

# Learning English with CBC Radio – Living in Alberta



## Social Media: How Kids Use the Internet

by

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CBC

Alberta  Government

## Integration Enhancement

Topic:	Social Media
Lesson:	How Kids Use the Internet
CLB Level:	6
CLB Skills:	Reading, Writing
Essential Skill(s):	Reading, Writing, Document Use, Thinking Skills (Finding Information), Digital Technology

<b>CLB Outcomes</b>	
Reading:	<p>Learners will demonstrate the ability to use online reference sources.</p> <p>Learners will demonstrate the ability to guess the meaning of unknown terms, phrases or idioms from the context without a dictionary.</p> <p>Learners will demonstrate the ability to identify specific factual details and some implied meanings.</p>
Writing:	<p>Learners will demonstrate the ability to reduce a page of information to a summary.</p> <p>Learners will demonstrate the ability to write a paragraph.</p>
<b>Language Skills</b>	
Grammar Focus:	Learners will demonstrate the ability to identify and use adjective clauses.
Vocabulary:	<i>victim, webcam lens, privacy settings, download, homesickness, expose yourself, hooked up, permanently, connect, networking site, responsibility, globe, succession, image, potential</i>
<b>Culture</b>	
<p>The Internet is widely used by all age groups in Canada. Children as young as two years old access the Internet. Unfortunately there are dangers on the Internet and it is important for parents and caregivers to be aware of these dangers in order to protect children.</p>	

Websites:

[www.learnersdictionary.com](http://www.learnersdictionary.com)

[www.prowritingaid.com/collocation.aspx](http://www.prowritingaid.com/collocation.aspx)

<http://www.dictionary.com>

<http://humanservices.alberta.ca/abuse-bullying/internet-savvy-text.html>

## Introduction

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

<b>K</b>	<b>W</b>	<b>L</b>
What I <b>know</b> about how kids use the Internet.	What I <b>want</b> to know about how kids use the Internet.	What I <b>learned</b> about how kids use the Internet.

## Pre-reading

Taken from <http://humanservices.alberta.ca/abuse-bullying/internet-savvy-text.html>

Kids nowadays use the Internet in a number of different ways and for different reasons. Kids as young as two begin playing video games. They are watching videos on YouTube and playing online games. Five and six year old kids are entering social networking sites such as Webkinz. Kids between the ages of seven and twelve are playing and downloading games, music and videos from YouTube. They are also surfing the Internet for fun and visiting virtual environments like Neopets, Club Penguin or Togetherville. Teens download music, watch movies online, and use instant messaging and social networking sites like Facebook to communicate with each other. They are passionate about video games. They are connected with mobile devices 24 hours a day, 7 days a week. It is important for parents and caregivers to learn more about what their children and teens are doing online, some of the dangers the children and teens may face there, and what parents and caregivers can do to help protect them.

## Food for thought

1. When was the first time you used the Internet?
2. How often do you use the Internet now?
3. What do you think may be some of the dangers children and teens may face online?
4. Should there be an age restriction for children to use the Internet? Why / Why not?

## Main Reading

Title: How Kids Use the Internet

### Glossary<sup>1</sup>

1. Predator means a person who looks for other people in order to use, control, or harm them in some way
2. Coerce means to make someone do something by using force or threats
3. Blog is a Web site on which someone writes about personal opinions, activities, and experiences
4. Online means connected to a computer, a computer network, or the Internet
5. Skype Profile is information about someone on an online service that allows you to make voice and video phone calls over the Internet.

As you read the selection, use *context clues* to help you figure out the meaning of the following words that you will come across: *victim, webcam lens, privacy settings, download, and homesickness*

#### Reading Strategy Tip: Identifying the main idea and supporting details

Identifying the main idea and supporting details of a reading text is a strategy that helps you understand the reading.

\*To identify the main idea you need to ask yourself “what is the writer trying to say about this topic?” or “what is the general point of this reading?”

\*Supporting details are the examples, facts, causes and reasons that a writer gives to support the topic / main idea.

Take a look at the Pre-reading on page 3 again. The point of the pre-reading is to show that children and teens use the Internet in different ways and for different reasons. Playing games, downloading music, watching movies and instant messaging are some examples that show the different ways and reasons children and teens use the Internet.

As you read the selection, identify the main idea and supporting details of each section.

The reading selection has been adapted from Module 2 of the document “Internet Savvy Training- Text Version” by Alberta Human Services, Government of Alberta. The document can be found at <http://humanservices.alberta.ca/abuse-bullying/internet-savvy-text.html>

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<sup>1</sup> Definitions taken from [www.learnersdictionary.com](http://www.learnersdictionary.com)

## **Social networking**

<sup>1</sup> Members of a social networking site can interact with their friends and acquire new friendships and social contacts. More than half of young people in their teens (53%) participate in social activities online, usually through a social networking site. Facebook is the most popular site for this age group.

<sup>2</sup> Teens tend to use social networking sites differently from adults. They often see these sites as places to hang out, much as young people in previous generations spent time with friends at the mall or in a park. Many teens share intimate details, including personal information, photos and videos. Sometimes they use the sites to escape from their everyday challenges (such as social or physical isolation, identity issues, and problems at school or at home) and disappear into a hidden online world.

## **Webcams**

<sup>3</sup> Webcams are video cameras that send images to the Internet. Some webcams need to be hooked up to your computer; others are built in – your computer, laptop or phone might have a webcam that you don't even know about! These images can be still photos, a series of images sent in succession or streaming video. Skype, which is free to download in a short amount of time, is the most popular way for kids to use their webcam technology. You create a Skype profile and make it available to indicate that you are ready to receive messages and calls.

<sup>4</sup> Many families who have relatives living far away, either permanently or temporarily, find that webcams and Skype are tremendous resources. New immigrants can speak to relatives left behind, every day if they wish. Young people who have gone away to college can connect with mom and dad when homesickness strikes, and parents who travel for work can wish their kids a good night. It's great for maintaining friendships too. People move around the globe regularly now, and it is much easier to keep up a relationship with this new technology.

## **Concerns and issues**

<sup>5</sup> Your kids have already become accustomed to sharing their lives with the world on blogs and social networking sites. And now, through the use of webcams, they can potentially give other people they don't know a window right into your home and their bedrooms.

<sup>6</sup> If access is not managed, individuals who wish to harm children can easily contact potential victims. Predators scan webcam sites to find children and teenagers. They then work towards gaining their victim's trust and developing a relationship. A predator usually starts by making innocent-seeming requests and then asks the child to go one step further each time they communicate. Predators may attempt to convince their victims to expose themselves or do other things on camera in exchange for money and gifts, often using blackmail or other means to coerce them. Predators often gather personal information about their victims, which they use to coerce and convince them. This is why many young victims of online predators feel responsible for their behaviour, when in fact they've been exploited.

<sup>7</sup> So change your webcam password and keep it private, keep your webcam lens covered when not in use and take other precautions such as keeping the webcam or a laptop with imbedded webcam in a shared family area, not in a bedroom. Most smartphones have built-in cameras that do not require activation or supervision to use. You must decide if your child is ready for the responsibility of the added features – and risks – of a smartphone. Help kids understand privacy settings and how to manage them on their social networking profiles, and how important it is to protect personal information.

## Reading Comprehension

1. Write down the name of one popular social networking website.
2. How do teenagers use social networking websites?
3. List the advantages and disadvantages of webcam technology.
4. Can you think of examples of “personal information” that teens may share on a social networking website?
5. What kind of personal information about teens do you think a “predator” might want to know?
6. What can be done to protect children and teens when using social networking websites and webcam technology?

## Vocabulary Development

### A. Context Clues

Use context clues from the reading to guess the meaning of the following words: *victim*, *webcam lens*, *privacy settings*, *download*, and *homesickness*

### 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.

expose yourself, hooked up, permanently, connect, networking site, responsibility, globe, succession, image, potential

	Word	Part of speech	Definition
1.	Image	Noun	a picture that is produced by a camera, artist, mirror, etc
2.			to join or become joined to something (such as a system or network) through a telephone, computer, or other device
3.			a series of people or things that come one after the other
4.			the earth
5.			capable of becoming real: possible
6.			a duty or task that you are required or expected to do
7.			to show your sexual organs in public
8.			lasting or continuing for a very long time or forever : not temporary or changing
9.			A website where people can meet other people with similar interests
10.			to attach something to a device by means of electrical connections

### 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](http://www.prowritingaid.com/collocation.aspx) or [www.thesaurus.com](http://www.thesaurus.com) or [www.dictionary.com](http://www.dictionary.com) to find the collocations of “privacy” and “network”. Complete the table below. The first one has been done for you as an example.

Privacy	Network
In the privacy of	Social network

## Reading Strategy

### Identifying the main idea and supporting details

Read paragraphs 2, 4, and 6 and identify the main idea and supporting details in each. Complete the table below.

Paragraph 2	Paragraph 4	Paragraph 6
<b>Main idea:</b> How teens use the Internet	<b>Main idea:</b>	<b>Main idea:</b> The dangers of webcams and Skype.
<b>Supporting details</b>	<b>Supporting details</b>	<b>Supporting details</b>
	You can speak to relatives who live far away.	
	You can maintain friendships.	
	You can communicate with family members not at home.	

## Grammar Focus / Pragmatic Competence

An adjective clause is a group of words containing a subject and a verb and is used in a sentence to describe a noun. The adjective clause starts with a pronoun (who, whom, that, which, whose) or an adverb (when, where, why). Adjective clauses provide more information about a noun in a sentence. The following sentences are some examples of adjective clauses:

The computer, which they worked so hard to buy, was stolen yesterday.

Jane's sister, who got married last year, sent Mary a postcard.

The car on the driveway, which is covered in mud, belongs to Laura.

The plane that had an emergency landing last night is being repaired.

Tete always talks about the time when she left home without a penny.

The marbles that were left lying on the floor caused the accident.



### Activity 1 – Identifying adjective clauses

Instructions: Read the two paragraphs below taken from the main reading selection and underline any adjective phrases you see.

<sup>3</sup> Webcams are video cameras that send images to the Internet. Some webcams need to be hooked up to your computer; others are built in – your computer, laptop or phone might have a webcam that you don't even know about! These images can be still photos, a series of images sent in succession or streaming video. Skype, which is free to download in a short amount of time, is the most popular way for kids to use their webcam technology. You create a Skype profile and make it available to indicate that you are ready to receive messages and calls.

<sup>4</sup> Many families who have relatives living far away, either permanently or temporarily, find that webcams and Skype are tremendous resources. New immigrants can speak to relatives left behind, every day if they wish. Young people who have gone away to college can connect with mom and dad when homesickness strikes, and parents who travel for work can wish their kids a good night. It's great for maintaining friendships too. People move around the globe regularly now, and it is much easier to keep up a relationship with this new technology.

### Activity 2 – Using adjective clauses

Complete the sentences below with an adjective clause.

1. Predators gather personal information that \_\_\_\_\_.
2. Internet Savvy training is available for parents who \_\_\_\_\_.
3. Facebook, which \_\_\_\_\_, provides a meeting space for teens.
4. A college student whose \_\_\_\_\_ is able to connect with his / her parents on Skype.
5. Caregivers who \_\_\_\_\_ can help their children use the Internet safely.



## Link to Essential Skills

Essential skills are the skills needed for work, learning, and life ([www.hrsdc.gc.ca](http://www.hrsdc.gc.ca)). 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 **reading text and writing** to create a poster with Internet safety guidelines for children and teens to follow when using the Internet.

Instructions: Create a poster with Internet safety guidelines for children and teens to follow when using the Internet. The poster should be easy to read and follow. It should have a heading / title. It should also have at least five guidelines.

To help you come up with some ideas for guidelines you can go to the following websites:

[http://www.getwebwise.ca/parent\\_family\\_contracts\\_print.cfm](http://www.getwebwise.ca/parent_family_contracts_print.cfm)

<http://www.badguypatrol.ca/>

## Answer Keys

### Reading Comprehension

1. Facebook.
2. Teenagers use social networking websites to socialize – share information with others, spend time with others, share photos and videos, and to escape from their problems.
3. Advantages – you can maintain communication with friends and family who live far away, the technology is free to download. Disadvantages – bad people such as pedophiles can use webcams and social networking websites to find victims. These people use the personal information provided on the social networking websites to build a relationship with children and teens. They can also use webcams to see and watch children and teens.
4. Examples of “personal information” that teens may share on a social networking website are home address, date of birth, phone numbers, school they go to, names of family members and photos / videos.
5. A predator might want to know the age, address, and phone number of a child or teen. A predator may also want to know where the child goes to school and what the child looks like.
6. To protect children and teens using webcam technology parents / guardians should change their webcam password and keep it private. They should also cover the webcam lens when it is not being used. The webcam should not be in a private area such as a bedroom. When using social networking websites parents can help their children with their privacy settings so that their information is not made public. Children and teens can also be taught how to protect their personal information. Smart phones with webcams should also be monitored and passwords changed.

### Vocabulary Development

#### A. Context Clues

*Victim* means a person who has been attacked, injured, robbed, or killed by someone else

*Webcam lens* is a clear curved piece of glass or plastic inside a small video camera that is used to show live images on a Web site

*Privacy settings* are the controls available on networking websites that allow users to limit who can see and access their information.

*Download* means to copy program from a usually larger computer system to another computer or device

*Homesickness* means being sad because you are away from your family and home

**B. Definition Matching**

	<b>Word</b>	<b>Part of speech</b>	<b>Definition</b>
1.	Image	Noun	a picture that is produced by a camera, artist, mirror, etc
2.	Connect	Verb	to join or become joined to something (such as a system or network) through a telephone, computer, or other device
3.	Succession	Noun	a series of people or things that come one after the other
4.	Globe	Noun	the earth
5.	Potential	Adjective	capable of becoming real: possible
6.	Responsibility	Noun	a duty or task that you are required or expected to do
7.	Expose yourself	Verb	to show your sexual organs in public
8.	Permanently	Adverb	lasting or continuing for a very long time or forever : not temporary or changing
9.	Networking site	Noun	A website where people can meet other people with similar interests
10.	Hooked up	Phrasal verb	to attach something to a device by means of electrical connections

**C. Collocations \* Answers will vary\*\***

<b>Privacy</b>	<b>Network</b>
In the privacy of	Social network
Total privacy	Support network
Invade privacy	Computer network
Violate privacy	Build up a network
Protect privacy	Manage a network

## Reading Strategy

Read paragraphs 2, 4, and 6 and identify the main idea and supporting details in each.

Paragraph 2	Paragraph 4	Paragraph 6
Main idea: How teens use the Internet	Main idea: Webcams and Skype are a great resources	Main idea: The dangers of webcams and Skype.
<b>Supporting details</b>	<b>Supporting details</b>	<b>Supporting details</b>
They share photos	You can speak to relatives far away	Predators try to lure children
They watch and share videos	You can maintain friendships	Predators gather personal information on children
They share information	You can communicate with family members not at home	Predators convince children to expose themselves

## Grammar Focus / Pragmatic Competence

### Activity 1

<sup>3</sup> Webcams are video cameras that send images to the Internet. Some webcams need to be hooked up to your computer; others are built in – your computer, laptop or phone might have a webcam that you don't even know about! These images can be still photos, a series of images sent in succession or streaming video. Skype, which is free to download in a short amount of time, is the most popular way for kids to use their webcam technology. You create a Skype profile and make it available to indicate that you are ready to receive messages and calls.

<sup>4</sup> Many families who have relatives living far away, either permanently or temporarily, find that webcams and Skype are tremendous resources. New immigrants can speak to relatives left behind, every day if they wish. Young people who have gone away to college can connect with mom and dad when homesickness strikes, and parents who travel for work can wish their kids a good night. It's great for maintaining friendships too. People move around the globe regularly now, and it is much easier to keep up a relationship with this new technology.

### Activity 2 – Using adjective clauses

\*sentences will vary\*

1. Predators gather personal information that they find on social networking websites.
2. Internet Savvy training is available for parents who want to know more about what their children are doing on the Internet.
3. Facebook, which is a popular social networking website, provides a meeting space for teens.
4. A college student whose parents live far away is able to connect with his / her parents on Skype.
5. Caregivers who communicate can help their children use the Internet safely.

## Reading –Writing Link

\*Paragraphs will vary\*\*

## Link to Essential Skills

### Be Safe Online

- Don't give your name, address, telephone number, school name to anybody on the Internet.
- Keep your password safe.
- Never undress in front of the computer.
- Don't post pictures of yourself or any family member without approval from your parents / guardian.
- Don't download games, pictures, or videos without approval from your parents / guardian.
- Tell your parents / guardian about any problems you may have on the Internet.

