# “Safety Stroll”

| | |
|---|---|
| **Participant Name:** | **Alyssa Flanagan** |
| **District:** | **Massena Central School District** |
| **Grade Level:** | **2nd Grade** |
| **Subject/Course:** | **Technology** |
| **Cross-curricular Link:** | **https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf** |
| **Approximate Time (IN MINUTES):** | **About 30 minutes** |

**CONTENT AND SKILLS**

**Learning Objectives:**

- Students will understand the difference between public and private digital spaces.
- Students will categorize examples of digital spaces through interactive activities.
- Students will compare and contrast the differences between public and private digital spaces.

**Essential Questions (optional):**

- Have you ever shared something online? How did it make you feel?
- How do you know when it is safe to share something online?

**Students’ I can statements . . .**

- I can sort out different types of digital spaces.
- I can compare and contrast the similarities and differences between a public and digital space.
- I can discuss with my classmates the importance of knowing what is a public digital space and what is a private digital space.

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

- Use a modified language-instead of saying digital space use “on the internet”. Make sure to go over the key vocabulary words that will be used in the lesson such as: private, public, sharing, etc.
- Use visual and picture cards to help students be able to participate in the various parts of the lesson
- Structure the groups and partners to make sure that the SWD or ELL students are paired/grouped with other students who can help provide support during the small group work time.
- Provide sentence starters for the discussion part of the lesson to encourage them to be able to participate.
- Frequent checking for understanding throughout the entire lesson

**NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS**

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

- 2-3.IC.4 Identify public and private 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

- 2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.

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

1. Students will come to the carpet and have a discussion about public vs. private digital spaces. Make sure to talk about the importance of knowing the difference and who can see which ones.
2. Break students into groups to do a gallery walk- "Safety Stroll" around the room. The students will be identifying the digital space and deciding whether it is public or private. Each rotation should be about 1-2 minutes each so that students have time to identify the digital space and discuss with their group what makes it public or private.
   -Instagram post of an author (public)
   -online game main screen (public)
   -youtube comment section (public)
   -email thread (private)
   -text message (private)
   -Prodigy account (private)
   *For students who struggle with discussion you could give them a card with a megaphone and a card with a lock. When they get to a particular digital space picture they can hold up the card that they think it is (megaphone=public, lock=private). This allows them to participate in the "Safety Stroll".
3. After students have completed the "Safety Stroll" around the room, bring them back together as a whole group. Put up a picture of a bunch of kids playing on a playground. Have students discuss if this is private or public and how it relates to digital spaces. Then put up a picture of a door with a do not disturb sign. Have students also discuss if this is private or public and how it relates to the digital spaces. End the discussion by asking students why it is important to be careful where we share information?

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

- 6 posters to hang around the room for the "Safety Stroll"
- Cards: megaphone and lock
- Picture of a busy playground and a picture of a door with a do not disturb sign

Lesson Resources: "Safety Stroll" Lesson Materials