

Our Digital Community

Course Name: Homeroom

Time Frame (in minutes): 60 mins

Unit/Theme: Beginning of the Year Technology

Grade Level: 6th Grade

CONTENT AND SKILLS

Learning Objectives:

- Students will explain what types of personal information is safe and unsafe to post in digital spaces.
- Students will be able to compare how different technology platforms might be more or less safe for sharing information.
- Students will share and engage with their peers on a digital platform (Padlet) in a respectful and thoughtful manner.

Essential Questions:

- What information is safe to share online?
- Does the platform the information is posted on change how safe your information is?
- What kinds of platforms are more safe to post on?
- What should you do if you feel unsafe in a digital space?

Students I can statements . . .

- I can identify safe and unsafe personal information to share depending on the digital platform I am using.
- I can explain the steps I should take when I feel unsafe online.
- I can safely share information with my peers and comment on their posts in a respectful manner.

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

- Modifications and accommodations according to individualized plans and 504s will be met.
- Speech-to-text app is available on student devices to assist with typing/writing.
- Sentence frame starters available to students who need support.
- Example digital post and reply available for all students to reference.

Content Standards

List all standard indicators (do not need standard statement)

- **6W3d:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **6SL5:** Include multimedia components (e.g., graphics, images, music, sound) and

visual displays in presentations to clarify information.

- **6SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

NYS Computer Science and Digital Fluency Standards

List all standards that authentically align

- **4-6.IC.4** Explain who has access to data in different digital spaces.
- **4-6.CY.1** Explain why different types of information might need to be protected.
- **4-6.DL.7** Identify and describe actions in online spaces that could potentially be unsafe or harmful.

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- **2A.3b.** Practice respectful curiosity to better understand others' lived experiences.
- **2D.3a.** Describe potential causes and consequences of conflicts; recognizing that power and privilege impact relationships.
- **2D.3b.** Practice strategies for responding constructively to conflict and relational aggression.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

Prep:

- Create a Padlet board for students to share on. Ensure there is at least one example post with a photo and a reply. See **Example Padlet** photo for reference.
- Set Padlet settings under "Collaborators" for visitor permissions to "Writer" and link privacy to "Secret - Log in".
- Post the link to access the Padlet in Google Classroom or otherwise give access to students.
- Post the **Our Digital Community Exit Slip** for students on Google Classroom or otherwise give access to students.

Launch:

- Using the **Our Digital Community Slide Deck**, start by showing the students the launch video about identifying locations from a picture. Hold a short discussion using the "notes" on the slide (4-6.IC.4).

Lesson:

- Go through the slide deck to review the following topics, the notes for each slide contain helpful information and guidelines for teaching:
 - Who has your information? (4-6.IC.4)

- What should you share? (4-6.IC.4 and 4-6.CY.1)
- Why should some information be private? (4-6.CY.1)
- Cyberbullying and how to respond (4-6.DL.7)
- How to interact online (4-6.DL.7)
- How to interact on school based platforms (4-6.DL.7)

Activity:

- Introduce the Padlet digital platform.
- Ask the students if they think this platform is a private or public platform (private). Ask them what information they think might be ok to share on this platform (Who is the audience? Who can ultimately access it?).
- Walk students through logging into Padlet with their Google account.
- Explain how to post a photo and caption. Explain how to comment on other student's posts.
- Have each student post and comment at least one time on the Padlet (4-6.DL.7).
- Monitor and support student posting and bring attention to any excellent examples of safe posts and respectful comments.

Exit Slip:

- Students should complete the **Our Digital Community Exit Slip** reflection to demonstrate their understanding about how to protect themselves in online spaces (4-6.IC.4, 4-6.CY.1, and 4-6.DL.7).

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- Collaboration
- Communication
- Critical Thinking/Problem Solving
- Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. ***Including Instructional Technology Tools***

- [Padlet](#)
- Individual student devices
- Google Slides
- Youtube
- BrainPOP
- [Example Padlet](#)
- [Our Digital Community Slide Deck](#)
- [Our Digital Community Exit Slip](#)
- [Launch Video](#) (in slide deck)
- [Link to BrainPOP on Cyberbullying](#) (in slide deck)