
JOURNEY INTO CYBERSPACE

Get your web licence!

Type of modul	Using the Internet
Level	A2
Target group	12–15-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Internet
DESCRIPTION OF MODULE	This module is about internet safety and awareness. It consists of 6 lessons, devoted to an important area of using the Internet. The first five lessons are preparations for the last lesson when Ls get their web licences.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to build awareness and confidence concerning Internet safety ■ to acquire vocabulary associated with e-mail, chatting and Internet browsing ■ to understand differences and similarities between virtual and real space
TIMEFRAME	6 lessons, Lesson 3 is optional
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	B1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ understand and follow simple instructions ■ answer simple questions of a familiar topic, make choices, give opinion in an instructed way. <p>Note: The module has two versions of many tasks: A for those who are quite new to the Internet and B to those who are more experienced.</p> <p>The suggested work forms include group and pair discussions, making sure that Students with different background in their exposure to the Internet can work well together.</p>
LINKS OF THE MODULE	
Cross-curricular links	Informatics, social studies, ethics, Hungarian language and communication
Links with other modules	This is an independent module. It is useful to do it before all the other Internet modules so that Ls can apply the knowledge gained here.
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	Talking about the advantages and risks of using the Internet. Making guesses, giving opinion, agreeing and disagreeing. Understanding and following rules.

**General
educational skills**

Internet awareness, accepting and following netiquette.
Learning skills, self and peer evaluation, reflecting on group work.

EVALUATION

Evaluation with cards, evaluation by taking a standpoint physically, criterion based self-, peer and group evaluation
Internet-based interactive self-evaluation

SUGGESTIONS

It's important to understand and accept the concept of Internet safety and netiquette. We suggest visiting Hungarian links which address topics – this is especially recommended for the teacher if you need more preparation.

In this module more Internet use is suggested than in other Internet modules because of its nature. At least an overhead projector or a projector and one computer with Internet access (or downloaded materials) are needed in Lessons 2 and 5. In Lesson 3 (optional lesson) and 6 Ls must have direct access to the Internet. When there is individual listening, Ls need headphones (Lesson 3, Task 2.B). In the last lesson there must be a printer accessible or a printing option right after the lesson. Ask for the system administrator's help in advance.

Besides having these lessons after each other you may consider to do one of them every week. Another option is to have two triple lessons. Lesson 3 is optional but very rich.

Always check all the websites and arrange for the projector (and laptop) before the lessons. You can save time by turning on the computers and finding the websites before the lesson starts. You can draw Ls' attention from the computer when you need it. Here are simple ways to achieve this: either you can ask them to turn their backs to the computers or ask them to switch off the monitor. Some aids are given in CD and slide formats which are helpful when only an overhead projector is available.

There is a worksheet for each lesson. Make a folder on the Intranet for your group and put the worksheets there. We suggest this because it is easier to use active links than typing (Ls just click on the link and the website appears). When Ls work in the worksheets with the Word processor always print them at the end of the lesson; Ls need them for working at home.

The "Vocabulary Building Groups" are constant sets of Ls during the module. They have to work on 'language chunks' and make up their cards each time. The pairs working together are also expected to stay together for the whole module. They will evaluate each others' work.

Tell Ls to collect their Worksheets and all other materials in a folder. They should bring the folder for every lesson.

BACK UP SYSTEMS

Hungarian sites for Internet safety:

BIF (Barátságos Internet Fórum) <http://www.baratsagosinternet.hu/mss/alpha>

Microsoft: A gyerekek és az internet FAQ: <http://www.microsoft.com/hun/athome/security/children/kidsafetyfaq.msp>

Microsoft: 10 dolog, amit gyermekének tudnia kell... <http://www.microsoft.com/hun/athome/security/children/kidsonlinetips.msp>

International sites:

Insafe: <http://www.saferinternet.org/ww/en/pub/insafe/>

European Internet Safety website for education, supported by the European Commission

Check the Source: http://www.skolutveckling.se/skolnet/english/e_check.html

By The Swedish National Agency for School Improvement

Includes an 'Easy Guide to research Work' from the age of 10.

QUICK - The Quality Information Checklist: <http://www.quick.org.uk/menu.htm>

An interactive guide for children to evaluate web information

Internet Detective: <http://www.netskills.ac.uk/TonicNG/cgi/sesame?detective>

The Internet Detective is an online tutorial, similar in ethos to Quick, but designed for adults using the Internet for academic purposes.

Chatdanger: <http://www.chatdanger.com/>

An interactive safety game that requires quite advanced language skills

Cybersmart Kids Online: <http://www.cybersmartkids.com.au/>

Useful and well structured information with a ten-question interactive quiz

Educanet: <http://www.educaunet.org/>

Critical approach to the web. Lots of interactive exercises for children including worksheets.

GetNetWise: <http://www.familychoice.com/browse/getnetwise2.htm>

Mostly for adults – keeping the family safe

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Icons, Emoticons, Definitions: Learning about Internet and computer icons, emoticons and terms. Developing the vocabulary needed for the module. Building Internet safety awareness. Reading and writing skills.</p>	<p>Identifying icons, and emoticons; matching words and definitions, deciding what good netizens do, setting the aims for the module.</p>	<p>Internet and computer related terms (Word file, Internet Explorer, Google Search Engine, Windows Messenger, Netscape Navigator, chat, e-mail message, Excel file, Power Point presentation, emoticons, smiley, Browser, Netiquette, spam, privacy policy, cookies, password, login name, netizen, Internet citizen etc.) Vocabulary building with building blocks, called 'Language chunks'.</p>	<ul style="list-style-type: none"> • 1.1 Icons Worksheet • 1.2 Tic Tac Toe (slide or CD-version) • 1.3 Emoticons (slide or CD-version) • 1.4 Definitions cut up + slide or CD-version • 1 computer with projector and Internet access <p>For Activity 2 B</p> <ul style="list-style-type: none"> • 1 computer/2 Ls and • an online smiley quiz at Educanet: http://www.educaunet.org/eng/games/smiley/

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
2	<p>True or False? – Source Criticism: Encouraging students to be critical and question material they encounter on the Internet. The ethics of using resources. Discussion, negotiation skills, giving opinion.</p>	<p>Guessing if pictures are real or hoax; true or false discussion, brainstorming, reading, translating, using bilingual dictionaries, discussing information, vocabulary card game, mind mapping, self-evaluation with cards</p>	<p>Negotiating skills (<i>I think... I'd rather put...</i>), translation, language chunks. Key vocabulary: website owner, ad(vertisement), quotation marks, ask for permission, personal details, being critical, make mistakes, tell lies, update a website, outdated information/website, information resource, publish on the Internet.</p>	<ul style="list-style-type: none"> • 2.1 Source Criticism Worksheet • 1.1 Previous worksheet (Ls bring in) • 2.2 Mind Map Ideas cut up • 2.3 Self-evaluation cards • 1 computer with projector and Internet access • Hard copies of bilingual dictionaries or • the SZTAKI online dictionary at http://szotar.sztaki.hu/magyar-angol • S-made vocabulary cards (homework from previous lesson, - constant element) • Museum of Hoaxes website: http://www.museumofhoaxes.com/tests/hoaxphototest.html

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>True or False, Real or Fake? Encouraging students to be critical and question material they encounter on the Internet. Making differences between real and fake sites.</p>	<p>TPR, speaking, lie detector game, checking information on the Net, using Google (A), or listening to video animation (B), or analysing website features to decide if they are real (C). Evaluating the lesson by taking a position physically. Saying evaluation sentences.</p>	<p>Listening to and following instructions (<i>‘Turn around.’ ‘Winkle twice.’</i>), <i>guessing</i> (<i>‘It’s true.’ ‘It’s false.’ / ‘Yes, you are right.’ ‘No, you are mistaken.’ ‘You made it higher/older, less...’</i>), 3 A: reading for specific information, 3 B: Listening for information, 3 C: More difficult reading for specific information, making decisions Language chunks Evaluation: <i>‘I liked this lesson a lot.’ ‘I enjoyed the lesson.’ ‘It was fun.’ ‘I worked hard but could not succeed.’ ‘I do not like computers.’</i></p>	<ul style="list-style-type: none"> • 3.1 Let’s Go Online Worksheet • 2.1 Source Criticism Worksheet <p>For Stage 3 A</p> <ul style="list-style-type: none"> • computers with Internet access in suitable numbers for pair work • Hungarian Google at www.google.co.hu or British Google at www.google.co.uk <p>For Stage 3 B</p> <ul style="list-style-type: none"> • a computer with Internet access, loudspeakers and a projector • computers with Internet access and headphones in suitable numbers for individual work or • INSAFE website, Lesson 4. http://test.scoilnet.ie/webwise/lessons/index.html <p>For Stage 3 C</p> <ul style="list-style-type: none"> • computers with Internet access in suitable numbers for pair work • Clones Are Us: http://www.d-b.net/dti/ • Buy Dehydrated Water: http://www.buydehydratedwater.com/ • Bugbios: http://www.insects.org/

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Who can I trust online? – Communication 1 Communication, netiquette; Being aware of the risks and rules of online behaviour called netiquette, online practising</p>	<p>Matching, doing a netiquette quiz on paper, listening to and working with a Cyber safety song (gap-filling), collecting new vocabulary in forms of language chunks, peer evaluation</p>	<p>Asking and answering polite questions: <i>‘Excuse me, do you know the short for?’</i> <i>‘Excuse me, do you know the abbreviation of?’</i> <i>‘Excuse me, do you know what is the short (form) for?’</i> <i>‘Excuse me, do you know what is the abbreviation of?’</i> <i>‘Yes, I think I have it. It’s...’</i> <i>‘Sorry, I don’t know.’</i></p>	<ul style="list-style-type: none"> • 4.1 Communication 1 Worksheet • 4.2 What is it short for – matching • PowerPoint presentation (CD version, optional) • 1 computer with Internet access, loudspeakers, projector • Safe Kids Song by Duffle Dave http://www.safekids.com/safesong/ (or downloaded)
5	<p>Who can I trust online? – Communication 2 Social skills (engaging in competitive games), practising netiquette in a safe chat environment. Using chat as an in-between language (oral features, written form), creativity</p>	<p>Drawing, playing cards (vocabulary building purposes), finding out a false identity, using this profile while chatting (role-play); guessing who is who; criterion-based self-evaluation (pair and group reflection if time allows)</p>	<p>Key expressions: Chat room, chatting, false identity, playing your profile (= acting according to new identity), nursery kid, the golden rule of netiquette (remember the human = be polite, behave as you’d like to be treated)</p>	<ul style="list-style-type: none"> • 5.1 Communication 2 Worksheet • 5.2 Bribes • Downloadable worksheets for this activity (page only 5-6, – optional) http://www.educaunet.org/eng/activity-files.php • 1 computer with Internet access for each L • Guess Who Chat room: http://www.educaunet.org/tepatoa/?langue=uk

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
6	<p>We are Web Wise – We are Good Netizens Checking and deepening the understanding of the key Internet safety messages of the module, strengthening social and learning competences</p>	<p>Picture puzzle, agreeing on rules and evaluation criteria, completing an Online Quiz, getting and printing the Web licence</p>	<p>Reading online, making choices, taking notes, evaluating own, pair and group work orally</p>	<ul style="list-style-type: none"> • 6.1 Web Wise Worksheet • 1.1 Icons Worksheet • 6.2 Puzzle • Online Quiz: (American Public Broadcasting Systems website) http://pbskids.org/license/ • 1 computer with Internet access for each L • Accessible printer or intranet Module folder

PROCEDURE

LESSON 1: ICONS, EMOTICONS, DEFINITIONS

Aims of the lesson:

- to get familiar with the concept of Internet safety
- to get to know the aims of the module
- to check how much Ls know about Internet safety
- to start Vocabulary Building by defining and learning ‘language chunks’ in small groups

Materials and resources:

1.1 Icons Worksheet, 1.2 Tic Tac Toe (overhead projector transparency (slide) or CD-version), 1.4 Definitions cut up
1 computer with projector and Internet access. For Activity 2 A: 1.3 Emoticons slide projected (or CD version)
For Activity 2 B: 1 computer per 2 Ls and an online smiley quiz at Educenet: <http://www.educaunet.org/eng/games/smiley/>

STAGE 1	Computer and Internet images – ‘Tic Tac Toe’
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Remembering pictorial information
ORGANISATION	Group work, class work
AIDS AND MATERIALS	Icons Worksheet, 1.2 Tic Tac Toe (OHT or CD-version), 1 computer with projector (and optional Internet access); (You can see or show online how Tic Tac Toe works but Ls play it a lot.: http://boulter.com/ttt/)

TEACHER'S ACTIVITIES

1. Divide the Ls into two groups. Project the image grid of 1.2 Tic Tac Toe (slide or CD-version).
Ls discuss and write down their guesses within their groups. While they are talking to each other, copy the grid on the board with the numbers. (No images)

LEARNERS' ACTIVITIES

1. Ls look at projected images, make their guesses and fill in the worksheet grid with the corresponding terms, Task 1.

1
2
3

4
5
6

7
8
9

TEACHER'S ACTIVITIES

2. Play the 'Tic Tac Toe' game. If necessary explain 'Tic Tac Toe' rules:
Groups take turns saying which number they want to identify.
The teacher puts the group name/number/symbol to the empty boxes of the grid if their guesses are correct. The winning team is the one which guessed correctly three images and these images are next to each other either vertically, horizontally or diagonally.

Solutions:

- 1 Word (file, document or programme)
- 2 Internet Explorer (web browser)
- 3 Google Search Engine
- 4 Windows Messenger
- 5 Netscape Navigator (web browser)
- 6 Chat
- 7 E-mail
- 8 Excel (file, document or programme)
- 9 Power Point (document or programme)

3. Tell Ls to copy those images that they did not know or did not know the English term for – into the corresponding boxes of Task 1 in their Worksheets.

LEARNERS' ACTIVITIES

2. Ls take turns and try to make three correct guesses in a row.

3. When the game is over, Ls copy some of the projected images into their worksheet grids and write any missing English terms under their drawings.

STAGE 2 A Emoticons – Matching exercise – Focussing on task

TARGET GROUP Less experienced Internet users

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Working with visual information

ORGANISATION Pair work, class work

AIDS AND MATERIALS 1.1 Icons Worksheet, 1.3 Emoticons slide, projected (or CD version)

TEACHER'S ACTIVITIES

1. Project the 1.3 Emoticons. Tell the students to match the icons with their corresponding meaning. (While Ls are working in pairs, display the definitions on the walls for Stage 3.)

Solutions: A4, B1, C3, D5, E2

2. Ask Ls to list where and in what communication forms emoticons are used. If no one knows the answer tell them that 'emoticon' is a new word for those images that express emotions in modern forms of communication.

LEARNERS' ACTIVITIES

1. Ls first make their choices individually then check the work in pairs. Whole class reinforcement.

Note: They can suggest another computer or communication related icons they know.

2. Expected answers: *e-mail, text (mobile messages), instant messages (MSN, Skype, etc.), chat.*

STAGE 2 B	Emoticons – Multiple choice online smiley quiz
TARGET GROUP	Advanced chat users and skilful language learners
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Guessing Using previous experience in making choices
ORGANISATION	Individual and pair work
AIDS AND MATERIALS	1.1 Icons Worksheet, A computer with Internet access /1-2 Ls, Educanet online smiley quiz: http://www.educaunet.org/eng/games/smiley/

TEACHER'S ACTIVITIES

1. Tell Ls a to have a quick look at the 5 emoticons and identify them in Task 2, 1.1 Worksheet.

LEARNERS' ACTIVITIES

1. Ls work individually.

TEACHER'S ACTIVITIES

2. Ask Ls to work in pairs and complete the smiley (emoticon) quiz of 16 choices (Educanet online smiley quiz: <http://www.educaunet.org/eng/games/smiley/>).

Note: This is a direct link to an online quiz for advanced chat/SMS users. On the left hand side there are the icons and next to them from a drop-down menu they can choose what they think each icon represents. It is better to make their guesses in pairs because not all the icons are obvious or familiar.

(While Ls are working online, display the definitions on the walls for Stage 3.)

Solutions:

:-)

Funny

(- :

Left-handed user

;-(
So sad

;-(
So sad

:-)))

Laughing out loud

;-)

A wink and a smile

:-x

I wear a moustache

:-(
Sorry

:-(
Sorry

d:'

I am wearing a cap

LEARNERS' ACTIVITIES

2. Ls might be interested in taking notes.
Ls might suggest emoticons they know but are missing here.

TEACHER'S ACTIVITIES

:- ?
What do you mean?

:-{
It's so depressing

8-)
I wear glasses

:-(((
I feel miserable

:-X
I am wearing a bow-tie

:-O
I am so surprised

. :-\$
I want speak a word

:-*)
A little kiss

LEARNERS' ACTIVITIES

VARIATION TO STEP 2: THE ONLINE QUIZ CAN ALSO BE PROJECTED. LS MAKE THEIR CHOICES ON THE CLASS LEVEL. IT CAN BE MORE DIFFICULT BECAUSE THERE ARE LOTS OF CHOICES IN SMALL PRINT IN THE QUIZ. (SEE THESE CHOICES IN THE SOLUTION CHART ABOVE.)

STAGE 3 Speaking the Same Language – Vocabulary Building

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Learning skills
Reading for information
Guessing

ORGANISATION Pair work, class work

AIDS AND MATERIALS 1.4 Definitions cut and displayed in the classroom all around (small sheets of paper), in 2-3 copies each
1.1 Icons Worksheet

TEACHER'S ACTIVITIES

1. (5 mins) 1.4 Definitions have been put on walls during pair work in Stage 2. In this version Ls do not have and do not know in advance what the defined words are.

Tell Ls that you have placed some definitions all over the walls in the classroom, but the defined words are missing.

Ask them to walk around and take the pieces of papers with the definitions that they think they know the defined word for. (Max. 3 definitions can be taken by a pair of Ls. In case of few students this number can be 4 or 5.)

Solutions:

1 Internet

2 Browser

3 Information

4 Advertisement (ad)

5 Personal information

6 Netiquette

7 Internet safety

8 Spam

9 Privacy Policy

LEARNERS' ACTIVITIES

1. Ls in pairs walk around and try to find three definitions they know; take the definitions and then sit down. (Each definition might be at more pairs of Ls.)

TEACHER'S ACTIVITIES

- 10 Password
- 11 Emoticon
- 12 Login name

- 13 URL
- 14 Cookies
- 15 Virus

Note: Privacy Policy is the policy of using personal information required from the user. This policy is usually worded on websites. This might need clarification with Ls.

LEARNERS' ACTIVITIES

VARIATION TO STEP 1: WITH A LOWER LEVEL GROUP YOU MAY DECIDE TO DISTRIBUTE ALL THE DEFINED WORDS OR PUT THEM ON THE BOARD BEFORE THEY START FINDING THE DEFINITIONS.

AIDS AND MATERIALS Like in Step 1 + defined words on small slices of papers (all to each pair), or defined words put on the board.

DESCRIPTION Students match the defined words with their definitions (both on paper), or copy the suitable word from the board onto the sheet of the definition.

2. (10 mins) Project 1.4 Definitions after each other and ask for the defined words. Only the pair(s) having the definition sheet with them is (are) allowed to say the defined word. If they make a mistake, others can suggest the solution. If no one knows the solution for a definition, give some hints.
2. This task needs a bit of self-discipline. No one is supposed to talk unless it's their turn.

If you use the projector with a whiteboard write the defined word above each definition, or just put the word on the board.

Ls should copy the entries that they are not familiar with. (The worksheet asks for 4 entries.)

VARIATION TO STEP 2: READING AND MATCHING IN PAIRS – LOWER LANGUAGE LEVEL GROUPS

AIDS AND MATERIALS 1.4 Definitions (defined words and definitions written on small, separate slices of papers all to each pair)

DESCRIPTION All defined words are spread out on the desk. The definitions are face down. One of the Ls picks a definition and reads it out. The other one says which is the right phrase or word for that and they put them next to each other. They keep changing their roles until they have all the pairs matched. This variation gives more time for personal practise.

STAGE 4 Being a Good Netizen – Setting the Goals of the Module

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Learning skills
Reading for information
Guessing

ORGANISATION Pair work

AIDS AND MATERIALS 1.1 Icons Worksheet

TEACHER'S ACTIVITIES

1. When the definition list is completed (Stage 3), tell Ls that they are going to deal with these things during 6 (5 if you decide so) lessons of the module. Tell them that the aim of the module is to become good and able 'Netizens' and get their web licences.

Tell Ls to go to Task 4 in their 1.1 Icons Worksheets and circle the things that they think mean to be a good young 'Netizen'. At this stage it is not important if the answers are good or not so do not check them. Explain that 'Netizen' means 'Internet citizen'.

4

They tell their passwords to good friends.

1

They tell parents or teachers when something bad or strange happens.

LEARNERS' ACTIVITIES

1. Ls can discuss in pairs and ask each other and the teacher for the meaning of unknown words.

Ls will revise their ideas and understanding in the end of the module. This task is for creating the basis for the final evaluation.

TEACHER'S ACTIVITIES

3

They spend hours on the Net every day.

10

They always accept cookies.

9

They download attachments only if they know who sent them and what they are.

A

B

C

D

E

8

F

They meet people from the Internet in the real world.

5

G

They give personal information when someone asks for.

7

H

They mention in written work where the information comes from

6

I

They never write words in CAPITAL LETTERS.

2

J

They look at every commercial just like on TV.

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

Solutions (remember it in Lesson 6):

A 4, B 1, C 3, D 10, E 9, F 8, H 7, I 6, J 2

A good netizen does 1, 6, 7, 9. The other sentences are examples of careless Internet behaviour.

LEARNERS' ACTIVITIES

STAGE 5 Setting Homework

TIME 10 mins

SKILLS AND COMPETENCIES
IN FOCUS Learning skills
Vocabulary building

ORGANISATION Class work, group work ('Vocabulary Building Groups')

AIDS AND MATERIALS 1.1 Icons Worksheet and copy book notes

TEACHER'S ACTIVITIES

1. Introduce the idea of 'language chunks'. These are a couple of words (usually 2-3) that in many cases go together. Linguists say that they are easier to remember than single words.
2. Tell Ls that they are going to learn 'language chunks' in 'Vocabulary Building Groups' in this module. Tell them to form 3-4 groups of equal number.

Ask them to collect the most important 8-10 language chunks from this lesson. If there are important single words, help them to create chunks of them.

LEARNERS' ACTIVITIES

1. Ls suggest some new language chunks that they have used during the lesson. Some examples: *'login name'*, *'Internet safety'*, *'search engine'*
2. Ls in groups of 3-4 make a list of language chunks they think are important. All of them must have the same set of words in their copy book or worksheet.

Note: Every group member has the right to suggest chunks that they include. It is not important that all groups have the same choices.

3. Tell them that each time another L is responsible for making word cards of the same size at home. The English chunk goes to one side, the Hungarian equivalent to the other side of the card. They will play with those cards in following classes. Some suggestions you may give them:
3. Ls decide whose turn it is to make the cards. They agree on the size and the quality.
- They agree that all of them learn these vocabulary items for the next lesson.

They can cut an A4 size sheet of paper into 8 cards and have different colours for the language versions.

They may decide to use computers and printers for making the cards. They can fold the sheets; glue the halves together to have the printed language versions on the two sides of the same card. They can cut them before or after folding and gluing.

LESSON 2: TRUE OR FALSE? – SOURCE CRITICISM

Aims of the lesson:

- to encourage students to be critical and question material they encounter on the Internet
- to think about who puts information on the Internet and why, who can use it and how

Materials and resources: 2.1 Source Criticism Worksheet; 1.1 Icons Worksheet; 2.2 Mind Map Ideas cut up; 2.3 Self-evaluation cards; Hard copies of bilingual dictionaries or the SZTAKI online dictionary at <http://szotar.sztaki.hu/magyar-angol>; S-made vocabulary cards (homework from previous lesson, – constant element); Online photo test at Museum of Hoaxes website: <http://www.museumofhoaxes.com/tests/hoaxphototest.html>

Technical: 1 computer with projector and Internet access

STAGE 1	True or False – Real or Hoax, warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Focusing attention on task Learning and critical thinking skills
ORGANISATION	Individual work, pair work
AIDS AND MATERIALS	Museum of Hoaxes website: http://www.museumofhoaxes.com/tests/hoaxphototest.html , 1 computer with projector and Internet access, copy book

TEACHER'S ACTIVITIES

1. Project the online quiz page of the Museum of Hoaxes.
Tell Ls that you are going to show them 10 photos of an online test.
Ask them to write down the number of each picture and whether they think the pictures are 'Real' or 'Hoax' (fake). They should use their copy books.
2. Show them the Hoax Photo Answer Page (see link at bottom of the quiz page in Step 1).

LEARNERS' ACTIVITIES

1. Ls keep track of the numbers and write 'Real' or 'Hoax' next to each number before going on to the next photo. They do not discuss.
2. Ls tick the numbers where they were correct.

VARIATION THE SAME ACTIVITY BUT 1 OR 2 LS PER COMPUTER WITH INTERNET ACCESS

AIDS AND MATERIALS Same + 1 computer with Internet access / 1-2 Ls

DESCRIPTION Ls individually or in pairs make their choices and check with the help of the online answer page if they were correct.

STAGE 2 True or False – discussion

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Focusing attention on task
Learning and critical thinking skills
Speaking

ORGANISATION Whole class

AIDS AND MATERIALS Blackboard

TEACHER'S ACTIVITIES

1. Initiate a short discussion on how to know if something is true or not true in personal relations (discussions), or in documents. The lesson should clear up the details.

Tell Ls that this lesson is about being critical before using information from the Internet.

2. Brainstorming (blackboard) on who puts information on the Internet and why. Abort this session if your group is inexperienced.
In fact anyone can put anything on the Internet, nobody checks it.

3. Tell Ls to compose a sentence based on the ideas on the board.
Ask some or all of them to read out their sentences.

STUDENT'S ACTIVITIES

1. Sentences like this are good examples: *'I can see on the person's face/eyes.'* *'Body language helps.'* *'A serious book is never mistaken.'*

2. Ls can shout out their ideas while the teacher, or a student, is keeping track of these ideas on the board.

3. First Ls compose a sentence individually, then compare and agree on a common version in pairs. Expected sentences: *'Anyone can put anything on the Internet.'* *'No one checks the content/information.'* *'People like publicity.'* *'For fun or for information anybody or any organisations may create a website.'*

STAGE 3	Milestones to find your safe way
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Critical thinking skills Reading skills Translation
ORGANISATION	There are 6 pieces of information given in the Worksheet. Organize the work in consideration of this number. For example, if you have 12 Ls, two of them have the same piece of information. After matching the headings and the texts in pairs, everyone starts working individually, checks the work in pairs, and they share the results in a group of six.
AIDS AND MATERIALS	2.1 Source Criticism Worksheet; bilingual dictionary (Hard copy or the SZTAKI online dictionary at http://szotar.sztaki.hu/magyar-angol)

TEACHER'S ACTIVITIES

1. Distribute the 2.1 Source Criticism Worksheet.
Ls in pairs find the headings to the texts in Task 1 A of the Worksheet. Give the Ls patterns how to do the task in English.

Solutions:

1 – E, 2 – D, 3 – B, 4 – C, 5 – A, 6 – F

2. Each L reads a part of the information individually, they highlight unknown words.
3. In pairs (same text) again, they agree on the words that none of them knows. They also try to figure out the overall meaning of the text.

Note: Encourage them to concentrate on the message not the single words.

4. Ls form groups where all the 6 pieces of information are represented; they present the information in both languages and have a discussion in Hungarian to consolidate the knowledge acquired.

LEARNERS' ACTIVITIES

1. *'I think E is number 4.' 'Are you sure? I think it is number 3.'*

3. They can use some dictionaries if they cannot guess a word that is necessary to get the message.

VARIATION FOR GROUPS OR PAIRS OF STUDENTS WITH A BETTER COMMAND OF ENGLISH YOU CAN GIVE 2-2 PIECES OF INFORMATION TO START WITH AND THE USE OF MOTHER TONGUE SHOULD BE MORE LIMITED.

AIDS AND MATERIALS	2.1 Source Criticism Worksheet
DESCRIPTION	See above
STAGE 4	Play your cards right – Vocabulary building
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary building Keeping track of and using the new chunks
ORGANISATION	‘Vocabulary Building Groups’
AIDS AND MATERIALS	The language chunk cards, made as homework

TEACHER’S ACTIVITIES

1. Ask Ls to find their ‘Vocabulary Building Group’. Explain how to play cards:
Ls shuffle the cards and display them on the desk in a random order.
Since they can see one side of the cards (some English, some Hungarian), they can decide which one to pick.
The first L picks up a card (without taking a look of the other side of the card) and makes a guess.
The others either approve, or, in case they do not, the next L has the right to pick a new card. They can keep the card if the answer is approved.
They play until they do not have any more cards. The L with the most cards is the winner.

LEARNERS’ ACTIVITIES

1. S 1 reads out *‘winkle twice’* and says: *‘Kétszer kacsint’*.
S 2 reads out *‘keresőgépet, keresőmotor’* and says: *‘search engine’*.

Ls say how they learnt the words and how much more content they are with the results. They congratulate to the winner.

VARIATION TO STEP 1: VOCABULARY AND SENTENCE BUILDING

AIDS AND MATERIALS Same

DESCRIPTION Ls say what the Hungarian equivalent is and they also say a sentence using the English chunk, or, alternatively, mime the meaning. It's more fun and more communicative.

2. Ask Ls to look through their worksheets and other notes; collect again 8-10 language chunks to learn for the next time. It does not matter if the collection differs between groups, but give advise them not to learn useless chunks.
2. Ls decide on the new collection of language chunks and on the person who is responsible for the cards this time.

STAGE 5 Being critical – Mind Map

TIME 10 mins

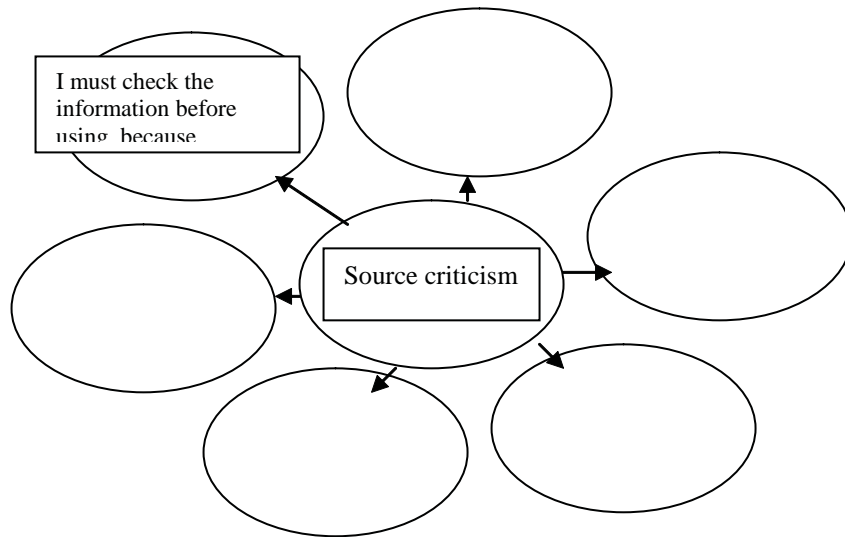
**SKILLS AND COMPETENCIES
IN FOCUS** Learning skills
Awareness
Critical thinking

ORGANISATION, WORK FORM Whole class

AIDS AND MATERIALS 2.2 Mind Map Ideas (cut into slices of papers with internet risks and corresponding ideas), blackboard or a large sheet of paper with a 'Source Criticism' mind map, blue tack

TEACHER'S ACTIVITIES

1. Prepare an Internet safety Mind Map structure either on a large sheet of paper or on the board. 'Source Criticism' comes into the central bubble; the 6 categories go around into the other bubbles. (See the numbered list below.) The Mind Map bubbles should be large enough to write in the label of the category and to place the slips around them.



Cut up in advance the 2.2 Mind Map Ideas material consisting of the most important Internet safety considerations. Provide Ls with the paper slips. (Distribute all of them, there are 16 altogether). Ls should place their slips of papers where appropriate.

They can have a discussion while placing the items around the bubble with the suitable category. Give communication patterns if they need them.

Possible categorisation (mind map or discussion):

LEARNERS' ACTIVITIES

1. *'I think it belongs to...'*
'I think it goes to the category of...'
'Do you know where it goes?' 'Where does it go? I don't know.'
'Do you know what category it belongs to?'
'Are you sure that it is OK here?'

TEACHER'S ACTIVITIES

Note: Sub-lines to number 2 and 3 are interchangeable.

- 1) I must check the information before using, because
people can make mistakes.
people can tell lies.
- 2) I must be careful and check the info if
the website does not have an owner
other websites say different things
I learnt something different
there is no contact information
the URL has a “~” sign.
- 3) I should not use the information (the website) if
the website is outdated
the URL has an “@” sign
there is no dot after www.
the website is very basic (no design, spelling mistakes, etc.).
- 4) They will use my data for risky things if
they ask for my e-mail address and they don't have a Privacy Policy.
- 5) I have to read the Privacy Policy and ask my parents before giving my details
if they ask for my address and they have a Privacy Policy.
they ask for my phone number and they have a Privacy Policy.
- 6) I do not steal information if
I only copy things in “...”, and give the resource.
I ask if I can copy and publish information.

2. Help with asking questions if needed. Do not give Ls the information directly.

LEARNERS' ACTIVITIES

2. 'Ls compare the placements and make any necessary corrections:
'I think it is not right here.' *'I would rather put it to...'*
'I think it is OK.'

VARIATION: MIND MAPPING AND PLENARY DISCUSSION FORUM

AIDS AND MATERIALS	2.2 Mind Map Ideas (cut into slices where the 6 categories are separated from the risks (mind map ideas)); All the risks belonging to one category stay together on one piece of paper.
DESCRIPTION	Distribute the 2.2 Mind Map Ideas but do not hand out the names of the categories. Read aloud a category and Ls say if their slice of paper belongs to that category and why. The others agree or raise objections.

STAGE 6	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills Awareness Critical thinking
ORGANISATION	Individual, whole class
AIDS AND MATERIALS	2.3 Self-evaluation cards; Make copies in suitable number so that Ls can take one according to their choices.

TEACHER'S ACTIVITIES

1. Place the 2.3 Self-evaluation cards face-up onto your desk. Ask Ls to express their feelings about the lesson with a card.
2. Ls should complete Task 2 in their worksheet as homework.

LEARNERS' ACTIVITIES

1. Ls choose a card and give the teacher before leaving.
2. If they took notes during the lesson homework is to finalise them.

LESSON 3: TRUE OR FALSE, REAL OR FAKE? – LET’S GO ONLINE!

Aims of the lesson:

- to provide extra chance for online practising (You can quit if you do not have enough time or have no Internet access.)
- to encourage students to be critical and question what they encounter on the Internet
- to think about who puts information on the Internet and why, who can use it and how

Materials and resources: 3.1 Let’s Go Online Worksheet

For 3 A computers with Internet access in suitable numbers for pair work, www.google.co.hu

For 3 B a computer with Internet access, loudspeakers and a projector or computers in suitable numbers for individual work;

INSAFE website, Lesson 4: <http://test.scoilnet.ie/webwise/lessons/index.html>

For 3 C computers with Internet access in suitable numbers for pair work,

Clones Are Us: <http://www.d-b.net/dti/>; Buy Dehydrated Water: <http://www.buydehydratedwater.com/>; Bugbios: <http://www.insects.org/>

STAGE 1	TPR – Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Concentration Having fun
ORGANISATION	Class work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Tell Ls to stand up and follow your instructions without saying a word (total physical response). Demonstrate it with one S.
For example: *'Go to the window. Open it. Close it, please. Touch your nose with your left index finger.'*
Give 3-5 quick and easy instructions for the whole group. Some suggestions: *'Turn around.'* *'Look deep into your neighbour's eyes.'* *'Winkle twice.'* *'Bend your knees.'*
It can even take the form of a 3 minutes gym lesson.
2. Ask someone to volunteer and take over your role.
It might be noisy but a lot of fun. Make it short.

LEARNERS' ACTIVITIES

1. Ls follow the instructions. They do not discuss.
2. A L gives some similar instructions.

STAGE 2 True and False – Speaking**TIME** 10 mins**SKILLS AND COMPETENCIES IN FOCUS** Focussing attention on task
Learning and critical thinking skills**ORGANISATION** Ls individually, Ls in pairs**AIDS AND MATERIALS** English course book, copy book, blackboard, 3.1 Let's Go Online Worksheet**TEACHER'S ACTIVITIES**

1. Ls find two sentences with a piece of factual information in their course books and copy them into their notebook.
Ls change the fact in one of them. (E.g. age, height, place, time, date, etc.)
2. Ls read aloud a piece of information and the others guess if it is true or false.
Note: Help with the suitable language patterns to express agreement and disagreement.

LEARNERS' ACTIVITIES

2. Expected responses: *'It's true.'* *'It's false.'* / *'Yes, you are right.'* *'No, you are mistaken.'* *'You made it higher/older, less...'*

VARIATION: PLAY A 'LIE DETECTOR MACHINE' GAME.

AIDS AND MATERIALS Same but the course book

DESCRIPTION In Step 1, Ls write 5 sentences about themselves or someone they know well. 2 or 3 pieces of information should be false. Like *'I have been to China.'* *'I can swim.'* etc. In Step 2, they take turns in a chair placed in the middle of the classroom and say the sentences. After each sentence the whole class should shout if it is true or false.

STAGE 3 A What can I trust online? – Looking for and checking information

TIME 25 mins

TARGET GROUP Beginners in using the Net

**SKILLS AND COMPETENCIES
IN FOCUS** Critical thinking
Learning skills

ORGANISATION Pair work, Ls should take turns at using the computer. They read and think together.
More advanced language learners should use the British search engine.

AIDS AND MATERIALS 3.1 Let's Go Online Worksheet Task 2/A
Computers with Internet access in a suitable number for pair work, Worksheet 2, Task 2
www.google.co.hu (Hungarian Google) or www.google.co.uk (British Google)

TEACHER'S ACTIVITIES

1. Ls type in a piece information without the number or place into the search window of Google.

Ls look at the hits (just the short reports without opening the websites) and see if the number in question is there in some reports or if there is a different number repeated several times in different resources.

Note: Allow Ls to work at their own pace. It is not important to get to the same point by the end of the activity. There are 4 pieces of information given in Task 2/A in 3.1 Let's Go Online Worksheet. It is not necessary to type in the parts in brackets. Provide individual help when needed. Observe the work and take notes for comments.

Factual information to check and solutions:

A

London Bridge (is 283 m) long
True

B

Golden Gate Bridge (is in New York)
San Francisco

C

(the) population (of) New York (is about 15) million
Over 19 million

D

Harry Potter's mother (is Lily)
True

LEARNERS' ACTIVITIES

1. Ls use Google. They type the information in the search window, following the instructions of Task 4 in their Worksheet.

Words in brackets should not be typed in the search window.

STAGE 3 B What can I trust online? – Consolidation with video animation

TARGET GROUP More advanced Internet users and more competent language learners

TIME 25 mins

SKILLS AND COMPETENCIES IN FOCUS Ls listen to a video made by the SAFT Project
Improve their listening skills while listening for information. (Length cca. 11 mins.)

ORGANISATION Individual work

AIDS AND MATERIALS 3.1 Let's Go Online Worksheet Task 2/B;
2.1 Source Criticism Worksheet;
A computer with Internet access, loudspeakers and a projector
or computers for individual work;
INSAFE website, Lesson 4: <http://test.scoilnet.ie/webwise/lessons/index.html>

TEACHER'S ACTIVITIES

1. Ls revise the information in 2.1 Source Criticism Worksheet, Task 1.

Ls look through the information they will need to listen for in Task 2/B of the present worksheet.

Play the video with information similar to the text in 3.1 Let's Go Online Worksheet, Task 3. Play it twice. The video is in an Irish accent.

Note: Start button, and then go to 4. 'What can I trust Online?' You cannot pause the video. To replay use the 'Back to the Menu' button.

Solutions:

All the topics are covered but copying information.

The 4 Ws are:

Who (owns the website)?

Why (did they build it)?

What (will they do with your personal information)?

When (was the website last updated)?

LEARNERS' ACTIVITIES

1. Ls just listen.

For the second listening they put a tick next to the topics the video is about and write down what the '4 Ws' are about.

Ls check their tips in pairs and then on class level.

VARIATION: LS WATCH THE VIDEO INDIVIDUALLY WITH HEADPHONES.

AIDS AND MATERIALS	Same + computers with headphones and Internet access for everyone
DESCRIPTION	See above.
STAGE 3 C	What can I trust online? – Deciding if websites are real or hoax
TARGET GROUP	More advanced Internet users and more competent language learners. This activity may be either a lot of fun or very boring, depending on your Ls.
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Awareness Critical thinking
ORGANISATION	Pair work, class work
AIDS AND MATERIALS	2.1 Source Criticism Worksheet, 3.1 Let's Go Online Worksheet Task 2/C, Sufficient number of computers with Internet access for pair work and 3 URLs, 2 of them go to fake websites Clones Are Us: http://www.d-b.net/dti/ Buy Dehydrated Water: http://www.buydehydratedwater.com/ Bugbios: http://www.insects.org/

TEACHER'S ACTIVITIES

1. Tell Ls that there are hundreds of fake or hoax websites. They are going to visit three websites and only one of them is real. They have to decide which one it is. They should use the information they learnt in the previous lesson.

LEARNERS' ACTIVITIES

1. Ls in pairs visit the sites and decide if they are real or fake. They must give at least one reason for each decision.

TEACHER'S ACTIVITIES

2. Project the websites one by one and ask what Ls think about them.

Solutions:

Clones Are Us: <http://www.d-b.net/dti/>

Fake site. It says that people can order clones (human beings).

There is a special character in the URL, but this is not the main point.

There is no contact information.

It was last updated in 2001.

Buy Dehydrated Water: <http://www.buydehydratedwater.com/>

Fake site. Dehydrated water does not exist.

In contact information there is neither e-mail address nor street address just phone numbers.

Poor design.

Bughios: <http://www.insects.org/>

Real site. There is name and company information, postal address. However, there is no direct e-mail to the owner, and there is no date at all.

STAGE 4 Evaluation

TIME 5 mins

SKILLS AND COMPETENCIES
IN FOCUS Learning skills
Awareness
Critical thinking

ORGANISATION Whole class

AIDS AND MATERIALS 3.1 Let's Go Online Worksheet, a piece of chalk

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

1. Ask Ls to think about the lesson. Direct them to Task 4 in the 3.1 Let's Go Online Worksheet.
2. Draw a line on the floor in front of the table or somewhere where there is plenty of room. Write a minus sign to the left and a + to the right end of the line, zero in the middle.
Tell Ls to express their feelings about the lesson by standing somewhere on the line.
When everyone took up a position, ask for an evaluation sentence.

LEARNERS' ACTIVITIES

1. Ls mark the lesson on the opinion line individually.
2. Expected answers:
'I liked this lesson a lot.' *'I enjoyed the lesson.'* *'It was fun.'* *'I worked hard but could not succeed.'* *'I do not like computers.'* Etc.

SPARE TASK Play your cards right – Vocabulary

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary building
Keeping track of and using the new chunks

ORGANISATION 'Vocabulary Building Groups'

AIDS AND MATERIALS The language chunks cards, made as homework

TEACHER'S ACTIVITIES

1. Ask Ls to find their 'Vocabulary Building Group'. Tell them to play with another group's set of cards. Rules like before.
2. Ask Ls to review their 3.1 Let's Go Online Worksheets and other notes; and collect again 8-10 language chunks to learn for the next time. If they can't finish they complete the review as a homework assignment.

LEARNERS' ACTIVITIES

1. If there is enough interest, Ls can include some of the chunks in their own list and make cards for them for the next lesson.
2. Ls decide on the new collection of language chunks and on the person who is responsible for the cards this time.

LESSON 4: WHO CAN I TRUST ONLINE? – COMMUNICATION 1

Aims of the lesson:

- to make Ls aware of the risks and rules of e-mailing and chatting; getting acquainted with Netiquette
- to consolidate the knowledge gained about Internet safety

Materials and resources: 4.1 Communication 1 Worksheet; 4.2 What is it short for – matching (copied cut up, in envelopes for pair work); PowerPoint presentation (CD version, optional); Safe Kids Song by Duffle Dave <http://www.safekids.com/safesong/> (if downloaded you do not need Internet)

Technical: 1 computer with Internet access, loudspeakers, projector

STAGE 1	What is it short for? – Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Asking for and giving information politely
ORGANISATION	Whole class
AIDS AND MATERIALS	4.2 What is it short for – matching

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to find out what certain digital communication abbreviations mean; and also they are going to find the person they will work with. In a random order, distribute the abbreviations of 4.2 'What is it short for' document (cut it up in advance). Ask them not to show their cards to each other. (Make sure that the number of slips is equal to the number of Ls.)

Elicit and/or write the suggested communication patterns on the board.

2. Ask Ls to sit down and read aloud a couple of interesting abbreviations.
Note: Hopefully there are no spelling (when saying the letters) problems. If yes, say the alphabet in a chorus.

LEARNERS' ACTIVITIES

1. Ls stand up and walk around.
 - 'Excuse me, do you know the short for ...?'
 - 'Excuse me, do you know what the short form of ... is?'
 - 'Excuse me, do you know the abbreviation of ...?'
 - 'Excuse me, do you know what the short is for ...?'
 - 'Excuse me, do you know what the abbreviation of ... is?'
- 'Yes, I think I have it. It's...' 'Sorry, I don't know.'

STAGE 2	I am polite, I know Netiquette
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Social competences Being polite and right online Reading and making choices
ORGANISATION	Pair work, class work
AIDS AND MATERIALS	4.1 Communication 1 Worksheet; 4.2 What is it short for – matching; PowerPoint presentation (only available in CD version, optional but effective)

TEACHER'S ACTIVITIES

1. Tell Ls that the aim of the lesson is to learn about netiquette and getting even smarter web users.

Provide each pair with an envelope of all the quiz questions and answers cut up (from 4.1 Communication 1 Worksheet material).

Note: It means that the question is separated from the possible answer-set. The possible answers to a question stay in one piece. It is just for becoming familiar with the topic. Ls do not get the Worksheets before finishing this task.

2. Distribute 4.1 Communication 1 Worksheet so that Ls can check in Task 1 if they were correct.

Ask if there are certain words, expressions they think won't be able to use. Do not allow Ls to get into small details.

Ls do the quiz in pairs (Task 1).

3. Ask Ls to form teams (2 pairs or 3-5 Ls according to the number of students) and check their solutions. They should argue for their choices.

Elicit and/or write the suggested communication patterns on the board.

LEARNERS' ACTIVITIES

1. Ls match the questions with the possible set of answers.

3. Ls make a quick comparison.

Suggested language patterns: 'Question 1 is A. What about you?' 'We are not sure about Question 2 but it is possibly B.' 'The same.' 'No, ours is B.' etc. 'I think it is B, because...'

TEACHER'S ACTIVITIES

4. Play the Power Point presentation so that Ls can check if they were correct or check answers by having Ls read the questions and the answers.

Solutions:

1D, 2B, 3D, 4B, 5D, 6B, 7B, 8C, 9C, 10D, 11C, 12D, 13A, 13+1A

LEARNERS' ACTIVITIES

4. Ls may ask questions to clear up any misunderstandings.

STAGE 3 The Safe Kids Online Song

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Listening skills
Learning skills

ORGANISATION Individual work, pair work, class work

AIDS AND MATERIALS 4.1 Communication 1 Worksheet;
1 computer with Internet access or the downloaded sound file, loudspeaker;
Safe Kids Song by Duffle Dave <http://www.safekids.com/safesong/> (if downloaded you do not need Internet)

TEACHER'S ACTIVITIES

1. Tell Ls that you are going to listen to a song about Internet safety. Lots of words will be new to them, but they know the topic well, and will understand the overall meaning.

Ask them to guess individually which word goes where. They should only look at the context and the missing words and do not have to read the whole lyrics.

2. Play the song twice.

LEARNERS' ACTIVITIES

1. Ls indicate which number (word) goes where. Check these guesses in pairs.

2. Ls correct earlier guesses and complete the text.

TEACHER'S ACTIVITIES

3. Ask for the words in their numeric order.
Tell Ls to listen to the song to double-check the solution.
Missing words in order of appearance:

1 name
7 nice

2 address
8 good-bye

3 safe
9 citizen

4 information
10 human

5 password
11 'The SafeKids Online Song'

6 picture
12 fun

LEARNERS' ACTIVITIES

3. Ls correct earlier guesses and complete the text.

STAGE 4 New words today – Vocabulary building

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Learning skills
Vocabulary building

ORGANISATION 'Vocabulary building group' work

AIDS AND MATERIALS 4.1 Communication 1 Worksheet

TEACHER'S ACTIVITIES

1. Ls agree on 8-10 chunks to learn and revise their list / cards.
You can give this task as homework assignment provided there is no time.

LEARNERS' ACTIVITIES

1. If there is enough time they play the vocabulary card game.
(See Lesson 2, Stage 4.)

STAGE 5 Peer Evaluation**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Learning skills
Communication**ORGANISATION** Pair work, (if Stage 4 has been done, also group work)**AIDS AND MATERIALS** 4.1 Communication 1 Worksheet**TEACHER'S ACTIVITIES**

1. Ask Ls to say what they think about each others' work done this lesson.
Criteria (given in 4.1 Communication 1 Worksheet):
If they were active enough.
If they were helpful enough.
If they remembered earlier knowledge.

LEARNERS' ACTIVITIES

1. Ls in pairs talk about the criteria and the work done.
Ls in their Vocabulary Building Groups do the same.

LESSON 5: WHO CAN I TRUST ONLINE? – COMMUNICATION 2

Aims of the lesson:

- to make Ls aware of the risks and rules of chatting
- to practise Netiquette
- to get chat experience in safe environment

Materials and resources: 5.1 Communication 2 Worksheet; 5.2 Bribes Downloadable worksheets for this activity (There are other documents in the same file, only download page 5-6, – optional): <http://www.educaunet.org/eng/activity-files.php>;

Guess Who Chat room: <http://www.educaunet.org/tepatoa/?langue=uk>;

Technical: 1 computer with Internet access for each L

Before the lesson: you must create a chat room at the Educanet websites' 'Guess Who' Chat room that was created for false identity educational chat activities: <http://www.educaunet.org/tepatoa/?langue=uk>. It is an easy process of 3 steps:

Open the website, you'll see an ENTER button, click on it.

Do not fill in the form but click on 'CREATE A CHATROOM'.

Fill in the form: Give your name, school, etc., and give a good name to the chat room. My trial chat room name was the 'Bunnies' because of the carrots. I do not tell you what my password was because it is against Internet safety. So create a password and take a note of the chat room name and the password. Choose a login for yourself, do it thoughtfully because it will appear in the chat room when you say something. You should take up a false identity for fun's sake.

STAGE 1	Drawing icons – Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Drawing skills Learning skills
ORGANISATION	Individual
AIDS AND MATERIALS	5.1 Communication 2 Worksheet

TEACHER'S ACTIVITIES

1. Tell Ls that today they will do nothing but draw, play games and chat like nursery kids. They will collect 'carrots' for their performance. The L with the most carrots is going to be the winner of the day, the 'Internet Prince' or the 'Internet Princess'.

Tell them that 'carrot' is the English term for those things that children are given to behave well and do what they are expected to.

First, they have three minutes to draw as many icons (possibly computer-related) as they can. Make sure that everyone knows that icons are commonly known simple pictures that remind us of the things they symbolise.

STAGE 2 **Playing your cards right**

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Social competences
Vocabulary building

ORGANISATION Vocabulary Building Groups

AIDS AND MATERIALS All the language chunk cards made by the Ls so far , 5.2 Bribes

TEACHER'S ACTIVITIES

1. Ask someone to remember the rules of the card game.
Ls play the game, and count the cards they end up having.
2. Ls chose the 5 most difficult language chunks in each group.
They ask volunteers from other groups to say aloud the expression (they decide if they start by calling out the English or the Hungarian version).

LEARNERS' ACTIVITIES

1. L with the most and nicest icons can get 3 carrots, the runners-up get 2 and 1.

LEARNERS' ACTIVITIES

1. In all groups, the first L gets three carrots, the second gets two, the third gets one.
It does not matter if there are only 3 of them in the group.
2. Ss who guess correctly get one carrot.

STAGE 3 False identity**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Creativity
Writing**ORGANISATION** Individual work**AIDS AND MATERIALS** A piece of paper, 5.1 Communication 2 Worksheet**TEACHER'S ACTIVITIES**

1. Ls to make up their mind about their new identities. They must act accordingly while chatting. Collect the information on pieces of paper and make a compiled chart on the board while they are chatting.

LEARNERS' ACTIVITIES

1. Ls think of things they do and like in their new skins.

STAGE 4 Let's go and chat!**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking skills in the form of chatting**ORGANISATION** Individual – one L per computer**AIDS AND MATERIALS** 5.1 Communication 2 Worksheet; 1 S/computer with Internet access, chart on the board**TEACHER'S ACTIVITIES**

1. (15 mins) Ls, along with you, play their freshly made profile.
Be prepared to use those emoticons and abbreviations that you have learned in this module.
2. (2 mins) Ls try to guess who is who, take notes of their guesses.

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

- 3. (3 mins) Using the chart on the board you check with the whole class who is who.
Ls tick their correct guesses.

LEARNERS' ACTIVITIES

- 3. Everyone gets carrots according to the number of their correct guesses.

STAGE 5	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills Communication
ORGANISATION	Pair work, class work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

- 1. Ask Ls how many carrots they have. Cheers (and even a good grade) for the winner.

Ask Ls to think about their own work done during this lesson and do the self-evaluation criteria task in their worksheets.

If you have extra time ask them to reflect on their partner's self-evaluation in pairs, and then on the whole lesson publicly.

LEARNERS' ACTIVITIES

- 1. Criteria:
Did they play their cards right (knew the chunks)?
What have they learnt about chat room safety?
Did they keep the golden rule of Netiquette (*'Remember the human'*)?

LESSON 6: WE ARE WEB WISE – WE ARE GOOD NETIZENS

Aims of the lesson: to complete a web quiz and get a web licence in the end

Materials and resources: 6.1 Web Wise Worksheet; 1.1 Icons Worksheet (Task 4); 6.2 Puzzle (copied and cut up); Online PBS QUIZ: <http://pbskids.org/license/>

Technical: 1 computer with Internet access for each L, a printer with access from all computers; (On the previous day, check the printing options on each computer. If there is no printing option, Ls can save their licences in the Module folder on intranet and you can print them where it is possible.)

STAGE 1	Puzzle – Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Pair work
AIDS AND MATERIALS	6.2 Puzzle – in envelopes to each pair of Ls

TEACHER'S ACTIVITIES

1. Ls in pairs do the puzzle.
(They have already seen this picture in 1.1 Icons Worksheet, there are fragments of it in 6.1 Web Wise Worksheet, and they are going to see it when doing the online quiz.)

LEARNERS' ACTIVITIES

1. Ls do not have 6.1 Web Wise Worksheet yet.

STAGE 2	Setting the goals, agreeing on the rules
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Class work
AIDS AND MATERIALS	6.1 Web Wise Worksheet

TEACHER'S ACTIVITIES

1. Ls will work individually; they are only supposed to get help with technical problems.
Let them read 6.1 Web Wise Worksheet instructions and ask questions to clarify the task.
Tell them that there are 10 steps, it does not take long to complete the quiz but the aim is to consolidate knowledge. This means that they should pay attention reading the explanations and take careful notes in their 6.1 Web Wise Worksheets.
2. Discuss the Evaluation Criteria, your suggestions might be:
Completed quiz, printed licence
Carefully completed, pretty Worksheet
Working hard, focussing on task during the lesson

LEARNERS' ACTIVITIES

1. Ls are given Worksheet 6.
2. Ls can suggest and/or alter some criteria.

STAGE 3 Online Quiz – Getting the Web Licence**TIME** 20 mins**SKILLS AND COMPETENCIES IN FOCUS** Recalling and applying knowledge**ORGANISATION** Individual work**AIDS AND MATERIALS** Online BPS QUIZ : <http://pbskids.org/license/>; 6.1 Web Wise Worksheet**TEACHER'S ACTIVITIES**

1. Ls go to the website and do the quiz. Walk around and help when needed.

Note: You do not need the solutions, the Quiz do not allow them to proceed until they find the good choice. But do the quiz yourself to see what are the language aspects that may need some preparation or hints.

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

2. Ask Ls to let you know when they are ready. Help them print their licences.

Note: There is a possibility to save the licence (for example to the folder that you opened for the module on intranet) and print it wherever a printer is available.

LEARNERS' ACTIVITIES

STAGE 4 What have we done? – Evaluation

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Learning skills
Social competences

ORGANISATION Individual and pair work, class work

AIDS AND MATERIALS 1.1 Icons Worksheet; set of language chunk cards made by Ls

TEACHER'S ACTIVITIES

1. Tell Ls to have a quick look at Task 4, 1.1 Icons Worksheet. There they tried to figure out at the beginning of the module what makes a good netizen. Ask them to revise and correct their opinion individually.
2. Ask Ls to work with their constant partner during the module. They should evaluate each other's work by the criteria accepted at the beginning of this lesson.
3. Ask Ls to work with their Vocabulary Building Group. They should play a quick final game of 5 minutes and then evaluate each other's work during the whole module.
4. Ask Ls to tell you about their impression of the module and what they learnt. Ask whether they had fun.

LEARNERS' ACTIVITIES

1. Ls work individually.
2. Ls should be tactful, helpful and concrete. They should list all the positive things they think of their partner, also the areas to improve.
3. Ls should be tactful, helpful and concrete. They can suggest successful ways of vocabulary building to each other.
4. Ls should say which tasks were most useful and which ones were most fun.