



Digital Literacy Standards

Internet Safety

Participant Name:	Erin McLearn
District:	Massena
Grade Level:	7th grade
Subject/Course:	Reading
Cross-curricular Link:	
Approximate Time (IN MINUTES):	30 minutes

CONTENT AND SKILLS
Learning Objectives: - Students will be able to describe safe, appropriate, positive, and responsible online behavior and identify strategies to combat negative online behavior. - Students will cite textual evidence to support their analysis and inferences about online behavior.
Essential Questions (optional):
Students' I can statements . . . - I can describe what it means to behave safely and responsibly online. - I can identify strategies to handle negative online behavior. - I can make inferences about online behaviors using textual evidence.
How will you meet the needs of SWD and ELL/MLL students? - Text to speech. - Insert the article into Schoolai Text Leveler to change the readability level. - Strategically partner students up for scenario activity.
NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS List all standards that authentically align (e.g., K-1.CT.4)
7-8.DL.7 Describe safe, appropriate, positive, and responsible online behavior and identify strategies to combat negative online behavior.
OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks) List all standards that authentically align https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- **NYS 7th Grade ELA Standard:** RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INSTRUCTIONAL PLAN

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

Introduction (5 minutes)

1. **Hook:** Have students think about a time when they saw something online that made them uncomfortable or nervous. Ask some students to share their experience anonymously by using either a sticky note system or Padlet.
2. **Objective Introduction:** Explain that today they will learn about safe online behavior, how to respond to negative situations and make inferences about some online behaviors.
3. Direct Instruction (10 minutes)
 1. **Read Aloud:** Read the [article](#) (website) or [article PDF](#) about internet safety.
 2. **Discussion:** Highlight key points about safe online behavior and strategies for dealing with negativity.
 - Ask students to point out examples of positive and negative online behaviors from the text.

Guided Practice (10 minutes)

1. **Scenario Analysis:** Distribute handouts with scenarios.
 - A friend posts an embarrassing picture of you online without permission. What should you do?
 - Someone sends you a mean comment on social media. How can you respond?
 - A peer shares a hurtful meme in a group chat. What should you do?
 - You receive a friend request from someone you don't know. How do you respond?
 - A friend receives an inappropriate picture. What should you do?
2. **Group Work:** In pairs, students read the scenarios and discuss appropriate responses, using evidence from the article to support their conclusions.
 - In pairs, students will read and discuss the scenarios, making inferences about the characters' actions and choices. Share once students have completed.

Conclusion (5 minutes)

1. **Exit Ticket:** Ask students to write one strategy they will use to stay safe online and one inference they made from the lesson.

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

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

- Chromebook with internet
- Schoolai text leveler
- Online article
- Post-It notes