**

[Ontario Kindergarten Program: Revised Specific Expectations](#)

Day 4

WEEK 2
BE
SECURE**Objectives:**

- Students will be introduced to the term “digital footprint” and why is it important in terms of their safety online.

Before the Lesson:

- Introduce the Digital Citizens characters [digital-citizens-character-posters](#).

Presentation: [Meet Feet of the Digital Citizens!](#) **15 Mins**

- Go through the Lesson Slides in the plan.
- Play the subsequent video for students.

Discuss: Lesson Handout **10 Mins**

- Have students complete the handout included in the lesson.

Reflect: Privacy Map Reflection Activity **15 Mins**

- Draw 3 large circles on the board and label with Parents, Friends, and Strangers.
- Have students brainstorm what personal information they should and should not share with each person, both online and in person, and why that is.

Send Home: N/A**Curriculum Links:**

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

Day 5

WEEK 2
BE
SECURE**Objectives:**

- Students will put their learning of privacy and security into a fun game scenario to test their knowledge.

Before the Lesson: N/A

Presentation: [FBI SOS Game](#) **20 Mins**

- Have students play the FBI SOS game which puts the past lessons on digital citizenship and privacy into fun hands-on practice.

Discuss: FBI CyberSafety Game Discussion **10 Mins**

- Have students discuss their favourite parts of the game as well as what they did well in and what they could've improved on.

Reflect: **10 Mins**

- Ask students to think about what they have learned from the game.
- For the end of the second week, have students think about what new things they learned and what were their favourite activities and lessons.

Send Home: N/A

Curriculum Links:

[Ontario Kindergarten Program: Revised Specific Expectations](#)

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Day 1

WEEK 3
BE
SKEPTICAL**Objectives:**

- Students will read the Social Smarts graphic novel of the story of Olive to see why being skeptical with your device is important.

Before the Lesson: [Social Smarts: Nothing Personal!](#) 10 Mins

- Have students read through the “Social Smarts” graphic novel beforehand with parents.

Presentation: Social Smarts Privacy Lesson 15 Mins

- On the back of the graphic novel there are 5 privacy tips. Go through the tips with students and explain why they are important.
- Provide examples of how they can implement these privacy changes in their life (connect the tips to everyday scenarios).

Discuss: Social Smarts Discussion 15 Mins

- Follow the activity in the Social Smarts discussion guide: ask them to point out every time that Olive’s new phone affects her privacy or someone else’s.
 - If some are missed, go through the highlighted ones and explain how each affect someone’s privacy.
- Next ask them to point out what Olive learned and did to protect her privacy

Reflect: 5 Mins

- Ask students to think about a time they did not feel safe online, and how they would handle it now with the information they’ve learned. Would they tell a parent? A teacher?

Send Home: N/A**Curriculum Links:**

[Ontario Curriculum and Resources - Self-Directed Learning](#)

Day 2

WEEK 3
BE
SKEPTICAL**Objectives:**

- Students will learn about the Internet Traffic Light, and how to determine which websites are and are not right for them.

Before the Lesson:

- Have students brainstorm and write down their favourite websites and gaming sites to visit on their devices and why they enjoy it.

Presentation: [Internet Traffic Light](#) 30 Mins

- Go through the Explore, Read, and Play sections of the Internet Traffic Light lesson plan with students.
- After playing the Internet Traffic Light video, have students repeat the green, yellow, and red-light slogan.

Discuss: Internet Traffic Light Discussion 10 Mins

- Ask the students the following questions to facilitate a group discussion regarding the presented lesson plan.
 - What should you do if you encounter a green light website? Yellow light? Red light?
 - What websites do you think are green light websites?

Reflect: 5 Mins

- Follow the “Reflect: Pause and Think Moment” section of the Internet Traffic Light lesson.

Send Home:

- Send students home with the family activity included in the Internet Traffic Light lesson plan.

Curriculum Links:

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

Day 3

WEEK 3
BE
SKEPTICAL**Objectives:**

- Students will be introduced into fake scam content and the reasons behind why these tricks are used and about the dangers of trusting these sites.

Before the Lesson: [Security Cat's Activity Book for Kids](#)

- Have students' complete activity workbook.

Presentation: Spot the Phish training content **15 Mins**

- Go through the presentation from "Introduction" to "How Would they Trick You"
- Watch Video "Understanding Links" (~**2 Mins**) with students

Discuss: Practicing Scam Spotting Activity **10 Mins**

- For content sections YouTube Adverts, Roblox Chat, and Practice Your Scam Spotting, ask students to point out what they think is fake about each picture prior to revealing the answers.

Reflect: **5 Mins**

- Ask students to reflect on what they learned and if they will be safer next time they are online.

Send Home: N/A**Curriculum Links:**

[Ontario Kindergarten Program: Revised Specific Expectations](#)

Day 4

WEEK 3
BE
SKEPTICAL**Objectives:**

- Students will be introduced to another Digital Citizen to discuss safe internet use and why it is so important to be skeptical online.

Before the Lesson: N/A**Presentation:** [Meet Guts of the Digital Citizens!](#) - 15 Mins

- Follow the “Meet Guts!” Lesson plan.
- Watch the “Meet the Digital Citizens: Guts” Video.
- Print and give out the subsequent handout.

Discuss: Guts: Digital Citizen Discussion – 10 Mins

- Ask students what being safe on the internet means to them? Formulate a class discussion around the question and ask students about what has changed after following the lesson.

Reflect: 5 Mins

- Have students repeat the three rules and then create a fake scenario in which they can connect to the 3 rules to practice what they have learned.
- Or have students think of a time when they felt unsafe or uneasy with a situation and followed steps to make sure they were safe.

Send Home: N/A**Curriculum Links:**

[Ontario Kindergarten Program: Revised Specific Expectations](#)

Day 5

WEEK 3
BE
SKEPTICAL

Objectives:

- Students will view more fake content to further understand false information and how they can spot the difference.

Before the Lesson: N/A

Presentation: [Is Seeing Believing?](#) (20 Mins)

- Work through lesson slides with students – 10 Mins
- Watch “Unbelievable Videos” and discuss with students how they felt – 10 Mins

Discussion: [Centre of Excellence for Digital Innovation](#) - 15 Mins

- Play the online quiz: “Is it Real or is it Photoshop?” with students in which they guess whether the presented photo is real or photoshopped.

Reflection: 10 Mins

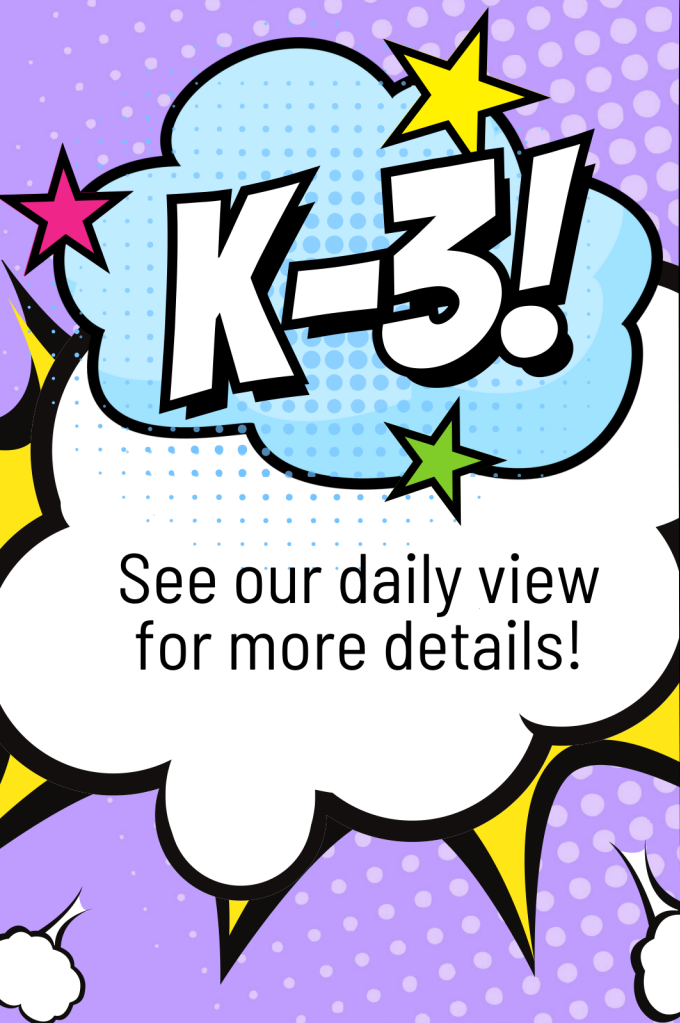
- Ask them how they knew which were fake and which were real, or if they guessed wrong, what about the picture that made them think it was real/fake when it wasn’t?
- For the end of the third week, have students think about what new things they learned and what their favourite activities and lessons were.



Send Home: N/A

Curriculum Links:

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

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Day 1

WEEK 4
BE
POSITIVE**Objectives:**

- Students will be introduced to media balance, including what it means and why it is important.

Before the lesson: N/A**Presentation:** [Media Balance Is Important](#) - 10 mins

- **Slides 2-5**, project each slide, read the question, and have students share with the class. This can be done as a whole-group discussion.
- Play the "Media Balance Is Important" [Music Video](#) on Slide 6.

Discuss: Keep Your Balance - 20 mins

- **Slides 7-10**, project each slide, read the question, and have students share with the class. This can be done as a whole-group discussion.
 - Why should you take a break from your device when a friend says "hi"?
 - Why should you invite your friend to play when they are all alone?
 - Why should you ask permission before taking someone's phone?
 - Why is it a good idea to turn off your device before going to bed?
- See the [Video Discussion Guide](#) for sample responses

Reflect: Pause & Think Moment - 10 mins

- Ask students to think about what media balance means for them.
- **Slide 11:** Distribute the [Pause & Think Moment Student Handout](#)
- Read the directions and allow students to complete the reflection independently.
- Invite students to share their reflections with the class. Collect handouts to assess student learning.

Send home: the [Family Activity](#)**Curriculum Links:**

[Ontario Curriculum and Resources - Self-Directed Learning](#)

Day 2

Objectives:

- Students will learn about the different types of activities and time, so they can better identify a healthy balance in their own lives.

Before the Lesson:

- Have students write down all their hobbies, interests, and activities they enjoy that don't involve being online, as well as other activities they would like to try (i.e. a new sport).

Presentation: Kinds of Time Lesson [finding balance digital lives](#) 15 Mins

- Explain to students the three kinds of activity: Active Time, which involves moving around and getting exercise; Learning Time, which is about learning or creating new things; and Screen Time, which is time spent watching screens (TV, movies, video games, computers, tablets, etc.).
 - Have students brainstorm one type of activity they think fits into each category.

Going screenless activity: [Teacher's Guide: Screen Time](#) 10 Mins

- Split the class into two groups and have and have students brainstorm as many activities we may do during Active and Learning Time that do not involve devices in 10 minutes, the team with the most on their list wins.

Discuss: [finding balance digital lives](#) 10 Mins

- Ask students the following questions to facilitate a group discussion:
 - Why may we sometimes feel like not doing active or learning activities?
 - Why may we enjoy Screen time more than other types of activities?
 - Which type of activity is your favourite?

Reflect: 5 Mins

- Have students brainstorm what they think a well-balanced day looks like for them: i.e. what activities from all three types of activities do they enjoy doing, and if they don't already include all three in their daily life, they can add what activities they want to add going forward.

Send Home:

- Students can decorate "Activity Notebooks" in which they can document their days throughout the week with what types of activities they like to do, which they can then present to other students.

Curriculum Links:

[Ontario Curriculum and Resources - Self-Directed Learning](#)

WEEK 4
BE
POSITIVE

Day 3

WEEK 4
BE
POSITIVE

Objectives:

- Students will be introduced to the concept of cyberbullying and how to choose online niceness over online meanness.

Before the Lesson:

- Have students fill out kind messages and drawings on pieces of paper that can be brought into the class and posted around the room.

Presentation: 15 Mins

Meet Heart: Digital Citizen - [Meet Heart of the Digital Citizens! | Common Sense Education](#)

- Go through the “Meet Heart of the Digital Citizens” lesson slides and introduce Heart to students.
- Watch the video “Meet the Digital Citizens: Heart”

Discuss: Meet Heart Discussion 10 Mins

- Have students fill out the handout at the end of the lesson.
- Play the E-Volve game in the Digital Passport, and have students identify ways of being an upstander if they encounter someone being bullied.

Reflect: 5 Mins

- Have students brainstorm and share ideas of how to encourage kindness online and offline.

Send Home: N/A

Curriculum Links:

[Ontario Kindergarten Program: Revised Specific Expectations](#)

Day 4

Objectives:

- Students will further their understanding of cyberbullying and how to use the S.T.O.P framework to act when they see cyberbullying occurring.

Before the Lesson: N/A**Presentation:** [Putting a STOP to Online Meanness_20 Mins](#)

- Work through the lesson slides introducing what online meanness is.
- Have students complete the hand-outs in the lesson.

Discuss: [Bullying 20 Mins](#)

- Discuss the S.T.O.P framework and run through practice scenarios with students
 - How would you respond to someone calling you a mean word?
 - How would you respond to a friend who was called a mean word online?

[Pink Shirt Day](#)

- Explain Pink Shirt Day and its purpose.

Reflect: [5 Mins](#)

- Have students think about who they can talk to if they are facing cyberbullying.
- Plan some Pink Day festivities as a group that promote kindness and inclusivity.

Send Home:

- Optional: Pink Shirt Day infographic for parents.

Curriculum Links:

[Ontario - The Kindergarten Program](#)

WEEK 4
BE
POSITIVE

Day 5

WEEK 4
BE
POSITIVE**Objectives:**

- Students will put everything they've used into practice in a fun online game and will wrap up with an overview discussion.

Before the Lesson: N/A**Presentation:** [Play Interland - Be Internet Awesome](#) 20 Mins

- Have students play Google's cybersecurity game "Interland", which puts the lessons they've been taught so far into hands-on practice.

Discuss: Cybersecurity Lesson Plans Overview and Wrap Up 20 Mins

- Hold a group discussion and ask students key questions about their learning so far such as:
 - What is privacy and why is it important?
 - What makes a protective password?
 - What is cyberbullying and how should you act when you see it happening?

Reflect: [Interland Pledge](#) 5 Mins

- Ask students what their favourite cybersecurity activity has been and what new things they have learned since the start of the lessons.
- Have students fill out the Be Internet Awesome Pledge that they will be smart, alert, kind, and brave while using the internet.

Send Home:

- Signed pledges can be sent home for parents and guardians to see!

Curriculum Links:

[Ontario Kindergarten Program: Revised Specific Expectations](#)