

Learning English with CBC Radio – Living in Alberta



Social Media: Tools and Guidelines

by
Maroro Zinyemba
Project Manager: Justine Light



Daylight Consulting Inc.



CBC



Integration Enhancement

Topic:	Social Media
Lesson:	Tools and Guidelines
CLB Level:	6
CLB Skills:	Reading, Writing
Essential Skill(s):	Reading, Writing, Digital Technology/ Computer Use, Document Use

CLB Outcomes	
Reading:	Learners will demonstrate the ability to use online reference sources. Learners will demonstrate the ability to guess the meaning of unknown terms, phrases or idioms from the context without a dictionary. Learners will demonstrate the ability to identify specific factual details and some implied meanings.
Writing:	Learners will demonstrate the ability to reduce a page of information to a summary. Learners will demonstrate the ability to write a paragraph.
Language Skills	
Grammar Focus:	Learners will demonstrate the ability to recognize subjects and predicates in sentences.
Vocabulary:	<i>cyberbullying, smartphone, parenting, resist, expertise, anxious, communication, clarify, threaten, calm, establish, maintain, over-react, generate, access</i>
Culture	
It is important for parents and guardians to be pro-active and look for resources to help them protect their kids. There are many organizations that provide free information and tips on internet safety. It is up to parents and guardians to find these resources and ask for help if it is needed.	

Websites:

www.learnersdictionary.com

www.prowritingaid.com/collocation.aspx

www.dictionary.com

www.humanservices.alberta.ca/abuse-bullying/internet-savvy-text.html

Introduction

Before you read, complete the first two columns of the KWL chart below:

K	W	L
What I know about the resources available and the ways to help keep kids safe online.	What I want to know about the resources available and the ways to help keep kids safe online.	What I learned about the resources available and the ways to help keep kids safe online.

Pre-reading

Taken and adapted from http://www.getwebwise.ca/parent_contracts_under_8.cfm

Internet Use Family Contract		
<ol style="list-style-type: none">1. I will turn off my computer monitor right away and tell a trusted adult if anything makes me feel scared, uncomfortable, or confused.2. I will tell my parents or guardian if anyone online asks me my name, my address, my telephone number, or the name and location of my school.3. I will tell my parents or guardian if anyone online asks to meet me in-person.4. I will not use rude or mean language on the Internet.		
As your parent/guardian, I will remain calm and open-minded when you tell me about any problems you are having on the Internet. I will support you in whatever way I can.		
User signature _____	Parent/Guardian signature _____	Date _____

Food for thought

1. Have you ever signed a contract with a child?
2. Can you think of a reason why an internet use family contract like the one above would be useful?
3. How can parents or guardians protect children who use the internet?
4. The family contract above lists 4 statements describing what a child will do when using the internet. Can you think of how each of the four statements helps keep children safe?

Main Reading

Title: Tools and Guidelines

Glossary¹

1. **Guidelines** are the rules or instructions that show or tell how something should be done.
2. **Tools** are things that help to get or achieve something.
3. **Internet Savvy Training** is a resource developed by the Government of Alberta to provide information on how children and youth use the Internet, as well as how to keep them safe online.
4. **Lurk** means to look from a hidden place.
5. **iPod** is a small digital audio player with internet access and that can be carried around easily.
6. **Authenticate** means to prove that something is real, true, or genuine.
7. **Sexting** means the sending of sexual photos, images, text messages or emails to a cell phone or other mobile device.

As you read the selection, use *context clues* to help you figure out the meaning of the following words that you will come across: *cyberbullying, smartphone, parenting, resist and expertise*

Reading Strategy - Predicting

To predict is to say what might or will happen in the future. Predicting is an important reading strategy because it helps you make connections between what you already know and what you are reading. You will notice that the main reading is divided into sections. Each section has a heading written in bold words. Take a quick look at the main reading.

- How many sections are there in the main reading?
- Write down the headings of each section in the Prediction Chart on page 8 in the “Reading Strategy” section of this lesson. The first one has been done for you as an example.
- For each section, write down the information you think you will read about. In other words predict what the section will be about. Write your predictions in the Prediction Chart.
- Read the main text and find out if your predictions were correct.

The reading selection has been taken from Chapter1 in Module 4 of the document “Internet Savvy Training- Text Version” by Alberta Human Services, Government of Alberta. The document can be found at <http://www.humanservices.alberta.ca/abuse-bullying/internet-savvy-text.html>

¹ Definitions taken from www.learnersdictionary.com

Communicating with your kids

As with most parenting activities, the key to Internet Savvy is building and having a positive relationship with your children. If you and your kids maintain an ongoing and honest dialogue based on trust – not fear – many potential problems can be avoided.

This training program is designed to help you develop Internet savvy. Another excellent resource is your kids – it's quite possible that they understand more than you do about many parts of the Internet. By asking them to show you everything they know, you'll learn a lot. And they will too! Most likely, they're not fully aware of the dangers that lurk in the online world.

Just sitting with your child at the computer or smartphone or iPod also helps to promote good communication. You can both ask questions and enjoy shared experiences. It gives you a chance to clarify your expectations and to show them that you're concerned about their well-being rather than just being controlling. Clear guidelines that include how you will react ensure that, if or when your kids run into a problem, they will feel more comfortable about coming to you for help.

How hard is it?

Kids and teens love sharing their expertise, especially when they think they know more about something than their parents. Younger kids, in particular, will be excited to teach you something new, and will want to know more about things like online privacy and how to authenticate online content. While teens may resist your involvement in their online activities, remember, it's their job to test limits and your job to set them.

Where should you start? Try asking your kids to help you set up your own Facebook account. Generate your profile together, and then become friends with them online. This is a great way for you to explore your kids' world and create relationships built on trust, together.

Establishing the rules

Research shows that parent expectations help shape safe, successful and fulfilling experiences online. Having your kids be a part of making the rules will help keep the lines of communication open and ensure you're not being over-protective. For example, placing too many controls on the websites they're allowed to visit may give them cause to shut you out. Once you've established some ground rules together, give your children your trust.

When trouble strikes

If you and your kids have been talking about the Internet and sharing experiences, they will be more likely to tell you if they run into something that makes them feel anxious, uncomfortable or threatened. Examples include pornographic websites, spam (unwanted emails), cyberbullying and Sexting. If your kids do come to you with a problem, thank them for letting you know, stay calm and don't overreact. Most kids today are very concerned that their parents will unplug the computer or take away their mobile access – which, in their minds, is their whole world. Let them know you will work with them to help fix the problem and keep them safe.

Reading Comprehension

1. Can you think of a reason why kids can help their parents / guardians learn more about the internet?
2. What can parents / guardians do to learn more about the internet from their kids?
3. How does using the computer, smartphone, or iPod with a child help develop good communication?
4. Why might it be a good idea for a parent/ guardian to be friends with their child on Facebook?
5. Write down at least three dangers kids might face online.
6. Why is it that kids might not want to tell their parents/ guardian about problems they might be facing online?

Vocabulary Development

A. Context Clues

Use context clues from the reading to guess the meaning of the following words:
cyberbullying, smartphone, parenting, resist, expertise

B. Definition Matching

The words in italics on the next page are taken from the reading. These words are also found on the *list of the first 2000 most commonly used words of English* and on the *Academic Word List*. Match the words to the correct definition and find the part of speech. The first one has been done for you as an example.

anxious, communication, clarify, threaten, calm, establish, maintain, over-react, generate, access

	Word	Part of speech	Definition
1.	Generate	Verb	to produce something or cause something to be produced
2.			afraid or nervous especially about what may happen
3.			to continue having or doing something
4.			not angry, upset, excited
5.			to begin or create something that is meant to last for a long time
6.			to respond to something with an emotion that is too strong or an action that is unnecessary : to react to something too strongly
7.			the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else
8.			a way of being able to use or get something
9.			to make something clear or clearer : to make something easier to understand
10.			to say that you will harm someone or do something unpleasant or unwanted especially in order to make someone do what you want

C. Collocations

Words that are used in a certain way together are called collocations. A collocation is a particular combination of words. Take the word “fire”. Collocations of the word “fire” are *truck* and *fighter* – “fire truck” and “fire fighter” for example. Use online reference sites such as www.prowritingaid.com/collocation.aspx or <http://www.thesaurus.com> or <http://www.dictionary.com> to find the collocations of “guidelines” and “tools”. Complete the table below. The first one has been done for you as an example.

Guidelines	Tools
Develop guidelines	Practical tools

Reading Strategy

Instructions:

1. Before you read the main reading take a quick look at the different sections in it. Write down the headings of each of the sections in the Prediction Chart below. The first one has been done for you.
2. Write down your predictions for each section in the main reading.
3. Read the text.
4. Write down what each section was about in the Predictions Chart.
5. Were your predictions accurate?

Prediction Chart

Section	My Prediction	What the section is about	Correct prediction?
Communicating with your kids	I think this section is about ...	This section is about/ describes/ explains/ tells	Yes / No

Grammar Focus / Pragmatic Competence

Subjects and Predicates

Correct sentences in English contain a subject and predicate. The simple subject of a sentence refers to the main word or group of words (noun) that tell who or what the sentence is about. The simple predicate of a sentence is the main word or group of words (verb) that tell the action or state of the subject.

For example:

Kids know more about the internet than their parents.

The simple subject is “kids”. The simple predicate is “know”

The **complete subject** of a sentence is made up of all the words that tell whom or what the sentence is about. The **complete predicate** of a sentence is made up of all the words that gives more information about the verb and completes the meaning.

For example:

Complete subject



Clear guidelines that include how you will react ensure that kids feel more comfortable about coming to you for help.

Complete predicate

In the sentence above the simple subject is “guidelines”. The complete subject has more words. The simple predicate is “ensure”. The complete predicate has more words in it.

Sometimes the subject is not written or said. It is implied.

For example:

Have a discussion about online safety.

We know the action in this sentence – the action is to have a discussion. The complete predicate is “Have a discussion about online safety”. Who should have a discussion? The sentence does not directly tell us who. It is implied that “**you**” the person reading the sentence should have the discussion. An implied subject is usually used in a sentence that gives a **command** or **advice**.

Activity instructions

Read each sentence below and highlight the **complete subject** of the sentence. Underline the **simple predicate** of the sentence. If the subject is implied then write (I) at the end of the sentence. The first one has been done for you as an example.

1. Teach your kids to always come to you before giving out information through email, chat rooms, message boards, registration forms, personal profiles and online contests.(I)
2. Establish the house rules on Internet usage.
3. You have completed the Internet Savvy Training.
4. This training program was developed with the support and contributions of the Government of Alberta.
5. Because kids can so easily come across online pornography, direct them to good sites on health and sexuality as needed.
6. Your house rules need to be written in kid-friendly language.
7. Use kid-friendly search engines or search engines with parental controls.
8. Research shows that parent expectations help shape safe, successful and fulfilling experiences online.
9. If you and your kids have been talking about the Internet and sharing experiences, they will be more likely to tell you if they run into something that makes them feel anxious, uncomfortable or threatened.
10. How hard is it?
11. Just sitting with your child at the computer or smartphone or iPod also helps to promote good communication.

Link to Essential Skills

Essential skills are the skills needed for work, learning, and life (<http://www.hrsdc.gc.ca/eng/jobs/les/index.shtml>). They are enabling skills that help you perform daily tasks as well as tasks required on the job. In this section of the lesson you will focus on **computer use and thinking skills** to find tools and resources online designed for parents and guardians.

Instructions: Read chapter 4 of the Internet Savvy Training module which can be found at <http://www.humanservices.alberta.ca/abuse-bullying/internet-savvy-text.html>. The title for chapter 4 is: Additional resources for you and your family. What organizations provide resources for parents and guardians? What kind of resources do they provide? Complete the table below by reading chapter 4 and visiting the websites listed. Choose 3 organizations you feel apply to your life. Visit the websites of these organizations. Write down the type of information on that website. Decide if the information is useful to you or not by placing a check mark ✓ if it is useful and an ✗ if it is not useful. An example has been done for you.

Organization	Websites	Type of information	Useful to you? ✓/ ✗
Government of Alberta	http://www.weron2u.ca/home/index.html	Profile, webcam, chatroom and online gaming safety information. Good for teenagers	✓ I have teenage kids

Answer Keys

Reading Comprehension

1. Kids can help their parents / guardians learn more about the internet because kids know more about it.
2. Parents and guardians can ask their kids for help setting up online accounts on social networking websites such as Facebook. They can also become friends with their kids on social networking websites and in chatrooms.
3. When parents use the internet together with their kids it gives kids an opportunity to ask questions. It allows parents / guardians to share experiences with their kids. It gives parents/ guardians an opportunity to clarify their expectations. This shows kids that the parents/guardians care about their safety and well being.
4. When a parent/ guardian is friends with their child on Facebook it encourages communication and it allows the parent to see what is going on in their child's social life?
5. Dangers kids might face online are: cyberbullying , sexting, spam, pornographic websites
6. Kids are afraid that the parents may take away their smartphones and computers.

Vocabulary Development

A. Context Clues

1.	Cyberbullying	to frighten, hurt, or threaten someone using the internet
2.	Smartphone	a device that combines a <u>cell</u> phone with a hand-held computer, typically offering Internet access, data storage, e-mail capability,
3.	Parenting	the process of taking care of children until they are old enough to take care of themselves: the things that parents do to raise a child
4.	Resist	to fight against something: to try to stop or prevent something
5.	Expertise	special skill or knowledge: the skill or knowledge an expert has

B. Definition Matching

	Word	Part of speech	Definition
1.	Generate	Verb	to produce something or cause something to be produced
2.	Anxious	Adjective	afraid or nervous especially about what may happen
3.	Maintain	Verb	to continue having or doing something
4.	Calm	Adjective	not angry, upset, excited

5.	Establish	Verb	to begin or create something that is meant to last for a long time
6.	Overreact	Verb	to respond to something with an emotion that is too strong or an action that is unnecessary: to react to something too strongly
7.	Communication	Noun	the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else
8.	Access	Noun	a way of being able to use or get something
9.	Clarify	Verb	to make something clear or clearer: to make something easier to understand
10.	Threaten	Verb	to say that you will harm someone or do something unpleasant or unwanted especially in order to make someone do what you want

C. Collocations * Answers will vary**

Guidelines	Tools
Develop guidelines	Practical tools
Apply guidelines	Trade tools
Safety guidelines	Power tools
Ethical guidelines	Useful tools
Helpful guidelines	Tools and guidelines

Reading Strategy

Section	My Prediction <i>*Sample response. Predictions will vary*</i>	What the section is about	Correct prediction? <i>*Answers will vary*</i>
Communicating with your kids	I think this section is about how parents can talk to their kids about the internet.	This section describes the ways parents can build good communication with their kids.	Yes / No
How hard is it	I think this section is about what parents find difficult about communicating with their kids.	This section describes how parents and guardians can learn about the internet from their kids.	Yes / No
Establishing the rules	I think this section is about making the rules about using the internet.	This section tells parents and guardians to involve their kids when creating the rules about using the internet.	Yes / No
When trouble strikes	I think this section is about kids who get into trouble because they have not followed the	This section explains to parents how to respond when their kids tell them about a problem on the	Yes / No

	rules.	internet.	
--	--------	-----------	--

Grammar Focus / Pragmatic Competence

1. Teach your kids to always come to you before giving out information through email, chat rooms, message boards, registration forms, personal profiles and online contests.(I)
2. Establish the house rules on Internet usage.(I)
3. You have completed the Internet Savvy Training.
4. This training program was developed with the support and contributions of the Government of Alberta.
5. Because kids can so easily come across online pornography, direct them to good sites on health and sexuality as needed.(I)
6. Your house rules need to be written in kid-friendly language.
7. Use kid-friendly search engines or search engines with parental controls.(I)
8. Research shows that parent expectations help shape safe, successful and fulfilling experiences online.
9. If you and your kids have been talking about the Internet and sharing experiences, they will be more likely to tell you if they run into something that makes them feel anxious, uncomfortable or threatened.
10. How hard is it?
11. Just sitting with your child at the computer or smartphone or iPod also helps to promote good communication.

Reading –Writing Link

*Paragraphs will vary**

Link to Essential Skills

Responses will vary