

Grade 6 – Lesson Plan #1	
Date: June 2012	
Content – Desired Results	
<p>Overall Expectations: Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in science and technology activities when they:</p> <ul style="list-style-type: none"> • follow established safety procedures; • identify possible safety concerns; • suggest and implement appropriate safety procedures; • carefully follow the instructions and example of the teacher; • consistently show care and concern for their safety and that of others. 	
<p>Understandings: <i>Students will understand that/Students will know/Students will be able to...</i></p> <ul style="list-style-type: none"> • Gain an understanding of the importance of talking with a responsible adult around internet usage. • Gain an understanding of being a responsible digital citizen. • How to properly assess their safety online and know where to access resources when they feel at risk. 	
Product – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Assessment – Teacher observation rubric and marking form. • Presentation • Discussion participation. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Assessment is carried out by the teacher through observation of participation and student progress/understanding and in rubric/marking form for presentation and written component of assignment.
Process – Learning Plan	
<u>Introduction – Being a Good Digital Citizen</u>	
<p>Purpose: This lesson introduces students to key terminology and concepts surrounding Digital Citizenship. It provides the opportunities to reinforce and teach the importance of thinking through the short and long term implications of actions while on line.</p>	
<p>Critical Thinking Skills:</p> <p style="padding-left: 40px;">Demonstrate an understanding of the link between the online persona and real life. Demonstrate an ability to think critically about online actions and participation.</p>	

Living Skills:

Demonstrate appropriate interpersonal skills and respectful behaviour (displaying etiquette, kindness, honesty) when on the internet.

Demonstrate a connection to and knowledge of the implications of behaviour online.

Materials:

- Chalk or white board and writing implements.
- Paper for students.
- If you have the classroom resources to bring up age appropriate visuals of popular online destinations. (Poptropica, Club Penguin, Facebook etc.)

Activity Description

Introduction

- On a piece of paper ask students to list information that already exists on line about them. (pictures, profiles, blog, news articles etc.)
- Ask them to share with the class.

Skill/Concept Development

- Ask students what experiences they have online. (Do they have a Facebook page? Club Penguin account? Poptropica membership? Email?) Draw a circle with 'Student' in the center.
- Map all the online involvement that they can list out from that center circle. From each involvement, list what information was required to sign up for that site.
- From each involvement, list the information that exists on them or family members from that site.
- Discuss with students who owns or sees that information and how it can be 'taken back'.
- Ask students to break into small groups. Hand out pieces of paper and ask students to give a definition of what makes them 'smart online'. Discuss as a group.