

Digital vs. IRL Citizenship

Course Name: ELA/SEL

Time Frame (in minutes): 30 minutes per activity

Unit/Theme: Digital vs. IRL Citizenship

Grade Level: 5

CONTENT AND SKILLS
Learning Objectives: Students understand the impact of their behaviors and choices in the read world and online.
Essential Questions (optional):
Students I can statements . . . - I can explain what it means to be a good citizen in real life and online. - I can explain how actions online can have consequences.
How will you meet the needs of SWD and ELL/MLL students? Provide a blank double bubble graphic organizer to students who need this structure.
Content Standards List all standards
5R1 5W1a 5SL1
NYS Computer Science and Digital Fluency Standards List all standards that authentically align
4-6.DL.6: Describe persistence of digital information and explain how actions in online spaces can have consequences. 4-6.DL.7: Identify and describe actions in online spaces that could potentially be unsafe or harmful 4-6.CY.3: Describe trade-offs between allowing information to be public and keeping information private and secure. 4-6.NSD.5: Describe that data can be stored locally or remotely in a network.
NYS SEL BENCHMARKS https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf
1A.2b. 2A.2b. 2B.2b. 2D.2b.

INSTRUCTIONAL PLAN

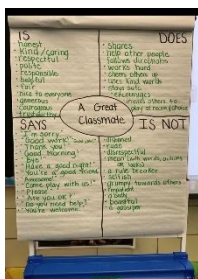
List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

- Opening: Creating “A Great Classmate (a good citizen)” poster. Students copy template into Writer’s Notebook. Take time to have students focus on one part of the chart at a time. Students jot down their ideas in notebook, then class discussion to co-create chart together. Continue in this manner until all four spots are filled in and class chart has been created.
- Next activity: Writing Prompt-Students are given a piece of lined paper to answer the following...”Why is it important to be a good citizen?” After prompt is collected, begin discussion on two different settings, digital and IRL, where it is important to be a good citizen. How did feel to write this privately and not share out in a public space. (4-6.CY.3)
- At some point in early day or two, use classroom read-aloud to facilitate discussions. Book choices include: Each Kindness, Because Amelia Smiled, and/or Enemy Pie. With Enemy Pie ask students if the father in the story was an upstander. (4-6.DL.6 and 4-6.DL.7)
- Class conversation on promoters and barriers to upstanding.
- Online Safety and Digital Etiquette Brain Pop video can be used to further discussions around how to be safe online. (4-6.DL.6; 4-6.DL.7; 4-6.DL.3)
- During this unit, invite the IT Specialist to do a lesson on students’ digital footprint utilizing the technology in school. (4-6.CY.3)
- Closing: Students will create a double bubble graphic organizer to compare and contrast good citizenship in real life (IRL) and online. Here students will also fill in how actions online can have positive and negative consequences. In addition, students will identify actions that are harmful online. (4-6.DL.6; 4-6.DL.7; 4-6.DL.3)

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. *Including Instructional Technology Tools*

- Bystander Intervention Site: [Bystander intervention tip sheet \(apa.org\)](https://www.apa.org/bystander-intervention-tip-sheet)



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- Double Bubble Graphic Organizer Printout (for students with learning needs)
- Graphic Organizer:
<https://drive.google.com/file/d/1ilu7EYNq4DWe3wiFQNdTGfh-ynSxKV0/view?usp=s haring>