

“I know how to interact with others online and make smart decisions about what information I share”

Smart Learners:

- maintain positive and supportive online relationships
- make smart decisions about how and who they interact with online
- understand what to do when something doesn't seem right
- know what to do when things go wrong

[Smart Relationships page](#)

[Smart Relationships buttons drawing](#)

[Shared planning folder](#)

[Pathways to Learning List](#)

[Pathways to Learning task Board](#)

[Shortcut Drawings](#)

[How does the Layout of the Cybersmart Lesson Work – Video Explanation?](#)

Commenting Poster	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Smart Relationships Teacher Notes	What is a quality blog comment? Writing a quality blog post	Writing blog comments	Replies to comments	Interact with others online/Collaborate	What if something goes wrong?
Kākano Beginner	We are learning what makes a quality blog comment	We are learning to comment on our class blog	We are learning how to find and acknowledge comments on our blog posts	We are learning how to work together by giving clear instructions and listening to our partner	We are learning to be SMART if something happens online that we don't like
	Smart Relationships: What is a quality blog comment?	Sentence Starters Positive Words Collaborative table for writing comments	This is more about how do you find comments? Identify type of comment?	Barrier Games	SMART ways to respond when something goes wrong

	Student Example Blog Post	Build a blog comment Blog commenting	Simple version of Replying Online ? Maybe identify questions and answering for a start?		Infographic example
Te Rito Stepping Up	We are learning to recognise a quality blog comment and give reasons for our thinking	We are learning to make a quality comment on another blog post	We are learning how to reply to comments on our blog posts	We are learning how to use formal and informal language when communicating online	We are learning how to stand up to behaviour we don't like online (and in person)
	Sort the comments Comment analysis	Sentence Starters Commenting Licence Writing quality blog comments Blog comment template	Replying Online Blog commenting contract Improving comments	Smart Footprint - Kawa of Care Infographic Netiquette	Reminder Be Internet Awesome - Emoji's, bystander vs. Upstander 5 Tips for Dealing with Haters and Trolls
Puāwai Confident	We are learning to connect our comments to the quality blog post rubric	We are learning how to enrich our blog comments using code	We are learning to use blog comments and replies to engage in learning conversations	We are learning how to select the best tool for different types of online interaction	We are learning how the example we set can support others to be kind online
	Blog post makeover or Blog comment makeover	Scratch Blog Commenting Blog Comment Check In Post & Embed Content Using Anchor points	Blog Comment Replies	Te Ara Tūhura Smart Relationships: Netiquette Analysis of a real comment for Netiquette fails	Common Sense Video Cyberbullying Law Video Random Acts of Kindness Slidedeck
	Cam & Hermie	Nic & Latham	Vicki & Kelsey	Donna	Mark and Sharon
ipad Lessons	How Comments Make you feel.	Positive and Question Template		EE activity	

Lesson 1 – What is a quality blog comment?

Cybersmart Focus: Students should be supported to make the connection between the blog they are commenting on and the person who will be reading the comment. Blog comments should be positive, thoughtful, helpful and kind to support whakawhanaungatanga and encourage deeper learning.

Learn	Create	Share	Shortcut of the day	Resources, apps, tools, extensions
Kākano Beginner				
We are learning what makes a quality blog comment	A comic strip showing how a comment can affect a person's feelings when they read it	Publish comic strip to individual or class blog with an explanation of the learning	Ctrl + w Close the Current Tab	Lesson overview video Lesson slides Lesson 1 Beginner Task list Lesson 1 Beginner Task board Comix

Brief outline of the lesson for the teacher:

- **Student organisation – work with a partner** to encourage discussion/collaboration – this could be pre-organised strategically or [randomised](#)
 - Buddie 1 – open today's mahi slides on their device (**for viewing/following instructions**)
 - Buddie 2 – will make a copy of the Comix Planning Template (and share with Buddie 1) to help learners think about what they will create
- **Lesson sequence:**
 - Today's Mahi slides will be used for this introduction to knowing '**What makes a quality blog comment**'.
 - **Students do not need to copy slides.**
 - **Introduction** – using slides, identify learning intention, shortcut of the day (demonstrate). **Key point - our comments have a lot of power!**
 - **Learning activity Jamboard** – identify elements (with partner) that make an author feel good or bad
 - **DLO** – Learners create a comic strip showing how comments can change a person's feelings
 - **Publishing to blog/Share**

Individuals publish on Class blog (via slides)	Individual blogs
Method 1:	Method 1:

Teacher creates a slide deck - [Blog size template here](#) (**move to 'visible' folder**)
 Share with learners using Hapara Smart Share (**set so they can edit**)
 Teacher can create slide per learner (**prior to session**)
 Learners share their 'Comix' image on a slide ([Insert image](#))
 Learners can reflect via comment on their own learning slide (**assuming they know how to comment**)
Method 2:In case somebody has a better way of doing this ;)

Learners download their 'Comix' image
 Insert image on blog

Focus reflections on...

- The importance of a person being the recipient of their blog comment
- What the key parts of a quality blog comment

Method 2:In case somebody has a better way of doing this ;)

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
 - Learners can explore a range of selected blogs or the class blog to identify elements that might influence an author.
- How could this type of activity be helpful in different learning areas?
 - Jamboard - tool for identifying elements of something (writing - sentences, maths - errors, etc...)
 - Developing understanding of author's purpose in writing (what was the author's purpose - how might your purpose be improved in writing/blog posting)
- What might their follow up lesson next week involve?
 - Posting comments on the class blog in response to a fictional character?
 - Tuhi mai, Tuhi atu.

Te Rito | Stepping Up

We are learning to recognise a quality blog comment and give reasons for our thinking

A chart that uses colour coding and symbols to identify the good and bad aspects of example blog comments.

Partners craft a collaborative blog post, using the blog post template.

Some students may create a screencast to share their reasons for sorting comments into particular categories.

Ctrl + Alt + m
 Insert comment

[Lesson overview video](#)

[Lesson slides](#)

[Lesson 1 Stepping Up Task list](#)

[Lesson 1 Stepping Up Task board](#)

[Sort the comments](#)

[blog post template](#)

Brief outline of the lesson for the teacher:

Students will work with a partner, each should have their own device and should sit next to each other so they can discuss their thinking. The slides for this activity are to guide the lesson, students do not need to make a copy. The activity is linked on slide 6, one student will make a copy and share it with their partner. Both partners will move the activity to their cybersmart folder. Each pair works together to read the comments, assigning a thumbs up or thumbs down. The important discussion point is why the comment deserves a thumbs up or down – the commenting function and highlighting in different colours can encourage students to be specific with their critique. To share the learning, the student who didn't make the initial copy of the activity can create a new google doc, or make a copy of the [blog post template](#) and share it with their partner. Both partners work together to draft a blog post about the learning, with each sharing to their own individual blog. If the class has experience using Screencastify, they may like to use this tool to capture their discussion although it is not recommended to introduce screencastify for the first time with this lesson.

Next steps for the teacher:

To extend the ideas and skills used in this lesson you could

- find a selection of comments from the class blog, and/or students can contribute screenshots of comments from their own blogs.
- In a google drawing, students could arrange the comments along a [cline](#) or continuum from the poorest to the highest quality. This should be done in groups of two or more in order to elicit rich discussion.

This type of activity could be helpful in other learning areas when

- supporting students to develop an understanding of what 'quality' looks like – an important component of assessment for learning. The commenting function is especially useful for monitoring the division of labour in a collaborative task, as you can see easily who has written each contribution.

The follow up lesson next week might involve

- students working on a document, drawing or slide deck in a pair or a three. It could be a good opportunity to have students demonstrate their understanding of what makes a quality blog comment through a DLO that they design.

Puāwai | Confident

We are learning to connect our comments to the quality blog post rubric	Students 'makeover' a comment by making explicit links to QBP criteria.	A quality blog post including DLO that tells the story of the learning and reflects on the impact.		Lesson overview video Lesson slides Lesson 1 Confident Task List Lesson 1 Confident Task board QBP Rubric
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Brief outline of the lesson for the teacher:

Students should work in groups of 2, 3 or 4 for this activity. One group member will make a copy of the slides and share with the rest of the group. Everybody puts the slides in their Cybersmart folder. The linked video on slide 3 contains a recap of the quality blog post components. The recap could be done as a whole class discussion, within each group, or as a jigsaw activity. The intent is to engage students' prior knowledge and ground the lesson in the rubric criteria. Following the recap, students will read four existing comments and rewrite them, making explicit links to the rubric criteria. My suggestion is to choose **one** component to focus on at a time, either as a whole class, or by assigning each group one of the components. The original post is linked at the

top of each slide. The organisation to complete the rewriting is flexible, each group member could have one comment, they could work in pairs within the group or each comment could be rewritten by the whole group. It is important to ensure that each group member knows what their role is to ensure cooperative learning happens. To share their learning, students choose between two options, downloading one slide as an example, or creating a screencast. It is assumed that students are familiar with screencasting. Blog posts may be drafted collaboratively in a doc, but each student should post to their individual blog.

Next steps for the teacher:

To extend the ideas and skills used in this lesson you could

- Have students improve a comment they have written or received on their own blog
- Have students analyse their own blog posts and rate them using the rubric

This type of activity could be helpful in other learning areas when

- Recrafting work and offering specific feedback and feedforward, whether written or spoken helps students to develop internalised understandings of 'quality' work

The follow up lesson next week might involve

- This activity lends itself to working as a rotation, with groups focusing on one component at a time. Students could also teach each other about the component they have been focusing on.

Lesson 2 – Writing blog comments

Cybersmart Focus: Blog comments can not be edited once they have been published. Students are encouraged to put thought into drafting their comment, paying attention to the whole post on which they are commenting. When commenting on a person's blog for the first time, we should use the personal information from gadgets to help make connections and look for things we have in common.

Learn	Create	Share	Shortcut of the day	Resources, apps, tools, extensions
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Kākano | Beginner

We are learning to comment on our class blog

Use a writing frame to construct a comment with a partner

Publish the blog comment on a post on the class blog

Ctrl + shift + t
Reopen the last tab or window you closed

[Intro video](#)

[Lesson 2 Beginner Slides](#)

[Lesson 2 Beginner Tasklist](#)

[Lesson 2 Beginner Taskboard](#)

[Teacher support Video](#)

[Extension Links](#)

[Blog example](#)

Brief outline of the lesson for the teacher

- Students will begin the lesson as a group watching the big screen.
- Teacher will open the Class Blog & choose one to comment on.
- Teacher will brainstorm what a quality blog comment is and gather ideas from students about what it should contain. (This can be noted on an additional slide in the slide show or on Jam board)
- Teacher will break the comment into **three** sections of Greeting / Positive / Question. Use the slide show to demonstrate these sections.
- Go to Fridge Magnet link & demonstrate making a copy in Teachers CyberSmart folder
- As a class make a comment using fridge magnets.
 - take a screenshot of this comment & add to a new slide at the end of the slide show
 - type this comment into the speaker notes
 - copy & paste the typing to the blog post.
- Students go to their own devices & make a copy of the link in their CyberSmart folders.
- Students have a go at writing their own comment using fridge magnets & get checked with the teacher.
- Students type their comment in the speaker notes and copy & paste to class blog post.

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
 - Make a fridge magnet display of interest words
- How could this type of activity be helpful in different learning areas?
 - Using the fridge magnets to write sentences for reading retell, or writing
- What might their follow up lesson next week involve?
 - Allowing the students to choose a blog they would like to comment on

Te Rito | Stepping Up

We are learning to comment on a partner's blog post	Use sentence starters as a guide to construct a comment for a partner's blog post	Publish the comment on your partner's blog post.		Intro video Lesson 2 Stepping up Slides Lesson 2 Stepping up Tasklist Lesson 2 Stepping up Taskboard Teacher support Video Extension Links Blog example 1 Blog example 2
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Brief outline of the lesson for the teacher: how will students be organised etc?

- Students will begin the lesson as a group brainstorming what makes a quality blog comment.
- They will then be shown the slideshow and explained how the lesson will work.
- The students choose 3 films to watch. (Each film links to a blog post, & this is the blog post they will comment on)
- Students then move to spaces to work independently
- Students make a copy of the slideshow into their CyberSmart folder and complete the grid (slide 4) after they watch each film
- They then build comments that are positive, thoughtful & helpful and screenshot them onto slide 6.
- Once checked with the teacher, they are posted on the appropriate blogs.

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
 - Watch and comment on their own Cluster's Film Festival entries.
 - Use this format to do a film review for T-Shaped Literacy.
- How could this type of activity be helpful in different learning areas?
 - Students could make videos of different learning activities and use this method to enrich the video content.
- What might their follow up lesson next week involve?

- Looking at DLO's on other blogs and using this format to review the content and add a quality blog comment.

Puāwai | Confident

We are learning how to enrich our blog comments using code

A visual, audio or multimedia blog comment

Use a hyperlink in the comments to link your enriched content

[Intro video](#)

[Lesson 2 Confident Slides](#)

[Lesson 2 Confident Tasklist](#)

[Lesson 2 Confident Taskboard](#)

[Teacher support Video](#)

[Extension Links](#)

[Blog example](#)

Brief outline of the lesson for the teacher:

- As a group discuss why commenting on blogs is important. Remember to be positive, thoughtful and helpful in your comments, and watch the video if you still need some support.
- Get students' voices on comments they have received.
- Talk about how we make our quality blog posts inviting. Why don't we do this with our quality blog comments?
- Discuss how to enrich blog comments using hyperlinks and coding
- In front of the class add the coding hyperlink onto the class site so the students know where to find it.
- Find a blog that students can relate to and get them to add an enriched hyperlinked comment to it (you may want to source one prior to the lesson)

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
 - Get the students to share their enriched comment to a classmates blog post
- How could this type of activity be helpful in different learning areas?
 - Supporting peers blog questions with an enriched comment explaining the problem.
- What might their follow up lesson next week involve?
 - Working in pairs, with each blogging a thought / question on their blog & the partner using an enriched blog comment to support.

Lesson 3 | Toru – Replying to comments

Cybersmart Focus: Students will recognise where to find comments made by others on their blog and will be taught how to respond in appropriate ways to the comments they receive. It is important to make the connection that when you reply you are responding to another person in a conversational way.

Trick for new players: In Book Creator, once students have finished and published books in a library you can archive that library – this means the content of the books is still visible on the links and that you as a teacher can set up a new library to go again. You only have access to ONE live library at a time on the free version.

Learn Ako	Create Hangā	Share Tohataha	Shortcut of the day	Resources, apps, tools, extensions
Beginner Kākano				
We are learning how to find and acknowledge comments on our blog posts. 1.Finding comments on our blogs – Where are they? 2a. Making a connection between real life and online life. (Watch Video) 3. How to write a reply to a comment you have received.	2b. In pairs use Book Creator to create a comic about what happens in a good conversation and a not so good conversation.	2c. Share your Book Creator comic on your blog.	Alt + ↑ and Alt + ↓ Learning Site Page up/down	You will need to set up a book creator library for each class. Students will need to sign up with their Google accounts. Intro video Lesson 3 Beginner slides Lesson 3 Beginner Tasklist Lesson 3 Beginner Taskboard

Brief outline of the lesson for the teacher:

- Students should be confident at finding their task board and starting to work through their activities by this lesson.
- Their first task will be to look at [Slide 3](#) and see if they can find the comments on their blog or on the class blog. If you have a brand new to blogging class it may be a good idea to go over this as a whole class
- Once students can identify where the comments on their blogs are, the next activity is an acting one. We have suggested that this is done with an adult or the teacher. There are two conversations – each is demonstrating what a conversation can look like. The aim of this part of the lesson is for students to connect a face to face conversation with an online conversation. Ask questions like: What was good about this conversation? Can it be continued? How can you keep it going? What do you notice happened in the conversation where questions were asked?
- The create part of this lesson is using Book Creator. **Teachers will need to set up a library for students to access with a code prior to this lesson.** **The Library will need to be made so that students are able to publish their own work.** Check the [how to slide deck](#)

for simple tasks. Students' task is to create a book showing a good conversation and a not so good conversation. [Here is an example to demonstrate what they should be able to achieve.](#)

- Once students have completed their online book creator they can then share this to their blog by publishing it online. [Here is a video for how to do this.](#)
- If there is more time, students can use what they have learnt to follow the guide on [Slide 7](#) for how to reply to comments on their blog.
- Shortcut of the day is on [Slide 8](#).

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
To support this lesson further teachers could allow time daily for students to check comments and reply to what has been left on their/their classes blog.
- How could this type of activity be helpful in different learning areas?
Depending on what type of work students are posting on their blog, this could be used for formative feedback in all subject areas.
- What might their follow up lesson next week involve?
Practise online and offline conversations. Working on asking and answering questions in full sentences.

Stepping Up | Te Rito

We are learning how to reply to comments on our blog posts

1. Finding out who the comment is from and what to do next.

2. Blog comment detective - read the comment, can you find the question in the comment?

3a. Replying to a comment

3b. In pairs use Book Creator to create a comic about what to do if you have a spam comment, what happens in a good online conversation and how you can keep a conversation going. (At least 3 pages long)

3c. Share your ideas for creating a blog reply. Explain what spam is to your audience.

You will need to set up a book creator library for each class.

Students will need to sign up with their Google accounts.

[Intro video](#)

[Lesson 3 Stepping up slides](#)

[Lesson 3 Stepping up Tasklist](#)

[Lesson 3 Stepping up Taskboard](#)

Brief outline of the lesson for the teacher: how will students be organised etc?

- Students should be confident at finding their task board and starting to work through their activities by this lesson.
- Their first task will be to watch the video on [Slide 3](#)
- Once students can identify who the comments on their blog are from they will need to find a teacher, adult or buddy to complete [Slide 4](#) with. On this slide they will need to read the Blog Comment provided and identify what the question in the comment is and how they would respond to it in a reply. Once they can do this with the provided comment they then can look at a comment on their/the class blog and do the same - Is it Spam? Can you find the question? How would you respond?
- [Slide 5](#) is a read through for what to include in a reply - have a conversation around whether the students agree with this? How does it relate to day to day conversations in real life?

- The create part of this lesson is using Book Creator. **Teachers will need to set up a library for students to access with a code prior to this lesson. The Library will need to be made so that students are able to publish their own work.** Check the [how to slide deck](#) for simple tasks. Students' task is to create a book showing what to do with a spam comment (Which they should have picked up from the video on Slide 3) and how to have a good conversation. [Here is an example to demonstrate what they should be able to achieve.](#)
- Once students have completed their online book creator they can then share this to their blog by publishing it online. [Here is a video for how to do this.](#)
- Shortcut of the day is on [Slide 8](#).

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
To support this lesson further teachers could allow time daily for students to check comments and reply to what has been left on their/their classes blog.
- How could this type of activity be helpful in different learning areas?
Depending on what type of work students are posting on their blog, this could be used for formative feedback in all subject areas.
- What might their follow up lesson next week involve?
Practise online and offline conversations. Working on asking and answering questions in full sentences.

Confident | Puāwai

<p>We are learning to use comments and replies to engage in learning conversations</p> <p>1. Finding out who the comment is from and what to do next.</p> <p>2. Blog comment detective – read the comment, can you find something you can connect to?</p> <p>3a. How to add a link to a comment.</p> <p>4. Replying to a comment</p>	<p>3b. In pairs use Book Creator to create a comic about what to do if you have a spam comment, what happens in a good online conversation and how you can keep a conversation going. (At least 3 pages long)</p>	<p>3c. Share your ideas for creating a blog reply. Explain what spam is to your audience and teach them how to add a link in their comment.</p>		<p>You will need to set up a book creator library for each class. Students will need to sign up with their Google accounts.</p> <p>Intro video</p> <p>Lesson 3 Confident slides</p> <p>Lesson 3 Confident Tasklist</p> <p>Lesson 3 Confident Taskboard</p>
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Brief outline of the lesson for the teacher: how will students be organised etc?

- Students should be confident at finding their task board and starting to work through their activities by this lesson.
- Their first task will be to watch the video on [Slide 3](#)
- Once students can identify who the comments on their blog are from they will need to find a teacher, adult or buddy to complete [Slide 4](#) with. On this slide they will need to read the Blog Comment provided and identify how they can comment with the comment. Once they can do this with the provided comment they then can look at a comment on their/the class blog and do the same – Is it Spam? Can you find the question? Can you make a connection to what they have said? How would you respond? Can you turn it into a conversation?
- [Slide 5](#) is how to add a link into a comment – students will need to copy the code and include it into a comment to create a link.

- The create part of this lesson is using Book Creator. **Teachers will need to set up a library for students to access with a code prior to this lesson. The Library will need to be made so that students are able to publish their own work.** Check the [how to slide deck](#) for simple tasks. Students' task is to create a book showing what to do with a spam comment (Which they should have picked up from the video on Slide 3) and how to have a good conversation. [Here is an example to demonstrate what they should be able to achieve.](#)
- Once students have completed their online book creator they can then share this to their blog by publishing it online. [Here is a video for how to do this.](#)
- Shortcut of the day is on [Slide 8](#).

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
To support this lesson further teachers could allow time daily for students to check comments and reply to what has been left on their/their classes blog.
- How could this type of activity be helpful in different learning areas?
Depending on what type of work students are posting on their blog, this could be used for formative feedback in all subject areas.
- What might their follow up lesson next week involve?
Practise online and offline conversations. Working on asking and answering questions in full sentences.

Lesson 4 – Interact with others online/Collaborate

Cybersmart Focus: Students will learn to make smart decisions about how and who they interact with online by understanding that there are manners and guidelines for behaving online.

Learn	Create	Share	Shortcut of the day	Resources, apps, tools, extensions
Beginner				
We are learning how to work together by giving clear instructions and listening to our partner	Each partner will take turns to recreate a scene using the objects on their slide and their partner's instructions	Students will share a screenshot of their best completed picture next to the picture their partner was describing.	ctrl + ↑ or ctrl + ↓ to move objects forwards or backwards a layer	Intro video Player A beginner slides Player B beginner slides Lesson 4 Beginner Tasklist Lesson 4 Beginner Taskboard Barrier Games Master

Brief outline of the lesson for the teacher: how will students be organised etc?

- They will be working with a partner and have their own copy of the slide.
- They will need to decide who is player A and player B.
- Students are to make a copy of the slide that is the same as the player they are(A or B) and place it in their cyber smart folder.

- Challenge 1: Player A will give the instructions, describing the images and exactly where they go on the grid.
- Player B will need to listen to the instructions from player A and use the objects hidden under the yellow square and place them on their grid where player A tells them to. They do not talk, they are listening and following the instructions.
- Players can compare their grids and see if they are the same.
- Challenge 2: Player B gives the instructions, describing the images and exactly where they go on the grid.
- Player A is listening and following the instructions placing the images on their grid.
- Players can compare their grids and see if they are the same.
- Challenge 3: Player A is describing their picture to player B
- Player B must construct the image using the shapes under the square by listening to the instructions given by player A.
- Players can compare their grids and see if they are the same.
- Challenge 4. Player B is describing their picture to player A.

- Player A must construct the image using the shapes under the square by listening to the instructions given by player B.
- Players can compare their grids and see if they are the same.
- Challenge 5: The student will use up to 7 shapes and create their own picture on the slide.
- When they have finished creating their picture they take turns describing their creation to their partner and the partner will re-create the image.
- Players can compare their grids and see if they are the same.
- Then the students can share some of their drawings by screenshot or publish the whole slide to their blogs and write a quality blog post about their learning.
- You could also write a collaborative blog post, using the [blog post template](#)

Next steps for the teacher:

- **What could they do to extend the concept(s) and/or skill(s)?**
Add audio to slides giving instructions.
Create a word wall of directional, positional and description language.
Introduce compass directions.
- **How could this type of activity be helpful in different learning areas?**
Maths:
EOTC-Orientation
- **What might their follow up lesson next week involve?**
Coding jr scratch

Stepping Up

We are learning how to use formal and informal language when communicating online

We are learning how to select the best tool for different types of online interaction

We are learning the dos and don'ts of online Netiquette.

A mindmap of the dos and don'ts of online Netiquette.

Write a quality blog post and share your mindmap.

[Intro video](#)

[Infographic taskboard](#)

[Infographic Task list](#)

[Netiquette Task List](#)

[Netiquette](#)

[Kawa of care](#)
[Infographics](#)

<p>What aspects make a good infographic. Recognise and use the appropriate formal language in your infographic.</p>	<p>An infographic for one of the key areas of the Kawa of care.</p>	<p>Write a quality blog post and share your infographic onto your blog.</p>		<p>Collaborative Story</p>
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Brief outline of the lesson for the teacher: how will students be organised;

Netiquette

- Watch the video explaining the task
- Students will make a copy of the slide and add it to their cyber smart folder.
- Watch the Netiquette video
- Read the blog comment and Highlight: Red the parts that need to be rewritten. Green the good constructive ideas. Pink the gammer and spelling mistakes.

What would you do if you got this comment? How would it make you feel?

- Read the comments and comment replies.
- Brainstorm some of the Dos and Don'ts of communicating online using the mindmup template, then place a screenshot on this slide.
- Brainstorm some of the Dos and Don'ts of communicating online
- Examples of formal and informal language
- Make a decision whether the context requires a formal or informal communication.
- Watch the videos for more information.
- Share your mindmup to your blog.

Infographics

- Watch the video explaining the task
- Students will make a copy of the slide and add it to their cyber smart folder.
- Review Kawa of care identify 3 things to remember
- Explore the 4 infographics on the next 4 slides. Thinking about the questions and which one is your favourite and why?
- Explore slide 11 great ways to make an infographic and compare them to why you choose your favourite infographic.
- Create your own infographic.
- Share your infographic to your blog.

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
Role plays on how to deal with inappropriate comments.
Review the language in their past posts and comments. Change if necessary.
- How could this type of activity be helpful in different learning areas?
Health- Self Esteem, building relationships.
- What might their follow up lesson next week involve?
Create an animation or scratch activity on how to deal with inappropriate comments.

Tuhi Mai Tuhi Atu

Confident

We are learning how to select the best tool for different types of online interaction

What is Netiquette?

The difference between formal and informal language.

How to deal with inappropriate behaviour online.

A poster of what is Netiquette and how we deal with inappropriate behaviour online. Create a screencastify of your poster explaining how you feel about inappropriate behaviour.

Write a quality blog post sharing your screencast to your blog.

[Intro video](#)

[Lesson 4 Confident slides](#)

[Netiquette taskboard](#)

[Lesson 4 Confident Tasklist](#)

Brief outline of the lesson for the teacher:

- Watch the video explaining the task
- Students will make a copy of the slide and add it to their cyber smart folder.
- Watch the video on Netiquette.
- Read the articles and watch the videos record their definition of netiquette? How to behave online? What to do when someone is not behaving? Choose your own video or reading on Netiquette.
- More videos in case you need help.
- Brainstorm some of the Dos and Don'ts of communicating online using the mindmup template, then place a screenshot on this slide.
- Brainstorm some of the Dos and Don'ts of communicating online below
- Write some examples of formal and informal language.
- Make a decision whether the context requires a formal or informal communication. Cut and paste to organise items under column A or B
- Read the Kawa of care, if you get an inappropriate comment what should you do?
- take the Betty's Netiquette quiz.
- Create a poster using Google draw on
- What is Netiquette? How do we deal with inappropriate online comments and emails?
- Use screencastify to explain your poster and how you feel about inappropriate comments? Share it to your blog.

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?

Create a video or TV add on how to deal with inappropriate comments.

Create your own quiz on Netiquette and how to deal with inappropriate comments online.

- How could this type of activity be helpful in different learning areas?

Health

- What might their follow up lesson next week involve?

Tuhi Mai Tuhi Atu

Lesson 5 – What to do if something goes wrong

Cybersmart Focus: Students will be able to understand what to do when something doesn't seem right. Students need to know what to do if they come across something online that makes them feel uncomfortable or they don't like.

Learn	Create	Share	Shortcut of the day	Resources, apps, tools, extensions
Beginner				
We are learning to be SMART if something happens online that we don't like	Create an Infographic that tells others how to be SMART online.	Share your info graphic on your blog.		Lesson Overview Video Beginner Lesson Slides Task List Graphic List Site Page Blog Post Example

Brief outline of the lesson for the teacher:

Begin by explaining that Ruby the dog had someone who was unkind to her online. She didn't know what to do about it and so we are going to learn how to be SMART online because we are Smart Learners. Explain that there is an activity in the slide deck that they will need to do in pairs. They also must make a copy of the slide deck to do the work in. The expected outcome for the students is a completed infographic that explains how they can be SMART online.

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
 - Role playing what to do if they come across anything bad online.
 - How can they apply what they've learned about being SMART online to being SMART in 'real life'.
- How could this type of activity be helpful in different learning areas?
 - This concept applies to life, so take any opportunity during the day to stop and chat about a live situation that being SMART could apply too.
- What might their follow up lesson next week involve?
 - The students could create role play comics using Book Creator or Explain Everything to reinforce the ideas they have learned about being SMART online.

Stepping Up

We are learning how to stand up to behaviour we don't like online (and in person)	Using the slide deck create your own form using the information on the slides. Come up with your own questions.			Lesson Overview Video Stepping Up Lesson Slides
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	What would you change on your form?				Google Form
					Site Page
					Graphic List
					Task List
					Blog Post Example

Brief outline of the lesson for the teacher:

Students go through the slide deck in pairs (one student has the slideshow on their chromebook and one has the quizz/form open on their chromebook). Students read and answer the google form as they work through it. Students then will create their own quiz using the information from the slide deck.

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?
- How could this type of activity be helpful in different learning areas?
- What might their follow up lesson next week involve?

Confident

We are learning how the example we set can support others to be kind online	With a buddy try role playing being kind like in the video. Record you and your partner using screencastify or an online voice recorder.	Choose one idea and give it a go! Share how it went on your class blog or on your own blog.		Lesson Overview Video
Explore the Slideshow	Come up with some of your own ideas for making kindness go viral in the real world and online. Present your ideas using Prezi, Canva, Biteable or other tools that will engage your audience.			Confident Lesson Slides
Explore the ways people are being kind around New Zealand and the world.				Site Page

Brief outline of the lesson for the teacher:

Students work in pairs or threes. Students explore the slides and watch the video from 4:21 minutes. When role playing ensure boundaries are set and encourage the students to use the premade nasty comments to stop unintentional harm of students feelings. Students will take turns responding to the nasty comments with kind language and will record themselves using screencastify or an [online voice recorder](#). Students will then explore examples of kindness from around New Zealand and the world. They will then come up with their own acts of kindness and create a DLO using Prezi, Canva, Biteable or other tool that will engage their audience. Over the next week they will choose to do one of the acts of kindness and will then blog about this in the next session.

Next steps for the teacher:

- What could they do to extend the concept(s) and/or skill(s)?

- How could this type of activity be helpful in different learning areas?
- What might their follow up lesson next week involve?