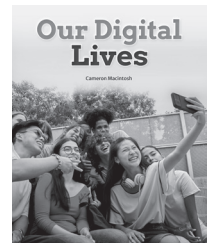


Our Digital Lives

PM Post–Level 30

Text Types Information Report/Exposition

Running Words 2327



Preparing for Reading

Prior Knowledge

- Ask students, *What is meant by the title 'Our Digital Lives'? How does technology affect our lives? How do we commonly engage with technology?*
- Discuss the advantages and disadvantages of technology in our lives. How is it beneficial? How can it be detrimental? Ask students to suggest the steps we can take to keep ourselves safe when using technology.

Orientation to the Text

- It would be difficult to imagine our lives without technology. Technology allows us to stay connected with our friends and family members even if they're not nearby, and work and learn from the comfort of our own homes. However, we must also understand how to protect ourselves online.

Building the Balanced Reader

Comprehension

- How does Mari Copeny use technology in a positive way? (*Literal*)
- What makes it more difficult for hackers to work out passwords that people have for their devices? (*Inferential*)
- Why do social media profiles allow people to create a username rather than using their real name? (*Applied Knowledge*)

Analysis and Critique of the Text

- Explain why so many large organisations store information on a computer rather than keeping paper copies.
- Why is it important for businesses and organisations to keep the personal information of customers private?
- How can your parents help to keep you cyber safe?
- Why do you think the author included the text 'Let's Stay Cyber Safe' as well as providing other information about our digital lives?
- How can sharing medical advice online be harmful?
- Why is it important to have a good balance between online activities and real-world activities?

- What other areas of life can you think of that may move to digital technology in the near future?
- What persuasive language has the author used in presenting 'Let's Stay Cyber Safe'? What other features of an exposition are evident?
- Will you change the way you use technology after reading this text? Why?

Vocabulary

- Assist students to understand or locate the meaning of these words from the text:
access, beneficial, breaches, chemistry, collaboration, destinations, engaging, evolves, exploit, identity, potentially, poverty, preserve, profile, racism, ransom, sensitive, social issues, ultra-realistic, unfavourably, unimaginable
- Discuss words from the text that use the prefix 'un' to make antonyms. Make a list of other familiar words, e.g. uncommon, unaware, unnecessary. Discuss other prefixes that can be used to make opposites.
- Locate synonyms for the word *breach*. Discuss the slight variations of meaning within this list of words: contravention, violation, breaking, non-observance, infringement.

Spelling

- Ask students to discuss the origin and meaning of the prefix 'ultra-' (Latin = extremely; beyond a particular limit). List words that use this prefix and suggest sentences that could include a word with the 'ultra-' prefix, e.g. ultrasonic, ultrasound, ultraviolet.

Visual Literacy

- What does the image on page 5 tell you about how people interact with each other on social media?
- What is the image on page 13 an example of?
- Explain the photograph on page 27. What are the cyberbullies attempting to do by posting negative comments?

Follow-up Activities

- Discuss popular influencers you or your friends follow. Are there any negative issues associated with these people? How do you feel about their posts?
- Explain what you think is the greatest benefit and the greatest concern about using social media for you personally. Use examples where appropriate.

Learning Intentions

- We are learning to understand the risks and benefits of digital platforms and how we can keep ourselves safe when we are online.
- We are learning to recognise and use less–common prefixes to create antonyms.
- _____

Success Criteria

- I can understand and discuss the risks and benefits of using digital platforms, and I am learning to keep myself safe online.
- I can recognise, select and use appropriate prefixes to make antonyms.
- _____

Observation of Reading Behaviours

Student's name	Reading focus	Observations/notes	For follow-up