

Stay safe online

Les adolescents passent de plus en plus de temps sur Internet et les réseaux sociaux à poster des photos, des informations personnelles, parfois même à discuter avec des personnes qu'ils n'ont jamais rencontrés. Comment alors les protéger contre les menaces potentielles ? Sont-ils assez prudents en ligne ?

Transcript

RTÉ presenter Tommy Meskill: Well, we all know how important it is to stay safe online, things like not making friends or sharing pictures or personal information with people you don't know. Well, new research has found that some children aren't as careful online as they should be.

RTÉ reporter Dyane Connor: These are the most popular instant messaging and social media apps according to cybersafe Ireland. The charity asked hundreds of children to fill in this survey about their time online. It found out that a third of children rarely or never spoke to their parents about online safety and one in five children had been in contact with a stranger. These sixth class pupils in St Kevin's National School in Sallynoggin in Dublin took part in a training course on how to be safe online.

Ellie Howard, sixth class student: We learnt that on Facebook and all, you can't friend someone you don't know and you have to think before you send something because someone could save it and you can't take it back even if you delete it.

Sharal Dcosta, sixth class student: I learnt about... I went through my friend list and there was a lot of people I didn't know but it was just brand new things so I deleted all of them.

RTÉ reporter: Parents must also be careful.

Barry O'Leary, teacher: If the kids had gone out, the parents would have asked them where they were going, who they were with, what they were doing when they were there, you know, be it at the local park, whatever. The same rules don't seem to apply when they're using their technology but it's just as important for parents to know what they were using, who they were talking to and what they were doing while online.

RTÉ presenter Tommy Meskill: Cybersafe Ireland wants to see more guidance and support for parents and teachers to help children when they're online.

Objectifs et démarche pédagogique

Liens avec le programme

- Cycle 3 ➤ Le cadre de vie ➤ Les codes socio-culturels (Internet)
- Cycle 4 ➤ Langages ➤ Les médias, les codes socio-culturels

CECRL

Peut comprendre des mots familiers et des expressions très courantes au sujet de l'environnement concret et immédiat, si les gens parlent lentement et distinctement. – **Écouter, A1**

Peut identifier l'élément principal de nouvelles télévisées sur un événement, un accident, etc., si le commentaire est accompagné d'un support visuel. – **Écouter, A2**

Peut produire des expressions simples isolées sur les gens et les choses. – **Parler (EOC), A1**

Peut faire un bref exposé préparé sur un sujet relatif à sa vie quotidienne, donner brièvement des justifications et des explications pour ses opinions, ses projets et ses actes. – **Parler (EOC), A2**




Peut répondre à des questions simples et en poser. – **Parler (EOI), A1**

Peut communiquer dans le cadre d'une tâche simple et courante ne demandant qu'un échange d'information simple et direct sur des sujets familiers relatifs au travail et aux loisirs. – **Parler (EOI), A2**

Peut écrire des expressions et des phrases simples isolées. – **Écrire, A1**

Peut écrire un message bref et simple. – **Écrire, A2**

Missions possibles

	A1/A2 – Joue une conversation entre une mère et son fils / sa fille au sujet des réseaux sociaux.
	A1/A2 – Tu intervies auprès de ta classe, dans ton école, et tu proposes des solutions pour surfer en sécurité sur Internet.
	A1/A2 – Écris un article pour le journal de l'école sur la sécurité sur Internet.

Contenu linguistique

➤ Contenu lexical

- Internet et les réseaux sociaux : *online, instant messaging, social media, apps, sharing pictures, making friends, delete, etc.*
- La sécurité et le danger : *safe, safety, stranger, careful, cybersafe, guidance, rules, etc.*

➤ Contenu grammatical

- Les adverbes de fréquence
- Les modaux (*can, should, could, would, must*)
- Les fractions
- L'expression du but

Contenu culturel

- Internet
- Les réseaux sociaux et leurs dangers

Démarche proposée

PHASE 1 : ANTICIPATION / MOTIVATION

- L'utilisation de l'image fixe permet à l'élève de découvrir l'un des thèmes principaux : le temps que les adolescents passent sur Internet, les réseaux sociaux et leurs activités. Les élèves pourront s'appuyer sur la nature du document (un questionnaire), sur les questions posées et le vocabulaire utilisé pour deviner le thème. Le professeur pourra noter toutes les hypothèses, sans les discriminer. Le professeur veillera alors à ce que les mots *internet, online, spend time online, etc.*, apparaissent au tableau.

PHASE 2 : CONSTRUCTION

A. Focalisation sur le contexte

- Pour éviter que les élèves détiennent trop d'informations sur la compréhension du sujet, l'activité A peut être reproduite au tableau ou projetée avec un logiciel de traitement de texte. La fiche d'activités pourra être distribuée ensuite. Pour compléter cette activité, le professeur peut décider de ne passer que la première partie de la vidéo. À la fin de l'activité A, la vidéo pourra être visionnée en entier. Quelques nouveaux mots de lexique comme *dangers, make friends, share pictures, strangers, delete, etc.*, pourront être notés au tableau.

B. Focalisation du message

- Cette étape permet aux élèves de rentrer dans les détails du document. Le professeur pourra faire des arrêts pour que les élèves puissent repérer les informations et noter leurs réponses.

C. Focalisation sur la langue

- L'activité « *Focus on language* » permet aux élèves de travailler sur les points linguistiques abordés dans les exercices précédents (ici *should*). Ces points serviront pour les tâches de production.

PHASE 3 : PRÉPARATION ET PRODUCTION

- À l'aide des points grammaticaux et lexicaux abordés dans la vidéo et la fiche d'activités, les élèves pourront préparer seuls ou en groupe (pairwork ou îlots) les tâches proposées en fin de document. Sous l'étayage du professeur, les élèves dégagent les critères d'évaluation et les descripteurs de réussite de la tâche.

Compléments

Internet

- <http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>
- <https://www.rte.ie/lifestyle/living/2017/0214/852547-how-do-you-secure-your-kids-online/>
- <http://cybersafeireland.org/>

Images

- <http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

Corrigé des activités – A1

STAGE 1: ANTICIPATION

Look at the first image of the video and describe it.

Les élèves répondent brièvement et spontanément à l'oral.

STAGE 2: BUILD UP KNOWLEDGE

A. Focus on the context

Watch the video for the first time and choose the right title: **Stay safe online.**

B. Understand the message: what are the problems?

1. What shouldn't children do? Watch the beginning of the video and fill in the sentence.

Children should not make friends, share pictures or share personal information with people they don't know.

2. The survey. Listen to the percentages and write them down.

- **One third** of children rarely or never spoke to their parents about online safety.
- **One in five** children had been in contact with a stranger.

3. Who should help the kids? Watch the end of the video and answer the following question.

Who should be careful? **Parents** and **teachers** should be careful.

C. Focus on language: SHOULD

1. Fill in the blanks.

GRAMMAR RECAP - SHOULD/SHOULD NOT
SHOULD ou SHOULD NOT se construit avec **une base verbale.**
SHOULD indique **ce que l'on devrait faire (le conseil).**
SHOULD NOT indique **ce que l'on ne devrait pas faire.**

2. Tick the right answer. Then, translate.

a) Kids **should not** befriend strangers online.

Les adolescents/enfants ne devraient pas devenir amis avec des étrangers en ligne.

b) Parents **should** ask the identity of their kids' friends online.

Les parents devraient demander les identités des amis virtuels de leurs enfants.

c) Kids **should** share information with their parents.

Les adolescents/enfants devraient partager leurs informations avec leurs parents.

Corrigé des activités – A2

STAGE 1: ANTICIPATION

Look at the first image of the video and describe it.

Les élèves répondent brièvement et spontanément à l'oral.

STAGE 2: BUILD UP KNOWLEDGE

A. Focus on the context

1. Find a title for the video.

Plusieurs solutions sont possibles. Ex: Stay safe online.

2. What shouldn't children do? Watch the beginning of the video and give three pieces of advice:

- **Children should not make friends with strangers/people they don't know.**
- **Children should not (shouldn't) share personal information with people they don't know.**
- **Children should not (shouldn't) share pictures with people they don't know.**

B. Understand the message: what are the problems?

1. The survey. Listen to the percentages and write them down.

- **One third** of children rarely or never spoke to their parents about online safety.
- **One in five** children had been in contact with a stranger.

2. Listen to the girls' reactions and tick the right answers.

Kids **should** think before they **send** something because they can't **delete** it afterwards.

3. Who should help the kids? Watch the end of the video and answer the following questions.

a) Who should be careful? **Parents** and **teachers** should be careful.

b) What should they ask the kids?

They should ask the kids what **they are doing online and who they are talking to.**

c) What should they be given to help kids?

They should be given **guidance and support.**

C. Focus on language: SHOULD

1. Fill in the blanks.

GRAMMAR RECAP - SHOULD/SHOULD NOT

SHOULD ou SHOULD NOT se construit avec **un verbe à l'infinitif.**

SHOULD indique **ce que l'on devrait faire (le conseil).**

SHOULD NOT indique **ce que l'on ne devrait pas faire.**

2. Tick the right answer. Then, translate.

a) Kids **should not** befriend strangers online.

Les adolescents/enfants ne devraient pas devenir amis avec des étrangers en ligne.

b) Parents **should** ask the identity of their kids' friends online.

Les parents devraient demander les identités des amis virtuels de leurs enfants.

c) Kids **should** share information with their parents.

Les adolescents/enfants devraient partager leurs informations avec leurs parents.

3. Translate.

a) *Les adolescents devraient créer un compte privé (set their account to private).*

Kids should set their account to private.

b) *Ils ne devraient pas parler avec des inconnus (strangers) en ligne.*

Kids/teenagers shouldn't talk to strangers online.

c) *Les adolescents devraient choisir un mot de passe difficile (strong password) pour protéger leurs comptes sur les réseaux sociaux (social network).*

Teenagers should choose a strong password to protect their social network accounts.

Nom :	Classe :	Date :
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STAGE 1: ANTICIPATION Look at the first image of the video and describe it.

STAGE 2: BUILD UP KNOWLEDGE

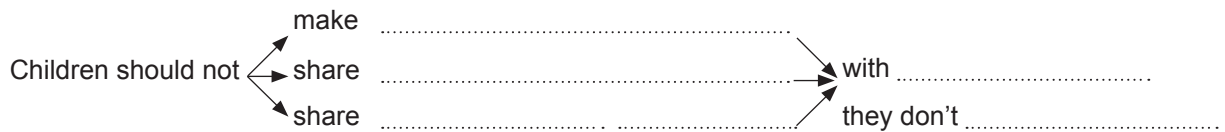
A. Focus on the context

Watch the video for the first time and choose the right title:

- Stay safe at school Stay safe online Stay safe at home

B. Understand the message: what are the problems?

1. What shouldn't children do? Watch the beginning of the video and fill in the sentence.



2. The survey. Listen to the percentages and write them down.

..... of children rarely or never spoke to their parents about online safety.

..... in children had been in contact with a stranger.

3. Who should help the kids? Watch the end of the video and answer the following question.

Who should be careful?

..... and should be careful.

C. Focus on language: SHOULD

1. Fill in the blanks.

GRAMMAR RECAP - SHOULD/SHOULD NOT

SHOULD ou SHOULD NOT se construit avec

SHOULD indique

SHOULD NOT indique

2. Tick the right answer. Then, translate.

a) Kids *should* *should not* befriend strangers online.

.....

b) Parents *should* *should not* ask the identity of their kids' friends online.

.....

c) Kids *should* *should not* share information with their parents.

.....

STAGE 3: PRODUCE

		Act out a conversation between a mother and her child about social networks.
		Write and present a speech on how to be safe online to your classmates.
		Write an article for your school newspaper about online safety.

Nom :	Classe :	Date :
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STAGE 1: ANTICIPATION

Look at the first image of the video and describe it.

STAGE 2: BUILD UP KNOWLEDGE

A. Focus on the context

1. Find a title for the video.

.....

2. What shouldn't children do? Watch the beginning of the video and give three pieces of advice:

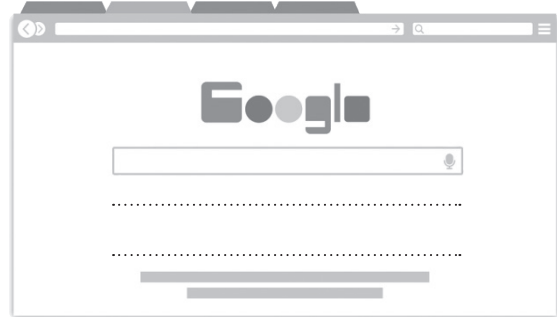
➤

.....

➤

.....

➤



B. Understand the message: what are the problems?

1. The survey. Listen to the percentages and write them down.

➤ of children rarely or never spoke to their parents about online safety.

➤ in children had been in contact with a stranger.

2. Listen to the girls' reactions and tick the right answers.

Kids should think before they write something because they can't delete it afterwards.

should not

say

save

send

take

3. Who should help the kids? Watch the end of the video and answer the following questions.

a) Who should be careful?

..... and should be careful.

b) What should they ask the kids?

They should ask the kids what

.....

c) What should they be given to help kids?

They should be given

C. Focus on language: SHOULD

1. Fill in the blanks.

<p>GRAMMAR RECAP - SHOULD/SHOULD NOT</p> <p>SHOULD <i>ou</i> SHOULD NOT <i>se construit avec</i></p> <p>SHOULD <i>indique</i></p> <p>SHOULD NOT <i>indique</i></p>
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Nom :	Classe :	Date :
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2. Tick the right answer. Then, translate.

- a) Kids should befriend strangers online.
 should not
-

- b) Parents should ask the identity of their kids' friends online.
 should not
-

- c) Kids should share information with their parents.
 should not
-

3. Translate.

- a) *Les adolescents devraient créer un compte privé (set their account to private).*
-

- b) *Ils ne devraient pas parler avec des inconnus (strangers) en ligne.*
-

- c) *Les adolescents devraient choisir un mot de passe difficile (strong password) pour protéger leurs comptes sur les réseaux sociaux (social network).*
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STAGE 3: PRODUCE

		Act out a conversation between a mother and her child about social networks.
		Write and present a speech on how to be safe online to your schoolmates.
		Write an article for your school newspaper about online safety.