DIGITAL LITERACY LESSON:
HOW TO INTERACT POSITIVELY WITH OTHERS IN AN ONLINE ENVIRONMENT

Course Name: 6th Grade Academy
Time Frame (in minutes): 80 (2 - 40 minute lessons)
Unit/Theme: Digital Citizenship - How to Interact Positively with Others in an Online Environment

Grade Level: 6

CONTENT AND SKILLS
Learning Objectives: ● Students will be able to identify how their online interactions leave a digital footprint. ● Students will be able to select a digital tool to use to collaborate with classmates to make an infographic about positive online behaviors. ● Students will be able to identify unsafe and harmful behaviors.
Essential Questions (optional): ● How do our online interactions impact our digital footprint and convey who we are in our digital space? ● How can we present our best selves in our digital spaces?
Students I can statements . . .(Learning Targets) ● I can define the term 'digital footprint' and create a metaphor or simile to compare it to. ● I can identify 5-10 negative or risky online behaviors. ● I can explain how negative online behaviors can affect our digital footprint by creating examples/scenarios and looking at examples ● I can use the Brighton Believes Digital Interactions handout to create examples of positive online behavior. ● I can use a digital tool to communicate positive online behaviors by creating a product for students and teachers to use.
How will you meet the needs of SWD and ELL/MLL students? ● Students will be able to use the immersive reader, voice to text, and images to access material and represent their ideas. ● The Nearpod lesson can also be accessed in multiple languages.
Content Standards List all standards (Just the indicator - not the language)

NYS Next Generation ELA Standards
- **6SL2:** Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.
- **6SL5:** Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes

Empire State Information Fluency Continuum Standards
- Anchor Standard III – Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship
  - Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.
  - Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

NYS Computer Science and Digital Fluency Standards
List all standards that authentically align

- **4-6.DL.2** Select appropriate digital tools to communicate and collaborate while learning with others.
- **4-6.DL.6** Describe persistence of digital information and explain how actions in online spaces can have consequences.
- **4-6.DL.7** Identify and describe actions in online spaces that could potentially be unsafe or harmful.
- **4-6.CY.1** Explain why different types of information might need to be protected.

NYS SEL BENCHMARKS (Just the indicator - not the language)
https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- **1A:** Identify and understand their emotions and how emotions relate to their actions. Use of understanding of emotions to inform actions.
- **2C:** Apply a variety of communication and social skills to interact with individuals and groups across lines of difference.

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

- **NOTE: This lesson lives in a Nearpod presentation. Find the link to the Nearpod below. There is also a PDF file of the Nearpod lesson in the lesson folder that can be used instead.**
- Teacher: Lists the Learning Targets and asks a student to read them aloud.
- Teacher: Ask students if they can define "digital footprint". **4-6.DL.6**
- Teacher: Play the video: *What is in your digital footprint?* **4-6.DL.6**
- Students will recap the five images in the video and how they relate to our online

- interactions and safety. They will do this as a matching activity on Nearpod. <mark>4-6.CY.1</mark>
- Students will work with a partner (THINK-PAIR-SHARE) and create a metaphor or simile for a digital footprint. They will use the collaboration board on Nearpod to share their ideas. <mark>4-6.DL.6</mark>
- Teacher will facilitate a brief discussion based on the collaboration board in Nearpod. Teacher will reinforce the definition of a digital footprint - *Digital footprint or digital shadow refers to one's unique set of traceable digital activities, actions, contributions, and communications manifested on the Internet or digital devices. Digital footprints can be classified as either passive or active.*
- Students will list 5-10 risky or negative online behaviors using Nearpod (open-ended question). <mark>4-6.DL.6, 4-6.DL.7, 4-6.CY.1</mark>
- Teacher will review these with the class and compile a list of 10 risky/negative behaviors based on the student's response. This will serve as the master list for students to use in the future with another task in this lesson. <mark>4-6.CY.1</mark>
- Teacher will break the students into 10 groups - one for each behavior. Students will work with a partner to create an example/scenario of a risky/negative online behavior and explain how that can affect our digital footprint. They will do this on either a white board or a post-it to display around the room to make their thinking visible to others. <mark>4-6.DL.7, 4-6.DL.7, 4-6.CY.1</mark>
- Students will do a Gallery Walk examining examples from their classmates.
- Teacher will debrief this activity with a quick whip around, asking each student to share either a "I noticed" or " I wonder."
- Teacher will show the video [How to be a responsible digital citizen](#) Students will discuss the key points in this video as a whole group.
- Teacher will share the Brighton Believes Digital Interactions handout with students. This will be on paper and also in Nearpod.
- As a class, students will review the Brighton Believes Digital Interactions handout and each attribute: Integrity, Respect, Responsibility, Kindness, and Self-Control. Students will use this as a resource to create their infographic.Students will work in pairs or groups of 4.
- Students will select a digital tool to collaborate and create an infographic or PSA that will represent these attributes in the digital world. The product must include: all five Brighton Believes attributes, an example of what this term means in a digital space, what this looks like in a digital space (example), and how this creates a positive online presence. <mark>4-6.DL.2</mark>
- Students will upload their product to the Schoology course Media Album for a digital Gallery Walk.
- Students will review each product using the **See, Think, Discuss** protocol (see handout below). This will be on a handout and also in the Nearpod lesson. They can record their thinking/reflection on either the handout or in Nearpod.

MATERIALS / RESOURCES

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

<mark>Nearpod lesson link is below - if the link is expired - please copy and paste the second</mark>

monroe one
EDUCATIONAL SERVICES

NYSCATE
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- https://app.nearpod.com/?pin=AFF5F8F7D048C2D755D372F4A85661E2-1&&utm_source=link
- https://drive.google.com/file/d/1w795sUHfpIPGKQmJ9A8qX9m0aKFVhDNx/view?usp=sharing
- Teacher Resource: Negative online behaviors and consequences
- RESOURCES Folder
- See student sample below (created with Canva).

Digital Interactions

BRIGHTON BELIEVES
INTEGRITY
RESPECT
RESPONSIBILITY
KINDNESS
SELF CONTROL

Create a Positive "Narrative" of Yourself-

Act as though you know there is no "undo" or "delete" in a digital environment.

Carefully consider how you project who you are.

Create a positive digital footprint.

INTEGRITY

Give Credit-

Give credit to others when using their ideas, images, music, etc.

Be clear about how work you post can be used.

Protect Yourself-

Check your privacy and location settings on social media accounts.

Consider with whom you are sharing personal information.

RESPECT

Maintain an Open Mind-

Consider multiple perspectives when reading, viewing and creating.

Share Appropriately-

Be polite and avoid positing anything you would regret.

Consider anything posted online to be "public and permanent."

Respect others' privacy when they share information or images with you.

RESPONSIBILITY

Be positive-

Look for opportunities to spread a positive message.

Ask yourself:

If the wrong person saw this, would you/others be embarrassed?

Could this upset someone unintentionally?

KINDNESS

Be Present-

Stay focused on and engaged with the experience in front of you.

Balance your digital and face-to-face interactions.

If the technology will not enhance the experience, bypass it.

Pause before your post.

SELF-CONTROL

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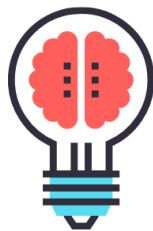
SEE, THINK, DISCUSS

I SEE/NOTICE

Look closely at each product. What do you notice?

I THINK

How might the ideas presented in these products connect to ideas or questions about civic life? What do I think about what I see in these products?

DISCUSS

How can this product be used within our school community and outside our school community?

HOW TO INTERACT POSITIVELY ONLINE

Use these five attributes when you are interacting in an online environment.

INTEGRITY

- Be honest and truthful: Don't misrepresent yourself or spread misinformation.
- Cite your sources when sharing information, and be transparent about your intentions.
- Be authentic: Don't try to be someone you're not.
- Be genuine and true to yourself in your online interactions.
- Stand up for what you believe in: Speak out against online negativity and promote positive values.

RESPECT

- Treat others with courtesy: Even in disagreement, avoid using offensive language or personal attacks. Remember everyone has a right to their opinion, even if you disagree with it.
- Be mindful of cultural differences: Be aware that language and behavior can have different meanings in different cultures. Be sensitive and avoid making generalizations or stereotypes.
- Respect people's privacy: Don't share personal information about others without their consent. This includes photos, videos, or private messages.

RESPONSIBILITY

- Think before you post: Consider the potential consequences of your words and actions before hitting "share" or "send."
- Be accountable for your actions: If you make a mistake, apologize and take responsibility for it.
- Be aware of your digital footprint: The internet has a long memory, so be mindful of what you post online, as it could impact you in the future.

KINDNESS

- Be positive and encouraging: Offer support and positive reinforcement to others online.
- Be empathetic and compassionate: Try to understand what others are going through and offer support when needed.
- Use your words to build up others, not tear them down: Avoid gossip, negativity, and hurtful comments.

SELF-CONTROL

- Don't engage in online arguments: It's rarely productive and can quickly escalate. If someone is being disrespectful, disengage from the conversation.
- Take breaks from social media: Constant online interaction can be overwhelming. Step away from the screen when you need a breather.
- Don't be afraid to report inappropriate behavior: If you see someone engaging in cyberbullying, harassment, or other harmful conduct, report it to the appropriate platform.

Remember to always present your BEST self when you are participating in online activities and interacting with others!