Security & safety

Course Name: Social Emotional
Unit/Theme: Child Safety Matters

Time Frame: 1 hour
Grade Level: 4th

CONTENT AND SKILLS
Learning Objectives: • Students will identify information that should and should not be shared with others. • Students will model appropriate conversations to have with outsiders/strangers. • Students will identify safe spaces within their lives including online.
Essential Questions (optional): • What type of information can I share with others? • What are some safe spaces in my life?
Students I can statements . . . • I can identify what information is safe to share. • I can model and show appropriate conversation skills. • I can identify safe spaces in my life.
How will you meet the needs of SWD and ENL students? • I will follow all accommodations listed on student's Individual Educational Plan (IEP)
Content Standards List all standards and how learners will meet the standard
• 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. • 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard
• 4-6.CY.1: Explain why different types of information might need to be protected. • 4-6.CY.3: Describe trade-offs between allowing information to be public and keeping information private and secure. • 4-6.DL.7: Identify and describe actions in online spaces that could be potentially unsafe or harmful.
CASEL COMPETENCIES and/or NYS SEL BENCHMARKS
• 1A.2c: Demonstrate control of behaviors that interfere with time on task. • 1B.2b: Explain how family members, peers, school personnel, and community members can support responsible behavior and school success. • 3B.2a: Identify and apply the steps of systematic decision making. • 3C.2b: Identify and perform roles that contribute to one's local community.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

How will you make sure this lesson is culturally responsive?

This lesson will be co taught with the grade level mental health professional.

- We will ask students if they know what a safe space is. Students will share safe spaces in their lives.
- We will ask students if they know about unsafe or harmful places, including online.. We will discuss spaces they use including games (Minecraft) and websites. 4-6.DL.7
- We will discuss what makes a safe space (keep information private, people we know and trust, etc.) 4-6.CY.1
- We will discuss how we impact our community and how they impact us both respectfully and harmful at times (hate speech for harmful, etc.) but they are still useful to have community and shared spaces. We just need to be aware of what is okay and what is not. 4-6.DL.7
- Students will create login sheets that hold their passwords but agree to keep them safe. 4-6.CY.3
- We will create an anchor chart as a group about what should be shared and what should be kept safe as we have our discussion 4-6.CY.1 and 4-6.CY.3

BACKGROUND OR PRIOR KNOWLEDGE

- Students will know terms such as safe, private, shared, and harmful
- Students will know the norms of our discussions (everyone is valued, taking turns)

INSTRUCTIONAL TECHNOLOGY INTEGRATION

- PowerPoint with videos embedded

MATERIALS / RESOURCES

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

- PowerPoint
- Anchor Chart
- Password Pages Example