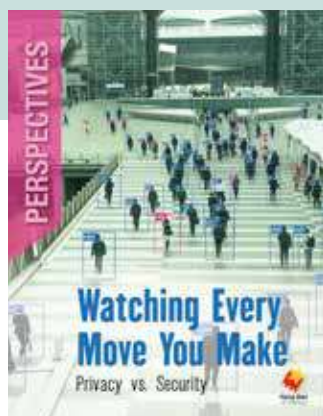


Lesson Plan

Advanced Fluent
reading stage

Levels T-V

PERSPECTIVES

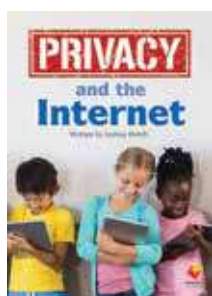


What is the balance between privacy and security?

List of articles

- Why spy?
- Keeping your data safe: Does it matter?
- Controlling social media
- What's the password?
- A live map of Earth: Creepy or cool?

Paired connected texts



Imagine if every move you made was recorded. You don't have to imagine it, just go online – because that's exactly what's happening on the Internet. What does privacy mean in the digital age, and what can you do to protect yourself?



When an embarrassing video is posted online, Eric learns that the Internet never forgets. Can the video be taken down? How does he face his friends at school? It's not easy to leave your past behind when it lives online.

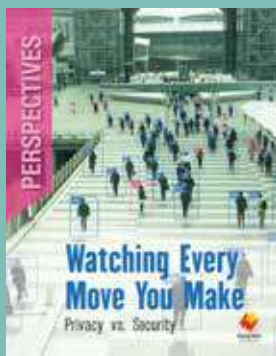
Content vocabulary

authentication cyber security disconnected hacked/er/ing live map livestream
login monitor/ed online password privacy satellite security social media account
surveillance tracking device traffic cameras

Key concepts

- Strong passwords can be used to keep social media accounts private.
- To keep people safe, surveillance cameras and satellites monitor much of our activity.
- People have different views on what the balance between privacy and security should be.

PERSPECTIVES Watching Every Move You Make: Privacy vs. Security



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Watching Every Move You Make: Privacy vs. Security*. Turn to page 4 and read the introduction aloud. Say: *Work with a partner. Look closely at the images on pages 4 and 5 and talk about what you notice. Discuss the question posed: What is the balance between privacy and security? What do you value? Write down at least two of your comments and attach them to the images.*

Invite students to share their comments with the group. Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and make a list of them.* Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart.

Independent partner work

Introduce the Graphic Organiser: What is the balance? Say: *It is important to “wonder” together. Think about the issues surrounding privacy and security. How important is privacy to you? How important is your online security? Should surveillance systems be allowed to monitor you?*

Students discuss their ideas with a partner and record one or two statements in each column at the top of the graphic organiser.

Thinking and talking circle

Bring the group together to share their ideas. As pairs report to the group, write their ideas onto a T-chart with the headings “Reasons for privacy” and “Reasons for security”. While the group discusses the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about surveillance and the privacy and security issues related to it. Each article attempts to persuade you to think about the issue in a particular way.* Have students browse through the book.

Say: *You are going to read the first two articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about surveillance and the privacy and security issues surrounding this.*

Independent partner work

Students read “Why spy?” and “Keeping your data safe: Does it matter?” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Students come together as a group. Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on an anchor chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Students read the last three articles, “Controlling social media”, “What’s the password?” and “A live map of Earth: Creepy or cool?”. Say: *As you read, think about the question: What is the balance between privacy and security? Share with your partner any new ideas you have after reading these articles.*

Independent partner work

Students revisit the graphic organiser. Say: *With your partner, complete your graphic organiser. Add any further points to the T-chart, mark on the line where you think the balance between privacy and security lies, and write about why you have this perspective.*

Thinking and talking circle

Students discuss their completed graphic organisers with the group.
Say: *Now that you have read and discussed all of the articles, reflect on how your ideas and opinions may have changed.* Invite students to share their ideas.

Reading closely

Setting the task

In pairs, students choose one article to read closely. Say: *As you reread the article, imagine you are leaning in close with a magnifying glass – notice more and think deeply. Think about the language the author uses and record examples, such as emotive language, short sentences and rhetorical questions.*

Independent partner work

Students reread their chosen article and record words/phrases that highlight the type of language the author uses.

Thinking and talking circle

Students share the key words/phrases the author used in the article. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: *Authors of persuasive texts use a range of devices to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*

Introduce the Graphic Organiser: Persuasive text devices.
With the students, discuss the persuasive text devices on the graphic organiser.

Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*

Students share the features of persuasive texts they have identified.

Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.*

Present the graphic organiser What is your opinion? How to write a persuasive argument (see *PERSPECTIVES Watching Every Move You Make: Privacy vs. Security*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: What is the balance?

Privacy <i>Reasons for keeping your online information and your life private</i>	Security <i>Reasons for using surveillance systems to “keep watch”</i>

Mark on the line where you think the balance is.

Privacy ←————→ **Security**

What do you value most? Privacy or security? Explain your perspective.

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Emotive Language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Rhetorical question So why don't we stop eating so much sugar?	
Statistics 80 per cent of children under five ...	
Short sentences/ paragraphs We can stop this.	
Alliteration The b arren and b roken landscape ...	

Task cards

Choose one of the activities from this menu

1 Watching Every Move You Make

Create an information booklet

- Create a booklet that contains tips on how to be safe when using social media.
- Make your tips clear and precise.
- Include pictures and/or diagrams.

2 Watching Every Move You Make

Present a role-play

- Work in a group of three or four, and come up with a role-play about a time when social media went “wrong”. This could be either a real or imagined scenario.
- Allocate the roles, practise your role-play and present it to the class.

3 Watching Every Move You Make

Create a realistic drawing

- Use research skills to find out what communication satellites, such as Worldview 3, look like.
- Use your results to create a realistic drawing.
- Write two or three sentences to explain what you have drawn.

4 Watching Every Move You Make

Make a presentation

- Make a PowerPoint presentation that summarises the issues around surveillance and your privacy and security.
- Include reasons for and against the use of surveillance systems.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Watching Every Move You Make: Privacy vs. Security* © 2021 EC Licensing Pty Ltd.

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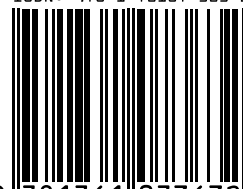
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