



# Collaborative Discussions

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<b>District:</b>	<b>Massena CSD</b>
<b>Grade Level:</b>	<b>4</b>
<b>Subject/Course:</b>	<b>Technology</b>
<b>Cross-curricular Link:</b>	<b>ELA</b>
<b>Approximate Time (IN MINUTES):</b>	<b>40</b>

## CONTENT AND SKILLS

**Learning Objectives:**

- Students will demonstrate safe, legal, and ethical behavior in the use of information and technology.
- Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly and persuasively, and build on those of others.

**Students' I can statements . . .**

- I can demonstrate safe behavior online.
- I can engage in collaborative discussions with peers

**How will you meet the needs of SWD and ELL/MLL students?**

- Larger printed materials
- Sentence starters

### NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS

List all standards that authentically align (e.g., K-1.CT.4)

- 4-6.DL.6 Describe persistence of digital information and explain how actions in online spaces can have consequences.
- 4-6.IC.4 Explain who has access to data in different digital spaces.

### OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)

List all standards that authentically align

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- 4.SL1 NYS ELA Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly and persuasively, and build on those of others.

## INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.  
Add and highlight Standard Indicator next to activity that aligns

### **Introduction (10 minutes)**

- Begin with a brief discussion on what students already know about digital citizenship. Ask guiding questions like: "What does it mean to be a good citizen online?" and "Why is privacy important?"
- Introduce the video, explaining that it will show examples of both positive and negative online behaviors.

### **Video and Discussion (20 minutes) 4.SL1**

- Show the video on online behaviors. [Being Safe on the Internet](#)
- After viewing, lead a discussion using the following prompts:
  - What behaviors did you see that were positive?
  - Were there any negative behaviors, and why were they harmful?
  - How can these behaviors impact privacy and safety?

### **Activity: Scenario Analysis (20 minutes) 4-6.CY.1., 4.SL1**

- Divide students into small groups and provide each with a variety of [scenarios](#) depicting different online situations.
- Instruct the groups to identify whether the behaviors in the scenarios are positive or negative and what information should remain private.
- Have each group present one scenario and their analysis to the class.

### **Reflection and Connection (10 minutes)**

- Ask students to write a short reflection in their notebooks about what they learned regarding digital citizenship and privacy.
- Encourage them to include a real-life example of how they can apply these principles in their own online interactions.

### **Closure (5 minutes)**

- Recap the key points discussed and reinforce the importance of being a responsible digital citizen.
- Remind students that being thoughtful about what they share online helps protect their own and others' privacy.

### **SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY**

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Video on online behaviors [Being Safe on the Internet](#)
- Projector and screen
- Digital Citizenship scenario [worksheet](#)
- Chart paper and markers
- Student notebooks