



## “PUBLIC or PRIVATE”

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| <b>Participant Name:</b>              | <b>Regina Countryman</b>                      |
| <b>District:</b>                      | <b>Harrisville Central School</b>             |
| <b>Grade Level:</b>                   | <b>1st</b>                                    |
| <b>Subject/Course:</b>                | <b>Computer Science &amp; Digital Fluency</b> |
| <b>Cross-curricular Link:</b>         | <b>ELA</b>                                    |
| <b>Approximate Time (IN MINUTES):</b> | <b>30-40 Minutes</b>                          |

| CONTENT AND SKILLS                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Students will be able to distinguish between information that is safe to share publicly (shared with everyone) and information that must be kept private (shared with only family/trusted adults), and explain simple reasons why certain information should be private.</li> </ul> |
| <p><b>Essential Questions (optional):</b></p> <ul style="list-style-type: none"> <li>How can you tell if the information you share online is safe to share with the public or should be kept private?</li> </ul>                                                                                                                                              |
| <p><b>Students’ I can statements . . .</b></p> <ul style="list-style-type: none"> <li>I can distinguish between information that is safe to share publicly and privately.</li> <li>I can explain simple reasons why certain information should be private</li> </ul>                                                                                          |
| <p><b>How will you meet the needs of SWD and ELL/MLL students?</b></p> <ul style="list-style-type: none"> <li>Use of peer supports for those who need it.</li> <li>Pictures or visual cues on paper plates.</li> </ul>                                                                                                                                        |
| <p><b>NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS</b><br/>List all standards that authentically align (e.g., K-1.CT.4)</p>                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>K-1.CY.1 Identify reasons for keeping information private.</li> <li>K-1.CY.2 Identify why it is important to keep your account secure.</li> </ul>                                                                                                                                                                      |
| <p><b>OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)</b><br/>List all standards that authentically align<br/><a href="https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf">https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf</a></p>                                                                                          |
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| <p><b>INSTRUCTIONAL PLAN</b></p> <p>List the steps of the lesson, including instructions for the students.<br/>Add and highlight Standard Indicator next to activity that aligns</p> |
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## Whole Group:

### Part 1: The Privacy Sort Introduction (5 minutes)

1. Engage: Begin with a quick game. "I'm going to say some information. If it's something you'd shout on the playground, give me a thumbs up. If it's something you'd only whisper to a trusted adult, give me a thumbs down."
2. Activate Prior Knowledge: Call out: "Favorite color?" (Thumbs up). "Where do you sleep at night (address)?" (Thumbs down).
3. Introduce the Topic: Explain that in the digital world (on computers and the internet), we have to be super smart about what we share. We need to know what is Public (for everyone) and what is Private (just for us and our family or trusted adults-discuss this).
4. Set the Stage: Place the two labeled hula hoops on the floor: "Public/Share" and "Private/Keep Safe."

### Part 2: Interactive Sort (15-20 minutes)

1. Modeling: Hold up an "Information Card" (e.g., "Favorite Color"). "Is this public information we can share, or private information we keep safe?" Discuss briefly. Place it in the "Public/Share" hoop.
2. Guided Practice (Interactive Sorting):
  1. Invite students one by one or in small groups to come up.
  2. Read the next card (e.g., "Home Address").
  3. Ask the student(s) to place the card in the correct hula hoop.
  4. Crucial Step: The "Why?": After they place the card, ask the student, "Why should we keep our home address private?" (Expected answers: "So strangers don't come to my house," "To stay safe.")
  5. Continue this process with all the cards, ensuring every student has a chance to participate. Reinforce the reason for privacy with each "Private" card.

### Part 3: Why Do We Keep Secrets? (5-10 minutes)

1. Discussion: Sit the class down for a quick review.
2. Reinforce the "Why": Use the whiteboard or chart paper to list student reasons for privacy. Focus on the core message:
  1. To keep our bodies safe.
  2. To keep our family safe.
  3. To keep our things safe (like game accounts).
3. Clarifying Statement Recap: Emphasize that it's fun to share public info like our favorite game, but sharing private info with the wrong people can make us unsafe.

### Part 4: Wrap-Up and Quick Check (5 minutes)

1. Verbal Review: Ask the class: "Who is it safe to share your private information with?" (Answers: Parents, Teacher, Trusted Adults).
2. Quick Exit Ticket (Thumbs Up/Down): As students line up or go back to their seats, ask individual students a quick question:
  1. "Is your phone number public or private?" (Private)
  2. "Is your favorite animal public or private?" (Public)
3. Closing Statement: "You are all privacy pros! Remember to keep your safe information safe, and only share it with trusted adults!"

## Assessment:

- Observation: Monitor student placement of cards during the "Jump In" activity and their justifications for the "Private" cards.
- Verbal Q&A: Assess individual understanding during the "Why?" discussions and the quick exit ticket.
- Engagement: The interactive nature of the hula hoop sort ensures active participation and immediate feedback for the teacher.

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

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

- 2 large hula hoops with labels for “**Public-Share**” and “**Private- Keep Safe**”
  - Set of large paper plates with simple drawings and words for:
    - “**Public**” - favorite color, pictures of animals you like, food you eat, games you play, kind of bike you ride, pictures of toys you like
    - “**Private**” - full name, address, phone number, birthday, passwords, pictures of you, pictures of you front door
- Promethean board or Chart Paper and Markers