

Choice Boards

Grade 6

Learning Goals

By the end of this lesson, students will be able to:

- apply creative and critical thinking skills and communication skills (e.g., assertiveness and refusal skills) to manage conflicts related to cyberbullying and make informed decisions that demonstrate respect for themselves and others
- identify people and community resources that can provide support when dealing with cyberbullying and addictive behaviours like playing too many video games
- demonstrate an understanding of safety practices and appropriate procedures for responding to cyberbullying to make a safer online school community
- produce a media text for a specific purpose and audience, using appropriate forms, conventions, and techniques from various sources, such as magazines, the Internet, newspapers, or textbooks.

Facility

Classroom

Equipment List

- Variety of supplies/materials relating to student choice board activities
-  [Teacher Resource 8: Internet Safety Anecdotal Recording Chart](#)
-  [Teacher Resource 12: Choice Board Rubric](#)
-  [Student Resource 14: Thinking Map](#)
-  [Student Resource 15: Choice Board](#)

Minds On

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Share and clarify the lesson Learning Goals with the class in a large group discussion.

Using the Think Pair Share Square Strategy (See Notes to Teacher) ask students to think individually about decisions that the characters in the Connect[ED] Grade 6 video episode: Creating a Safer Online Community made related to Internet Safety and cyberbullying. The questions listed below could guide students' self reflections. Consider using Student Resource 14: Thinking Map as a support to guide student reflections.

Reflection Questions:

1. What are some things you should do to communicate safely and clearly when using technology? (e.g., maximize security features on online profile pages, guard your private information online, be direct and honest in what you say and do)
2. How can you get help if you find yourself in trouble online? (e.g., tell a trusted adult, call Kids Help Phone, or www.cybertip.ca)
3. What process will help if you have a difficult decision to make? (follow the decision-making model – identify the problem, choose and evaluate alternatives, make a decision and then implement that decision)
4. What is an example of social bullying? (e.g., excluding someone from a group) Physical bullying? (e.g., pushing, kicking) Verbal bullying? (e.g., name calling)
5. If you are a bystander and you see bullying online, what can you do? (e.g., tell a trusted adult or call Kids Help Phone)
6. If a friend told you they had a secret that they were being socially/physically or verbally bullied, what could you do? (e.g., tell a trusted adult)
7. How can you contribute to a safer online school community (e.g., follow the rules of netiquette, cybercivics and Internet safety)

Once students have had time to gather their thoughts, have students share their ideas with an elbow partner and begin to compile a list of responses. Finally, have pairs square up with another pair to compare and contrast their list.

A&E - Minds On

Teacher observation and feedback of students' ability to demonstrate an understanding of safety practices and appropriate procedures for responding to cyberbullying to make a safer online school community and to apply creative and critical thinking skills and communication skills to manage conflict using Teacher Resource 8: Internet Safety Anecdotal Recording Chart

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Action

Distribute Student Resource 15: Choice Board to individual students. Using direct instruction, explain that students are to work individually to complete one of the assignments from the Choice Board, and that their choice of assignment should be based on their strengths as learners (i.e., visual, auditory, or kinesthetic).

Explain to students that they will be evaluated on the content addressed in their final product and not on the appearance or mode of presentation. Clarify and discuss the expectations at the top of Student Resource 15: Choice Board. Explain to students that their final product must include the specified criteria. Remind students to refer back to previous lesson activities to review the content they may need to include in their activity.

Using the lesson Learning Goals and overall expectations as a guide, review the success criteria for the Connect[ED] Choice Board (see Teacher Resource 12: Choice Board Rubric). Record criteria using student friendly language on poster paper for students to refer to as they create their culminating task. Ensure all areas of Teacher Resource 12: Choice Board Rubric are addressed.

Share with students a possible example of culminating tasks: "Diary Entry".

Teacher prompt: "If I was doing this project and identified myself as a visual learner (someone who prefers reading or seeing it) I might choose to create the product of a Diary Entry because I would prefer to create a written response (diary entry). Based on the product expectations at the top of Student Resource 15: Choice Board, I might write my entry as a student who has been bullied on the computer by students they know from their school. I would discuss how the cyberbullying affects me, and I would use critical thinking skills to come up with appropriate solutions that I could use to help solve my problem. Finally, I would provide some recommendations of how this problem can be addressed at home, at school and in my community."

Allow students to work for the remainder of the class time to ensure adequate completion of the task. Note that where time does not permit, lesson action and consolidation will take place in a future lesson, so some time adjustments may be required. See Notes to Teacher for additional information.

Have students demonstrate their understanding using the Thumbs Up Strategy (see Notes to Teacher). If students demonstrate thumbs down, work with students in a small group or individually to clarify the task and/or answer student questions.

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A&E - Action

Teacher observation of media product using Teacher Resource 12: Choice Board Rubric observing students understanding of risks and making safe decisions in a variety of situations and their ability to make connections with how their actions can contribute to a safer online school community

Consolidation

It is suggested that the lesson consolidation take place during a separate Health Class to allow the students ample time to complete Student Resource 15: Choice Board.

Using presentation format, have the students share their selection from Student Resource 15: Choice Board. Where possible, arrange for class guests to attend as well; for example, Principal, Vice Principal, parents/guardians, or additional classes.

Optional: Prior to leaving class, have students complete and submit an Exit Card with three points/statements linked to the success criteria (e.g., what I learned, what I need to learn more about, what is my next step?).

A&E - Consolidation

Teacher observation and feedback of students' ability to demonstrate their application and understanding of the success criteria using Teacher Resource 12: Choice Board Rubric

Ideas for Extension

Have the students select a second option from the Student Resource 15: Choice Board to complete. Students can present their final products to other classes.

Put the student's creations from Student Resource 15: Choice Board on display for other classes to see (e.g., as part of a bulletin board display or carousel).

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Next Steps

Students will work on a consolidating activity that will help them to apply the knowledge they have acquired from the Connect[ED] video, Grade 6 Episode: Creating a Safer Online Community to the world around them.

Notes to Teacher

Thumbs Up Strategy

Students self assess their knowledge and understanding of the task by identifying thumbs up – I understand completely, thumbs down – I do not understand at all and thumbs sideways – I somewhat understand, but could use more clarification.

Think Pair Share Square

Students think about a topic/question by themselves, pair up with a partner and share their ideas, and then join another pair and discuss similarities and differences between each of the student's ideas.

Additional Resources

For additional resources and websites please see the Additional Teacher Supports section of the Connect[ED] website.

Choice Boards

Choice Boards are common differentiated instruction tools used to provide students with a choice of culminating task. Students will select one task from the board to complete. Students require clear assessment criteria to be developed and shared prior to engaging in the task. Assessment will be on the student's demonstrated knowledge and understanding, application, and communication of the content (essential understandings), and not on the mode of presentation/product.

- For effective student use of Choice Boards, students should be aware of their strengths and preferences. Consider using Multiple Intelligence surveys to help students learn about their personal learning style.
- Consider creating a permanent Choice Board for use in other content areas.
- Consider integrating expectations from The Arts curriculum and assessing students' product for the

Lesson 4 of 4

30 minutes

Curriculum expectations: C1.2, C2.3, C3.2, C2.6, 1.3, 1.5

Topics: Healthy Living

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elements of Art (visual, music, drama, dance) and media.

- Note: Some students may find it difficult to complete the activity in the action portion of this lesson independently. To accommodate these students, consider strategic pairing, or accommodations such as scribing, computer use, or additional time as required to ensure student success in the culminating task of this unit.