Computer Literacy Outreach

Participant Name:	**Susan Stewart**
District:	**St. Lawrence-Lewis BOCES**
Grade Level:	**Secondary**
Subject/Course:	**Digital Media Design**
Cross-curricular Link:	**Community Service Requirement**
Approximate Time (IN MINUTES):	**2.5 Hours**

CONTENT AND SKILLS
Learning Objectives: ● Practice effective, respectful communication. ● Share basic knowledge of computer operations. ● Assist in troubleshooting minor technological issues. ● Coach older citizens in their use of technology.
Essential Questions (optional): ●
Students' I can statements . . . ● Communicate with others in a positive and respectful manner. ● Help others use technology effectively. ● Teach others how to use their cell phone and personal computer.
How will you meet the needs of SWD and ELL/MLL students? ● Positive reinforcement ● Teacher support ● Working in an environment with accessibility.
NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS List all standards that authentically align (e.g., K-1.CT.4)
● 7-8.IC.1 Compare and contrast tradeoffs associated with computing technologies that affect individuals and society. ● 7-8.IC.5 Analyze potential sources of bias that could be introduced to complex computer systems and the potential impact of biases on individuals. ● 7-8.IC.7 Explore a range of computer science-related career paths. ● 9-12.IC.1 Evaluate the impact of computing technologies on equity, access, and global society. ● 9-12.IC.5 Describe ways that complex computer systems can be designed for inclusivity and to mitigate unintended consequences. ● 9-12.IC.7 Investigate the use of computer science in multiple fields.

OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)
List all standards that authentically align
https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- 1B.5a. Implement a plan to build on a personal strength or address a challenge while honoring the value, authenticity, and dignity of self.
- 1B.4b. Identify positive adult role models and support systems. Analyze if and how they contribute to identity development.
- 1B.5b. Participate meaningfully and assess ways involvement in their community can support identity development and encourage aspirations.

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

Hook/Bellringer class discussion: Have you ever been in a situation where you've felt disrespected? What was it?
Watch Video: How to Show Respect In a Conversation

GUIDED PRACTICE:

- Divide students into small groups and provide scenarios for role-playing exercises.
- Set expectations: listen to each other, use polite language, and provide constructive feedback.
- Start with simple scenarios (e.g., answering questions) and gradually introduce more complex situations (e.g., dealing with complaints).
- Monitor the groups, offering support and guidance as needed, ensuring all students are participating.

SECOND HALF OF CLASS:
I have arranged for students to go onsite to the local Community Center, coordinating with the Town Supervisor, to have them assist older adults with basic computer operation, troubleshooting, cell phone operation and other concerns. Adults at the adjacent senior living facility have Chromebooks and may require some assistance. This will be an opportunity for students to share their knowledge of technology and practice interpersonal skills.

CLOSING: Upon returning to school, students will complete reflection questions.

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY
Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- How to Show Respect In a Conversation
- Computer Literacy Outreach Reflection
- Interaction Scenarios