MLIS 5040 Reading Lesson Plan Debbie Phillips

by Debbie Phillips

TNU Lesson Plan Format

Standard(s)

Common Core

grade 4: RL.3, RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.4, W.6, W.9b, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6

http://www.tn.gov/education/curriculum.shtml

Essential Question(s)

What is a "Digital Citizen"?

How can you become a good digital citizen?

Students should relate what they learn from this lesson to their own electronic practices. The result should be safer, more enjoyable digital experiences now and in the future.

Lesson Goal

This lesson is designed to teach elementary children how to be good "Digital Citizens" by exploring the attributes that are appropriate and desireable, as well as those that are poor or unsafe. The ablility to distinguish between the two is an integral part of developing the characteristics and practices of good digital citizenship. Students should be able to apply the concepts that are discussed and learned during this lesson to their own electronic experiences. The desired effect is that students will not experience the pitfalls that exist in the digital world in which they live.

Objective(s)

Students will be able to distinguish between the characteristics that make a good digital citizen and attributes that are poor or unsafe.

Students will recognize the importance of protecting private information for themselves and others.

Students should understand the importance of balancing their time online with other activities.

Students shall be able to react appropriately to cyberbullying when they witness or experience it.

Students will understand what it means to respect themselves and, in turn, others in the online community.

Prior Knowledge

In the interest of order and time management, students should know and practice the procedures for entering the library, as well as, transitioning from check out time to lesson time.

It will be necessary for students to have a basic working knowledge of electronics (computers, gaming systems, cell phones, etc.), the Internet, social media, passwords, ...

It will be helpful if students are familiar with the idea of identity theft, cyberbullying, computer viruses, ...

Procedures (Instructional Sequence)

    A.   Hook

    The teacher/librarian will ask students to raise their hands if they know what fire is. (All hands should go up.) The librarian will then point out that fire was discovered many centuries ago, that humans realized fire is good, and have been using it in a variety of ways ever since. Students will be asked to share ways in which fire makes our lives better. Students' answers will vary, but should include cook food, provide warmth, kill germs, supply light, etc. Next, the librarian will ask students to raise their hands if they have ever gotten a burn. Students will then be asked to raise their hands if they would like to share how it feels to get burned. Students will then be asked to consider if <u>everything</u> about fire is good and useful. (Everyone should conclude that not everything about fire is good, but that fire can be dangerous, harmful, and even deadly.) Finally, the teacher will inquire about the ways that fire is not good and useful. Students' answers will vary, but should include forest fires, house fires, burns to the body, etc. Students will be asked to explain why we still use fire if it can be dangerous to us, what precautions we take that allow us to use it safely, and ...

    At this point, the librarian will explain that the internet is similar to fire. It is good and useful in many ways, but it can also be hurtful or even dangerous at times. As with fire, we must take precautions in order to use it safely. Today we are going to examine some precautions that will allow us to enjoy the good and useful qualities of the Internet while reducing the risk of getting burned. (2 minutes)

    B.   Focus

    The focus of this lesson will be on

- the distinguishing characteristics of a digital citizen -- S$_2$R (a person who chooses to act **s**afely, **r**espectfully, and with **r**esponsibility whenever online).
- behavior and actions when online that can cause harm to self or others.
- behavior and actions that show respect to self and others.
- behavior and actions that show responsibility and maturity.

By the end of this lesson students should be conscious of their actions when online and, hopefully, have a desire to behave responsibly, respectfully, and safely.

C. Curriculum Correlation

By the time students reach the fourth grade, they have already had considerable experience with computers, internet, and social media. As these students are preparing for the transition from elementary to middle school, then on to high school, and for some, college, it is essential to influence the mindset of each in order to insure that they are equipped with the defenses that they will need to deal with the related issues and dangers that are an inevitable risk of being "plugged in". This lesson is cross-curricular in nature as there can be serious ramifications for any student who is given an assignment in any subject that requires exposure to the World Wide Web. Class assignments, personal inquiries, and social interactions in ever-increasing amounts will thrust students online for longer periods of time increasing the possibility of cyber attacks, identity theft, cyber bullying, or worse. Knowledge is power, therefore, teaching our students awareness, as well as giving them options when faced with a situation, equates to empowering them to be good digital citizens.

D. Guided Practice

Step 1: Students will have a handout for note taking that they receive upon entering the library. The librarian will explain to students that they will be required to fill in the blanks with essential information as it is received throughout the lesson. (1 minute)

Step 2: The teacher/librarian will introduce the concept of citizenship, beginning with a dictionary definition from the notes page, as it relates to a person's home country. The teacher will lead students in discussion of what makes a good citizen. Next, the librarian will inform students that the population of the United States is over 3 million and prompt student discussions with the following questions: "Do you think that all 3 million of the people who live in the U.S. are "good" citizens?" "Has anyone ever heard the phrase *stranger danger*?" "Can anyone tell me what the term *digital* refers to?" "Can anyone explain what a *digital citizen* is?" "How many of you are *digital citizens*?" " Do you think all digital citizens are good citizens?" "Since we know that there are people who use the Internet to do things which could harm us in some way, should we stay away from the Internet, and never use it at all?" "Just as we observed in our earlier example of fire, it can be harmful if used incorrectly, however, it can be very useful if handled in a responsible way." "What can we do to protect ourselves from the digital citizens who might want to harm us in some way?" (5 minutes)

Step 3: The teacher will display an enlarged poster, obtained from Common Sense Media, which highlights five practices that make a good digital citizen. Each practice will be explained and discussed thoroughly.
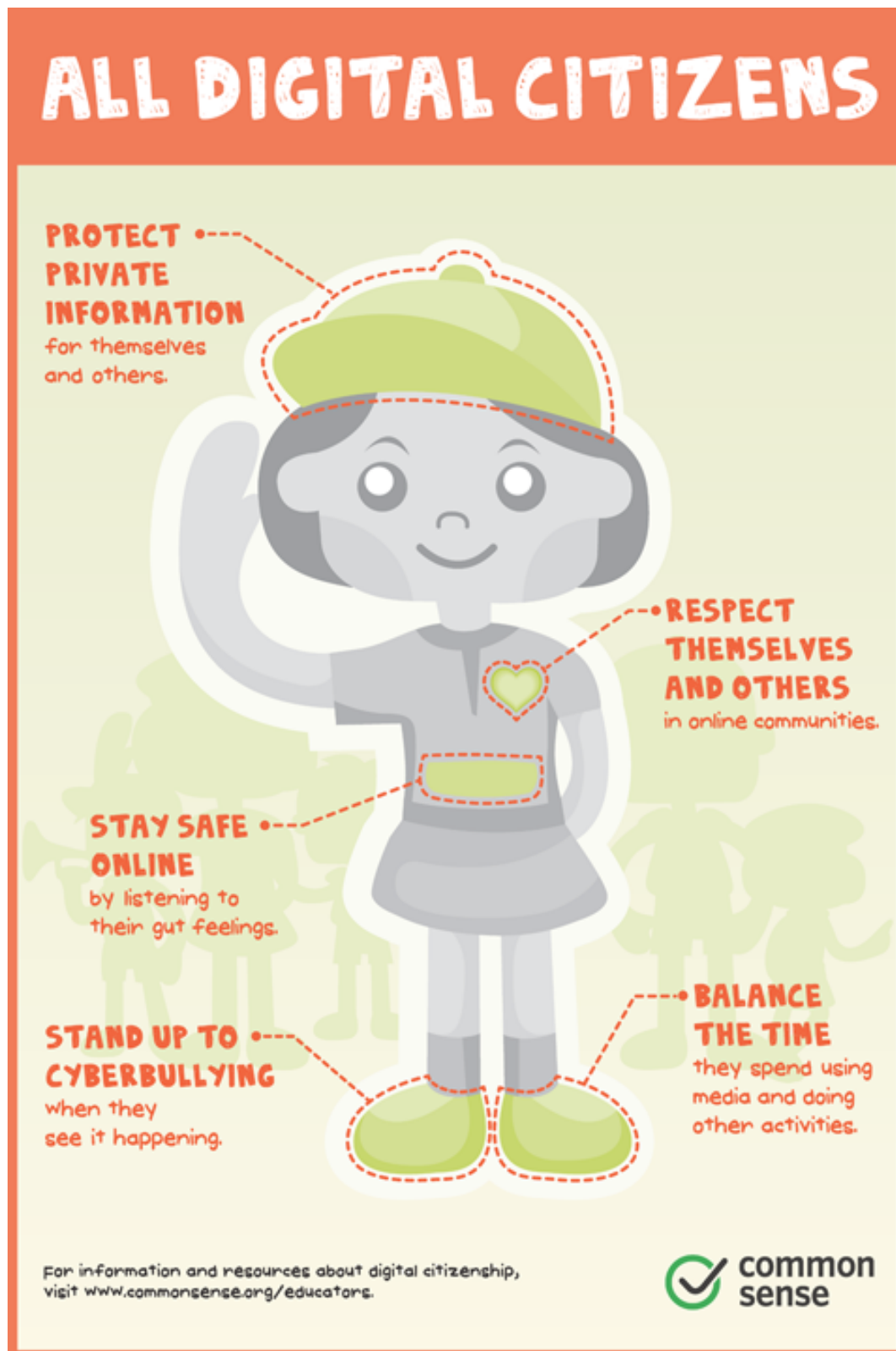
All digital citizens:

1. Protect private information for themselves and others. -- The teacher will model the thought processes for understanding the meaning of this statement and how to apply it to online experiences ("I do"). "The first word in the statement is **protect**, and I know that it means **to keep safe** or **guard**. I wonder what I'm supposed to keep safe? The next word is **private**, which means **something that you don't want everybody to know**. Next is **information**, which is **details, facts, and knowledge**. Now, I'm going to examine what I've figured out so far. **Protect private information**. In other words, keep safe/guard details, facts, and knowledge that I don't want everybody to know. I know that we are talking about digital citizenship, so I think it's talking about details like my name, address, phone number, parents' credit card number. That must mean that I should never give out any details like that on the Internet. Now the last part of the statement

says **for themselves and others**. So that tells me that, not only does this apply to details about myself, but that I also shouldn't give out anyone else's private information." (5 minutes)

2. Respect themselves and others in online communities. *Will be taught in subsequent class meeting. See note above.

3. Stay safe online by listening to their gut feelings. *Will be taught in subsequent class meeting. See note above.

4. Balance the time they spend using media and doing other activities. *Will be taught in subsequent class meeting. See note above.

5. Stand up to cyber bullying when they see it happening. *Will be taught in subsequent class meeting. See note above.

Step 4: The teacher will direct students' attention to the notes handout, and the definitions of the terms **personal information**, **private information**, **scam**, and **identity theft**. As it can be difficult for this age group to distinguish between personal and private information, many examples of each will be discussed. (5 minutes)

E.   Independent Practice

(We Do) To reinforce comprehension, students will engage in a game of categorization of personal and private information. Students will work with a partner to accomplish the task. Each pair will be given an envelope containing ten kinds of information on paper strips, including both personal informaiton that is safe to share and private information that should never be shared without parental permission. All pairs will also receive a chart with the headings "personal information" and "private information" to help organize the contents of the envelope. At the signal to begin, partners will have <u>two minutes</u> to place all ten kinds of information in the correct column of the chart. The teacher will monitor work as it continues, offering guidance and assistance as necessary.

(You Do) Students will then be asked to separate in order to work independently to create a list of personal information that they would want to share about themselves for an imaginary online group. The fictional community will be made up of people the student knows, as well as people who are strangers, all of whom will be able to view the student's profile. Students will be reminded to make sure that all the information on the list is safe to share and not private information that could reveal their identities and put them at risk.

F.   Closure

"Ticket to Browse", similar to "Ticket Out the Door", entitles the bearer to segue to the Check-in/Checkout phase of class, and then the reading corner where they may choose comfortable seats for reading, e.g., cushy chairs, giant floor pillows, and couches. Students must correctly answer a question about the lesson content, posed by the teacher, in order to receive their "Ticket to Browse". An incorrect answer sends the student to the back of the line for another opportunity.

Assessment

Formative assessment in the form of questioning and observation will occur throughout the lesson in order to monitor student understanding of the skills. Summative assessment is the Ticket to Browse.

Digital Citizenship

Student	Pre Test Score	Post Test Score	Percentage Difference
TA	40	100	+60
BB	0	100	+100
RB	20	100	+80
GD	20	100	+80
YG	0	100	+100
XJ	0	100	+100
LK	0	100	+100
HL	40	100	+60
SL	0	80	+80
EL	40	100	+60
NM	0	100	+100
HN	40	100	+60
IN	0	100	+100
JP	0	60	+60
RP	0	100	+100
SP	0	100	+100
JR	0	100	+100
DT	20	100	+80
AW	40	100	+60
JW	0	100	+100
DY	0	100	+100
AZ	20	100	+80

Overall difference - +85

Pre and Post Test Questions

1. It's okay to give your new online friend your phone number so that he/she can call sometime so you can get to know each other better. True or False

2. You receive an email informing you that you've won a new iPhone. You should send them your name and mailing address quickly so they can ship it right out before they run out of iPhones. True or False

3. Setting a password so that it contains your name and birthdate is a good idea because it makes it easier to remember. True or False

4. Being a good digital citizen means being really good at online games. True or False

5. The name of your favorite movie is an example of

   A. Personal information

   B. Private information

Questions

What is a citizen?

Do you think that all 3 million of the people who live in the U.S. are "good" citizens?

Has anyone ever heard the phrase *stranger danger*?

Can anyone tell me what the term *digital* refers to?

Can anyone explain what a *digital citizen* is?

How many of you are *digital citizens*?

Do you think all digital citizens are good citizens?

Since we know that there are people who use the Internet to do things which could harm us in some way, should we stay away from the Internet, and never use it at all?

What can we do to protect ourselves from the digital citizens who might want to harm us in some way?

How can you be a good digital citizen?

What is the difference between Internet friends and in-person, face-to-face friends?

How can you protect yourself from identity theft?

Accomodations

The class, as a whole, has no issues that would impede learning. One student in the class has a vision impairment for which she wears corrective lenses. Even though she wears her glasses regularly, she is still given a seat near the front of the class. The librarian checks with the child frequently to ensure that she is comprehending explanations, examples, and instructions and is not struggling to keep up. In addition, there is another student who has been recently diagnosed with ADHD and is frequently experiencing side effects of

medication. Doctors are in the process of making adjustments to his medication and dosage so sometimes the child is lethargic and other times he can't sit still, modifications are made accordingly.

The videos and the poster will appeal to the visual and auditory learners, while the hands-on activities will allow the kinesthetic learners to engage in the lesson in a meaningful way.

Reflection

I feel the lesson went very well. Students were interested, engaged, and cooperative. Data from the pre/post tests support that learning occured, as evidenced by the 85% average increase in scores. I would normally control the student grouping process, however, not knowing the student dynamics of this class I instructed students partner with the person next to them at their table. While this didn't create a huge problem, it did allow for a small amount of minor off-task behavior, e.g. giggling, personal chatter. In the future, I would control the student groups to a greater degree.

Materials (Teacher and Student)

Teacher-made pre/post tests

Digital Citizen Poster from Common Sense Media

Teacher-made materials for cooperative work and individual work for categorizing examples of personal and private information

Videos from Learn 360 and BrainPop and a necessary technology for viewing

Resources

Resources

The Nose Pick Kid

Nifty Girl participates in an online discussion about Beta Gal. The participants trade rumors and jokes about her. Blue Brain tells Nifty Girl that he was once the victim of cyber-bullying and it was very hurtful.

The Internet: A Guide for Students

Shows students how to use the Internet when researching reports. Also covers key issues youngsters face when using the Internet.

BrainPop - Digital Etiquette

BrainPop's Tim and Moby share insights about online manners, courtesy, respect, and the internet.

AASL-2007 Standards

AASL-2007 Standards for P-12 Students from Livetext

AASL-2007.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AASL-2007.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AASL-2007.1.3.5	Use information technology responsibly.
AASL-2007.2.3.1	Connect understanding to the real world.
AASL-2007.3	Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.
AASL-2007.3.1.6	Use information and technology ethically and responsibly.
AASL-2007.4.3.2	Recognize that resources are created for a variety of purposes.
AASL-2007.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.