



Cops vs. Robbers

Participant Name:	Jessica L. Smith
District:	Massena Central School District
Grade Level:	1st
Subject/Course:	Technology
Cross-curricular Link:	
Approximate Time (IN MINUTES):	20-25 min.

CONTENT AND SKILLS
Learning Objectives: Students will identify actions of good and poor citizenship.
Essential Questions (optional): - What does it mean to be a good citizen (both in life and digitally)? - What do we do if we see someone making poor online choices? - Why is it important to keep private information private?
Students' I can statements . . . I can identify good digital citizenship by making good and bad choices.
How will you meet the needs of SWD and ELL/MLL students? - Create bilingual or multilingual materials if possible, including picture dictionaries that explain key terms. - Simplify the concepts of digital citizenship into manageable chunks. Focus on one aspect at a time, such as online safety or respectful communication. - Provide additional one-on-one support or use assistive technology tools to help students participate in discussions.
NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS List all standards that authentically align (e.g., K-1.CT.4)
K-1.DL.7: Identify actions that promote good digital citizenship and those that do not.
OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks) List all standards that authentically align https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

INSTRUCTIONAL PLAN

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

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Introduction:

Public vs. Private: What do these two terms mean? Create a t-chart of public and private places within our community. What makes something **public** (okay to share)? Why do some things need to remain **private** (not okay to share)?

Lesson:

Note: This Lesson can be done in person or online!

1. Assign a card to each student. [Cops and Robbers.. Roles for Students...](#)
2. If you are playing this game online, have students log in to GoogleClassroom to begin chatting with other students in the class. They will need to type their card or role in the chat room. If you are playing in person, students will be allowed to move around and talk to their friends within the classroom perimeter. Students can write the first letter of their friend for each role (box) they come across (approximately 7-10 minutes)
 - a. As students chat and explore the room together, it is their mission to figure out who are cops and who are robbers? (**K-1.DL.7**)
3. Have students return to their seats or end the chat room.

Conclusion:

1. Did students find any unsafe interactions with friends (robbers)? What were they? Have students come up and post their card/role under the “robbers” (Not Safe) side of the classroom t-chart. (**K-1.DL.7**)
2. Did students find safe interactions with friends (cops)? What were they? Have these students come up and post their card/role under the “cops” (Safe) side of the classroom t-chart. (**K-1.DL.7**)
3. Review and discuss with students why the rules for computer safety are important..it is our digital citizenship!
4. Have students share out (verbally or with an exit ticket) one practice he/she will use to display positive digital citizenship skills!

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

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

- Anchor Chart Pad or Poster Board
- Chromebook/Computer (if done online) or [Cops and Robbers.. Roles for Students...](#) printed on cardstock