

Teaching the ABC

Responsible Years 5-6

<p style="text-align: center;">Connect</p>	<p><i>The overall goal for this lesson is that students will...</i> ‘Research current cybersafety guidelines and practices which are relevant to their own use of ICT and take action to promote cybersafety to their peers and family.’</p> <p><i>The following activity will allow students to connect to previous learning about cybercitizenship and key concepts. The learning intention is to be able to teach others what they know about their school user agreement.</i></p> <p>Activity:</p> <ul style="list-style-type: none"> • Discuss what students have learned in previous cybercitizenship lessons, including Hector’s World episodes they may have studied when they were much younger. • Student groups use the ABC of Cybercitizenship to make an acrostic poem or simply a set of important terms and messages they recall about cybersafety guidelines. There will be many blanks at this stage. 	<p>Resources</p> <p>NetSafe Powerpoint_ABC of Cybercitizenship</p>
<p style="text-align: center;">Activate</p>	<p><i>The following activity should help students become familiar with all the key information in the school user agreement and with the current signage and education material available and visible in the school.</i></p> <p>Activity:</p> <ul style="list-style-type: none"> • Cut up copies of the School user agreement into strips with one point or agreement on it. Students compare their ABC of cybercitizenship from the previous activity with the text of their school user agreement and check that all the main points were covered. If not they should try to find a suitable letter of the alphabet to align each point with. E.g. K = Kind words and actions only. Or N = Name, address, phone number and photos are personal information. • Students visit selected classrooms to research and record all instances of signage or display of the rules and guidelines for ICT use in the school and tick off points from their ABC, which are well displayed and well known. 	
<p style="text-align: center;">Demonstrate</p>	<p><i>The following activity should allow plenty of interaction and opportunities for feedback and evaluation.</i></p> <p>Activity:</p> <ul style="list-style-type: none"> • Design and develop a new ABC or acrostic poem, which they think covers key learning points for promoting cybersafety at school and at home. Each letter of the alphabet used as a starter should have an appropriate picture or illustration if possible. • Present a design for a product or an advertisement for a product to use as a teaching tool for their particular ABC. E.g. a dice with letters instead of numbers. An origami or paper art product. A powerpoint, video, poster.... 	<p>Assessment</p>

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Consolidate	<p>Activity:</p> <ul style="list-style-type: none">• Fix a video camera on one spot ready for filming non-stop to see if you can make a short film with a message from every letter of the alphabet. Students pick a letter of the alphabet from a pack of cards or a bucket of alphabet blocks one by one and step up to deliver a message to the camera. Allow for 4 or 5 attempts to see if they can get further which each attempt.	
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The ABC of cybercitizenship:

Ask if you are not sure.

Be your best. Never bully or be mean online.

Cybercitizens connect with care.

E

F

G

H

I

J

K

L

M

NetSafe can help on 0508 NETSAFE

O

P

Q

R

S

T

U

V

W

X

Y

Z

Psalm 119 is a special type of Acrostic poem, called an abecedarian poem, in which each new line begins with a consecutive letter of the alphabet. The bible used successive letters of the Hebrew alphabet for each new line of the psalm but there are other simpler forms of acrostic, which don't work their way through the entire alphabet!

The word "acrostic" is probably derived from the Greek word "stichos" meaning "row" or "line", as in a line of verse. This type of poem is usually a short poem in which the initial letters of the succeeding lines spell out a word or words, or give out a hidden message. The message can run forwards or backwards. These are the simple forms but there can be much more complex acrostics involving for example double acrostics with words formed both by the beginning letters as well as the ending letters of each word or line in the poem.

Here are two examples of the simple form of acrostic with the word running forwards:

B Being
E Excellent and
S Strictly
T Truthful

INTEGRITY

I am my word, seen or heard.

No means no, and I know what it means.

Talking straight

Expect my best and

Get what you expect.

Right ways, always.

I am who I say I am.

True to form

You get what you see, 100% me,

INTEGRITY