21st Century Healthy Living Lesson

Grade: 8	**Unit:** Healthy Community

Driving Question: What does it mean to be safe online?

Curriculum Outcomes:

3.13 assess the benefits and risks of online technology and make healthy and responsible decisions that reduce the risk of exploitation and victimization

Expected Time:
2 – 60 minute classes

Resources:
- Screencast
- PowerPoint – available for download on this site
- Opening Pass – What would you do? (8 different scenarios)
- Group handout – 2 per sheet
- Class set of iPads, netbooks or computers. Could also use student's own devices if possible

Lesson Procedure	21st century skills
Teacher does (I Do): Open class with a PollEverywhere open-ended question asking students, "What do you do online?" Tell them that this can be through a traditional computer, iPad or cell phone – anything that has internet access. Answers will vary. On the board, write the headings *Talk*, *Shop* and *Play*. Tell students that outside of school or work most of what we do online falls under these headings. Have a class discussion as you sort their answers into the 3 categories about how they stay safe online while doing these things. Use the PowerPoint or Screencast to review 6 of the most common dangers that can occur online.	☐ find, validate ☐ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☐ evaluate, leverage ☐ create, publish ☒ citizenship
Individual student work (You Do): Give students the opening pass and some time to write what they would do in a given situation. Some students may need help if they don't shop online yet or know what PayPal is – you may have to use the ones that work for your class instead of all 8 scenarios.	☒ find, validate ☒ remember, understand ☐ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☐ evaluate, leverage

	☐ create, publish ☐ citizenship
Group work (We Do): Have groups of 2-3 students work together on the [group handout](). They will be looking for tips for being safe online – at least 1 tip for each of the dangers we discussed and any others they feel are important. When finished their list they will be creating a game out of their results using one of the [Be a Gameshow Host]() templates.	☒ find, validate ☒ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☐ evaluate, leverage ☒ create, publish ☒ citizenship
Class share (We Share): Have 1-2 groups share their games with the class for teaching online safety. Have a class discussion on any tips other groups have that were not used. Remind students that if a deal looks too good to be true online, it probably isn't real.	☐ find, validate ☐ remember, understand ☒ collaborate, communicate ☐ analyze, synthesize ☒ critical thinking ☐ evaluate, leverage ☐ create, publish ☒ citizenship

Lesson Wrap Up:

Thank class for their work. Ensure you have access to all games for grading.

Differentiation/Modification/Enrichment:

- Pair students who need support with stronger students
- Students who finish quickly could look up some Canadian laws surrounding online crime and report to the class what they find out.

Assessment:

Record opening passes in Power School for completion as a formative assessment. Grade games on a 1-4 grading scale based on content and record in Power School.

Teacher Reflection: