

How to stay safe online

Read what George says about this activity

This activity helps learners develop skills in writing, digital literacy, online safety, critical thinking, and related vocabulary. Learners brainstorm online safety best practices, organise tips and develop body paragraphs explaining how to stay safe online.

Stage 1: Warm Up (Pre-teach)	<p>Activity: The Digital Dilemma</p> <p>Tell the learners they have received a message telling them they've won a new phone. Ask those who would reply to the message to raise their hand. Ask them what they would do.</p> <p>Use the conversation to introduce the idea of online safety.</p>
Stage 2: Categorising Safety Rules	<p>Activity: Jigsaw Brainstorm</p> <p>Divide the class into three Expert Groups (Green: Personal Info, Blue: Accounts, Red: Feelings/harassment) and gives each group some slips of paper. They should use pencil because their tips might be corrected later.</p> <p>Each group brainstorms and writes one internet safety tip per slip of paper based on their category.</p> <ul style="list-style-type: none"> • Group 1 (Green): Protecting Personal Information (Address, Photos, School, Name). • Group 2 (Blue): Protecting Accounts (Passwords, Login, Settings). • Group 3 (Red): Protecting Feelings (Cyberbullying, Meeting strangers, Scary messages). <p>As they begin, write up some useful expressions on the board which you can refer to if the groups need prompting.</p> <p>Personal information, password, privacy, harmful behaviour, block, scam, cyberbullying, encryption, security software, phishing, firewall, fake news, etc</p> <p>Encourage a minimum of five tips per group.</p> <p>Ask each group to take turns reading out their tips. The other groups should vote for the two most important tips from each category.</p>
Stage 3: Language focus	<p>Write three main modal verbs for advice on the board: must, should, and don't/mustn't.</p> <p>Focus on the six selected tips from the previous stage. If the grammar is not accurate, correct it and then drill the correct form with the class.</p> <p>Play a quick game to practice using the modal verbs. The first learner mentions a topic, the other learner forms a sentence about that topic using a modal verb.</p>

	<p>Student A: Share your password with your best friend.</p> <p>Student B: You mustn't share your password. Tell an adult.</p> <p>Student A: You should tell an adult if you are worried.</p>
Stage 3: Essay Outlining	<p>Tell the learners they're going to write an essay about online safety. Elicit the structure of an essay as you draw out a plan on the board:</p> <p>Introduction Body paragraphs Conclusion</p> <p>Elicit what should be in the introduction (a general statement about the internet, then a thesis statement such as you need to know how to stay safe online)</p> <p>Tell the learners they will include three body paragraphs, one about each of the three categories they brainstormed earlier. They should introduce the topic and give some tips.</p> <p>Then they should write a short paragraph concluding the essay.</p>
Stage 3: Speaking (An interview between a Farmer and an Agricultural expert)	<p>Put learners in pairs.</p> <p>Assign roles to learners, let them take turns being a farmer and an agricultural expert, asking and answering questions about growing maize.</p> <p>After the role-play, discuss what worked well and what didn't and provide feedback.</p> <p>Choose a pair who have done the role-play well to perform it to the class.</p>
Stage 4: Writing and Peer Feedback	<p>Set a time limit and tell the learners to write their essays.</p> <p>After they have finished, tell them to exchange their essays with a partner and give feedback by following these indicators:</p> <ul style="list-style-type: none"> • Clear introduction + thesis • Logical paragraph structure • Accurate modal verbs • Relevant, safe online behaviours <p>If you have covered any other areas of essay writing such as effective use of transition words, you can include those too.</p>

Author: George Kanyama