



## UNIT 5: SHARING BASICS

### LESSON PLAN INTRODUCTION

#### LESSON 4: PUBLIC INFORMATION

### LESSON EXPLANATION

Use this lesson plan to help guide the facilitation of Digitability's Unit 5-Lesson 4. This lesson plan will help you take the learning offline and into the whole classroom, where collaborative learning, direct instruction, and guided practice will help your students reach their goal of achieving digital literacy.

**Time:** ~25 minutes

### OBJECTIVE

Student is able to distinguish appropriate online sharing behaviors.

### INSTRUCTIONAL STRATEGIES

The facilitator will use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Using ABA, Gradual Release and Bloom's Taxonomy, instruction will guide students to achieve mastery of the given objective. Facilitator will use modeling, guided practice, independent practice, and assessment methods to determine skill acquisition.

### ACADEMIC DOMAINS

Reading Comprehension, Writing, Verbal/Nonverbal Communication, Social Skills, Math Ability

### MATERIALS

Smartboard/Projector, device with internet access, Digitability Unit 5-Lesson 4 video, Reading Maze #1 worksheets, student writing/typing tool, Digitability classroom word wall badge, Picture Exchange Communication System (PECS Cards), Vocab Blocks Exit Slip, Trace 'n' Learn Card, Dollar Earnings Tracker, My Digitability Earnings

### PRINT PREPARATION

**Teacher will:**

1. Print, copy or laminate **Reading Maze #1**
2. Print, copy or laminate **PECS cards** for students, if necessary
3. Print, copy or laminate **Trace 'n' Learn Cards** for students, if necessary
4. Print, copy or laminate **Vocab Blocks** for students
5. Locate **Dollar Earnings Tracker**
6. Have each student locate **their My Digitability Earnings** sheet

### ONLINE PREPARATION

**Teacher will:**

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Stage 1 - Internet Navigator**
4. Select **Unit 5- Sharing Basics** in the 2nd drop-down menu
5. Select **Lesson 4- Public Information**



## UNIT 5: SHARING BASICS

### LESSON PLAN

### LESSON 4: PUBLIC INFORMATION

#### WARM UP

1. Ask, **“For a participation dollar, can you tell me if you are not sure what information you need to keep private, you should ask an adult??”**
2. Ask, **“Is your social security number something you post on the Internet??”**
3. Ask, **“Have you ever heard of public information??”**

#### USE POSITIVE NARRATION TO IDENTIFY STUDENTS WHO ARE ACTIVELY PARTICIPATING:

“I see [student’s] hand up. He has heard of public information before. I see [student’s] hand up. Nice job following directions!”




#### DIFFERENTIATION

- T1** Verbal response with examples of experience
- T2** Verbal response or holds up **PECS card** (see lesson supplements)
- T3** Holds up or points to **PECS card** (see lesson supplements)




4. **\$** Give students who participate immediate feedback and record \$1 earnings in the **Dollar Earnings Tracker**.

#### GUIDED WATCHING


1. Ask, **“For a participation dollar, who can tell me the name of our next badge?”** (answer: **Public Information**)  
“Yes, Public Information! Nice job participating, [student]! You earned a participation dollar. The name of our next badge is ‘Public Information.’”
2. Bring attention to screen, **“Let’s watch this lesson. I know that [student’s name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words Public Information.”**

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3. Ask students to give a thumbs up every time they hear and/or see the words **public information** in the video
  4. **Play video.**
  5.  Give students who give thumbs up \$1 and record earnings on the **Dollar Earnings Tracker**

**DIFFERENTIATION**

-  **T1** Put thumbs up
-  **T2** Puts thumbs up or holds up **thumbs up card** (see lesson supplements)
-  **T3** Holds up or points to **thumbs up card** (see lesson supplements)

*Invite a student to facilitate the guided watching activity.***-- Video Ends (Do not click Activity Button yet) --****INFORMAL ASSESSMENT (AFTER PLAYING VIDEO)**

1. Ask, **“What is public information?”**  
Structure prompting to get students to come up with a definition using language from the video.  
**EXAMPLE:** “Public information are posts that anyone can comment and share on the Internet.”  
Write the term and definition on the board after student responses.  
Consider having students take notes from each lesson in a notebook or in their Google Docs account, if they have one already.
2. Ask, **“If you post a picture on the Internet, can someone else share it on the Internet?”**
3. Ask, **“Does public information take a long time to spread on the Internet?”**
4.  Give students who stay on task \$2 and record earnings on the **Dollar Earnings Tracker**

**DIFFERENTIATION**

-  **T1** Verbal response
-  **T2** Verbal response or holds up **YES/NO PECS card** (see lesson supplements)

T3

Holds up or points to **YES/NO PECS card** (see lesson supplements)

## PLAY ACTIVITY VIDEO

1. Ask the class, **“Who would like to unlock the Public Information Badge for \$1?”**



*Increase the dollar amount for shy students or to increase motivation*

-- Click Activity Button to play Activity Video--

2. Student discusses with class to choose the correct answer.
- 3a. If student chooses correct answer, have student or whole class **dance**.
- 3b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.
4. Student that unlocked the badge will paste the Public Information Badge print out on the classroom’s word wall.



### DIFFERENTIATION

T1

Student will use verbal prompting to unlock the badge with the class


T2

Student will use verbal prompting and hand signals to unlock the badge with the class

T3

Student will use hand signals, pointing, or adult/Tier 1 partner support to unlock the badge with the class

## ASSESSMENT/EXIT SLIP

1. Students will complete the **Vocab Blocks**, **Trace ‘n’ Learn** or **Reading Maze** worksheet for their new term:  
**Username**
2. Student will staple the worksheet into their notebook
3.  Give students \$1 for completing activity. Record **Dollar Earnings Tracker**



### DIFFERENTIATION

T1

Student completes **Vocab Blocks or Reading Maze** worksheet (see lesson supplements)

T2

Option to complete **Vocab Blocks** worksheet or **Trace ‘n’ Learn** card (see lesson supplements)

T3

Student completes **Trace ‘n’ Learn** card (see lesson supplements)



## IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off **Dollar Earnings Tracker** and announce how many dollars each student earned during the lesson
2. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings** sheet. Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. If time permits, you can either have students log into their student accounts for independent practice **or** continue on to the next lesson plan.



### DIFFERENTIATION

- T1** Log in independently using password cards
- T2** Log in independently using their password card with the help from a Tier 1 partner for any required troubleshooting
- T3** Teacher or Tier 1 assistance to help student log in using their password card



**GUIDED WATCHING**

A black silhouette of a hand with the thumb pointing upwards, representing a "thumbs up" gesture.

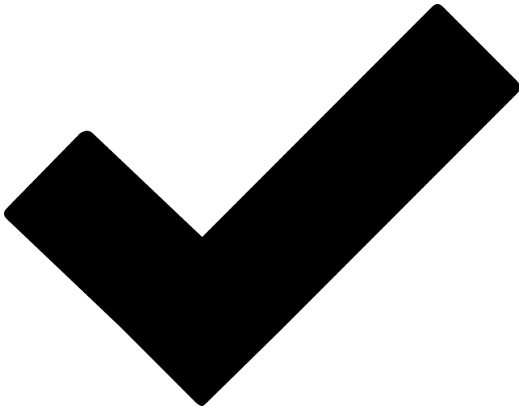
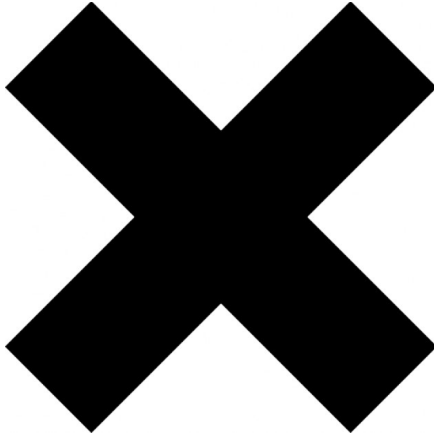
**thumbs up**

A black silhouette of a hand with the thumb pointing downwards, representing a "thumbs down" gesture.

**thumbs down**



**PECS CARDS**

 <p><b>YES</b></p>	 <p><b>NO</b></p>
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## VOCAB BLOCKS

### EXIT SLIP

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Draw the icon for each browser.

Define		Sentence
Examples	<b>public information</b>	Draw





## TRACE 'N' LEARN CARDS

Name: \_\_\_\_\_

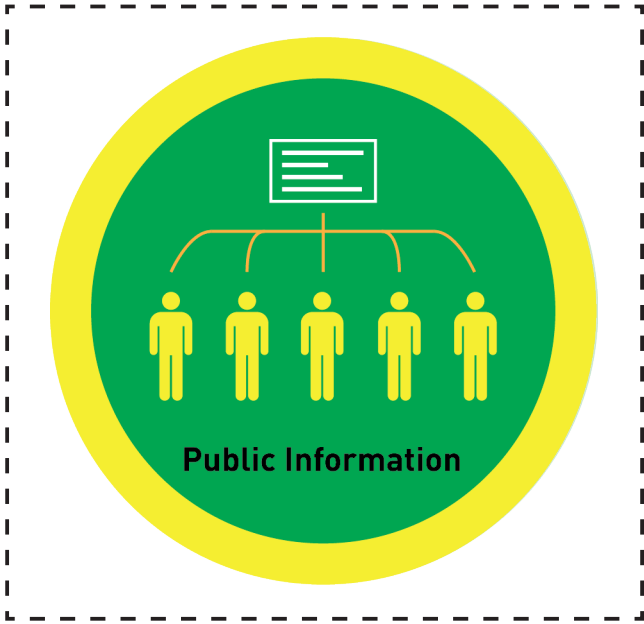
Date: \_\_\_\_\_

public information

posts that anyone can  
comment and share on  
the internet



**WORD WALL PRINTOUT**



posts that anyone can  
comment and share on the  
internet



**DIFFERENTIATION**

Choose to cut out the badge and definition or only the badge for your classroom word wall

## The Power of Words–The Power of Comments

- Objective**
- Student is able to distinguish appropriate online sharing behaviors.
  - Student is able to distinguish appropriate behavior when commenting on the Internet.

### Differentiated Activity



### Materials

3 Sample webposts,  
Scissors, Tape, Post-its, Pens/pencils

### Activity Description

- 1 Print out sample Internet posts.
- 2 Tape the three posts on to a wall making sure to give them space.
- 3 Give each student 2 yellow post-its and a pencil.
- 4 Instruct students to use the yellow post-its to comment on one of the three webposts on the wall.
- 5 Have students walk around and see webposts on wall and stick their comments on the webpost they find most interesting.
- 6 After everyone has posted a comment have students walk around to read all the comments.
- 7 Now hand out 2 more post-its and ask students to respond to 2 comments by placing the post-it on the bottom edge of the yellow post-it to serve as a reply to a comment.

- 8 Discuss as group which comments are fine and which are harmful or inappropriate.

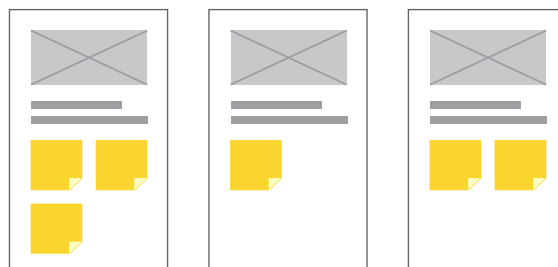


### Relevant Vocabulary

- Thread:** A specific flow of conversation on the Internet
- Flame War:** Hostile and negative commenting between particular people online
- Flagged:** Online content identified as inappropriate or offensive



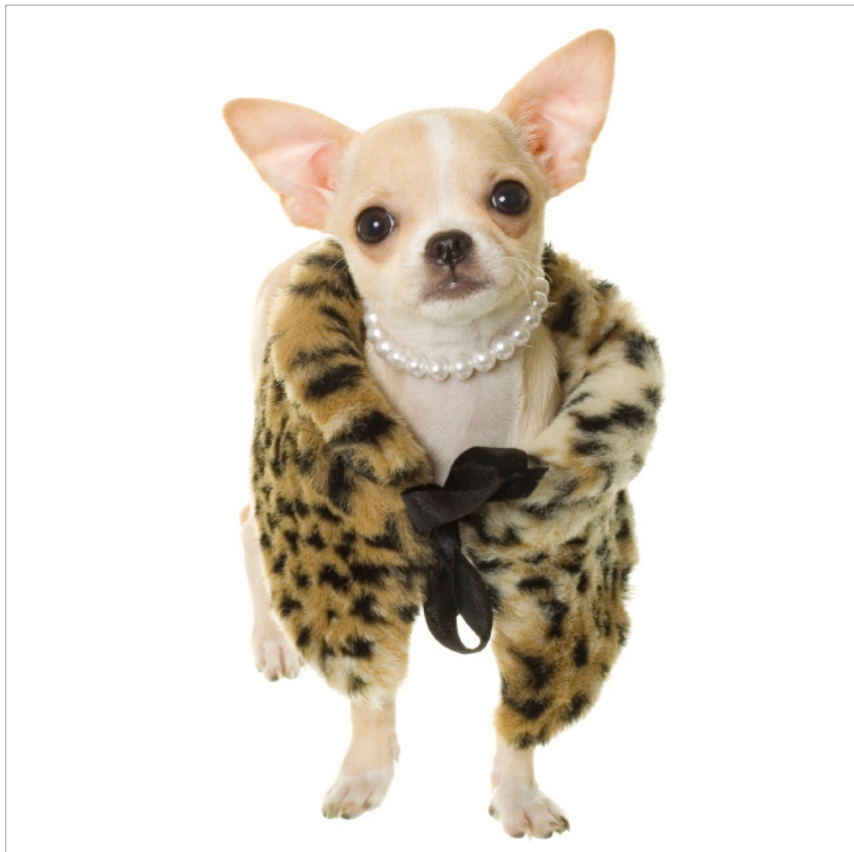
Please refer to your supplemental guide for support on reinforcement and prompting.





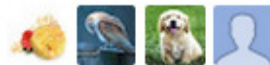
**Dogslover**  
Dogs - 2:52PM

**This pooch is top dog!**



+31

↪ 2



Add a comment...



**Robert Moser**

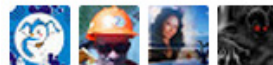
Aug 26, 2013

## Tactics to stop bullying



+89

6



Add a comment...



Melanie Kream

Aug 17, 2013

## Protests in the Middle East Continue



+4



Add a comment...

## Public vs Private Information

**Objective** Student is able to distinguish appropriate online sharing behaviors.

### Differentiated Activity

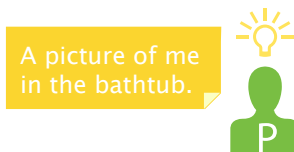



### Materials


- 1 Private information sheet,
- 1 Public information sheet,
- 12 Example prompts, Post-its, Pens/pencils

### Activity Description

- 1 Tape each piece of 8.5 x 11 paper to opposite walls in the room.
- 2 Have the students line up in the center of the classroom.
- 3 One by one they select a post-it from the pile that is placed on a desk at the front of the room.
- 4 Each reads aloud the words on the post-it (or someone else does) and they then have to move to the appropriate side of the room based on whether it's public or private information.  
For example: "A picture of me in the bathtub." Public or private?
- 5 Class twinkles fingers above their heads if they agree and stomp feet if they disagree.



 Please refer to your supplemental guide for support on reinforcement and prompting.

 The facilitator can write the following examples before-hand (to save paper) or cut out the prompt cards and stack them one on top of the other for the students to select.



## Units 5. Sharing\_Example Prompts

Suggested prompts for the students to respond to:

My phone number

A comment about a popular movie on a website

My negative opinion about a pop star

My home address

A picture of me and my classmates at school

What I had for lunch today

A secret I told my mother

A picture of me and my friends in bathing suits

A video of a dog riding a surfboard

Posting a comment saying that someone is ugly

Posting a picture of a drawing I made

The art museum's address



# Public Information

# Private Information