



# Bridging the Digital Divide

Name: **Christy Boyd**

School:

# Central Valley Christian

## *7th Grade Science*





Teaching *for*  
**TRANSFORMATION**



## Deep Hope:

My deep hope is that we will think and act like scientists to make sense of God's creation and work together to find solutions to problems so we can do His Kingdom work both ***Now and Later.***





Teaching *for*  
**TRANSFORMATION**

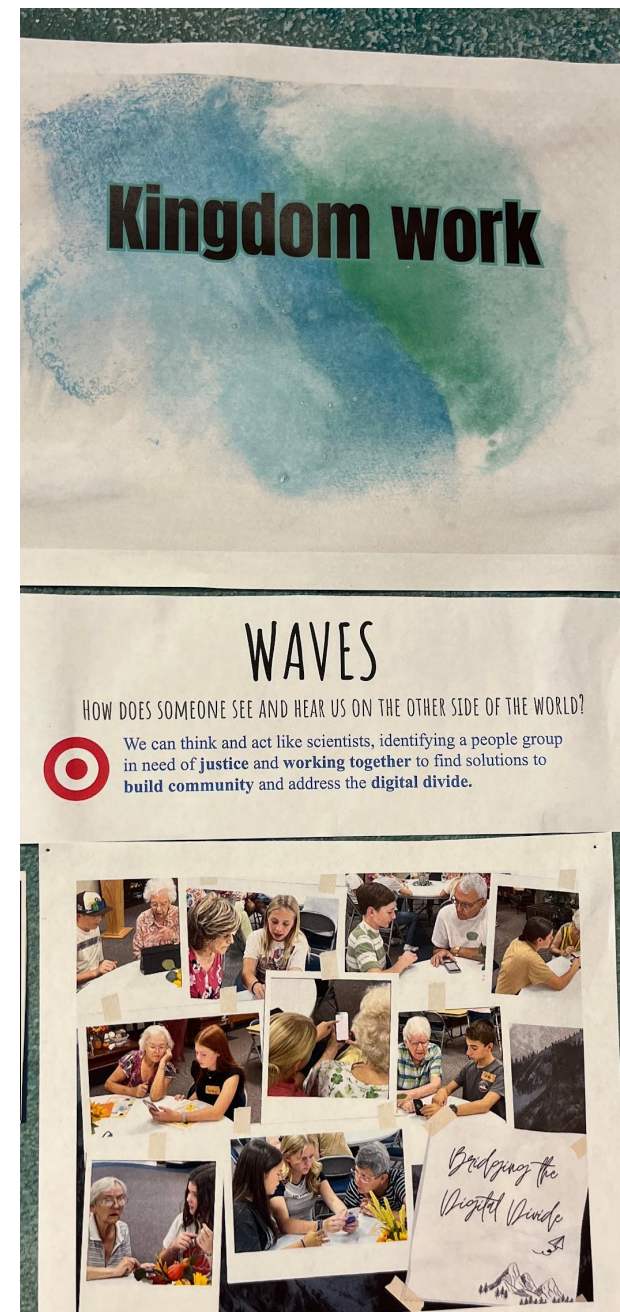
## Storyline: Now and Later

My hope for this FLEx is that my students will be excited to apply what they've learned to real-life solutions for real people. Through this process, they will begin to understand their role in God's Story using science, both ***Now and Later.***



## Long Term Learning Target:

- 🎯 We can think and act like scientists, identifying a people group in need of **justice** and **work together** to find solutions, to **build community**, and address the **digital divide**.







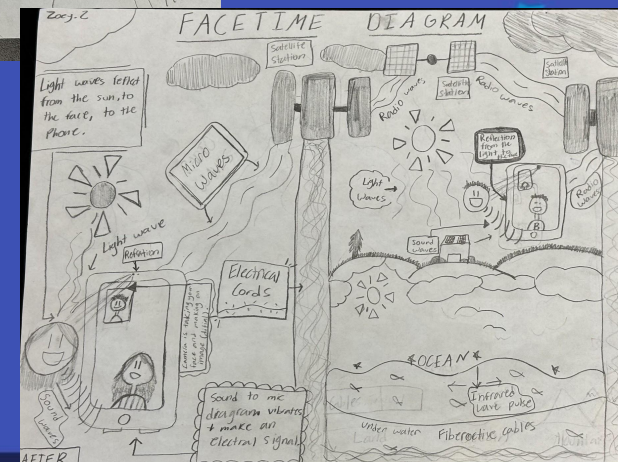
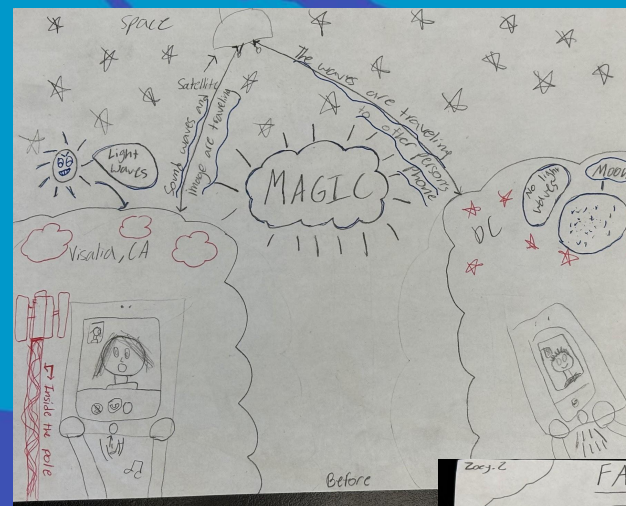
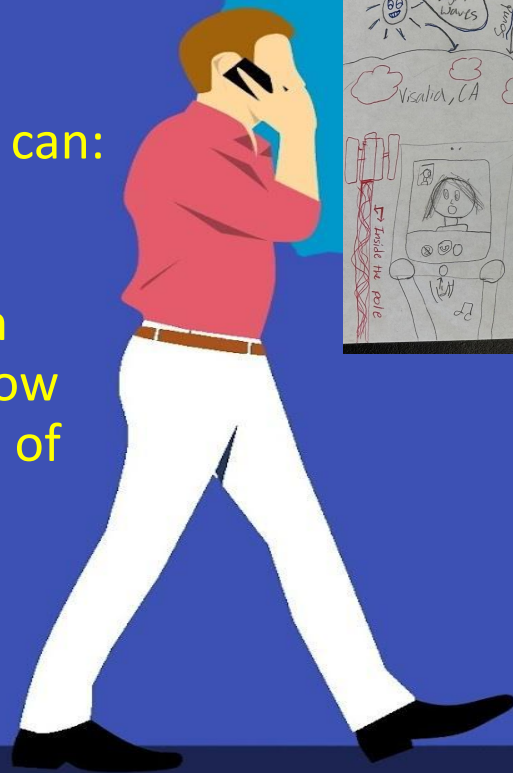
Teaching *for*  
**TRANSFORMATION**

## Curricular Outcomes

# Waves Unit: How does someone on the other side of the world see and hear you?

This **FLEx** met the NGSS - MS-ETS1-2

Students who demonstrate understanding can: identify a problem to be solved, share questions (about criteria/constraints) and evaluate competing design solutions. Then using a systematic process to determine how well they meet the criteria and constraints of the problem



## Curricular Outcomes:

Students discover more about the digital divide and why it's an important social issue. They discuss the digital divide and research one aspect of the problem and a potential solution.

They create a social media post to communicate their key discoveries.

This learning goal supports students in using elements in the following standards:

- **Constructing Explanations and Designing Solutions**
- **Systems and System Models**



Student's Work of Social Media Post

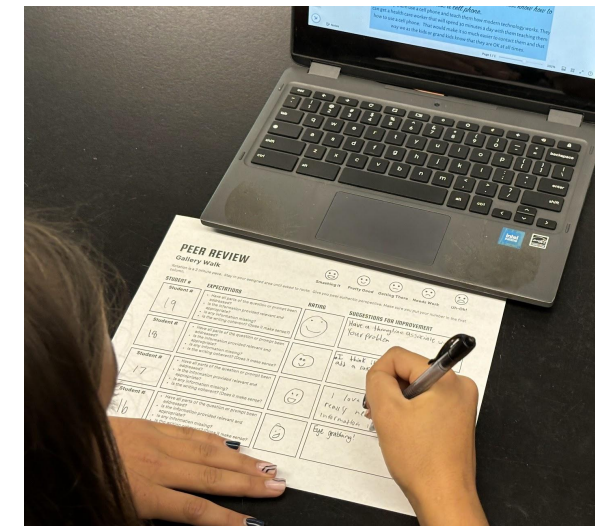
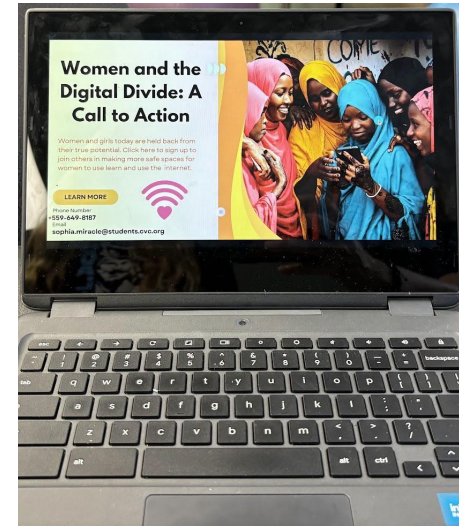


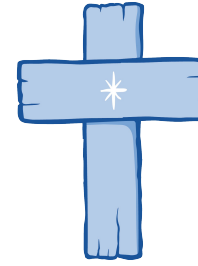
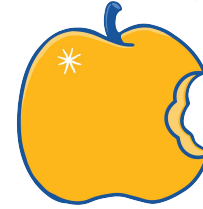
## Habits of Learning:

During this FLEx students were **gracious communicators** as they answered questions and shared their knowledge to bridge the digital divide.

Students engaged in **curious thinking** as they researched and learned about the social impact of the digital divide.

They **joyfully collaborated** during a gallery walk to give warm and cool feedback to their classmates regarding their social media posts.





## See God's Story:

We are created to be in community. One of the biggest problems created by the digital divide is the severed communication between vulnerable people groups around the world. By learning more about how digital communication systems work and identifying this issue, we are able to investigate solutions to the digital divide and help restore the ability for vulnerable populations to be connected to the larger global community in important ways.





Teaching *for*  
**TRANSFORMATION**



## Justice Seeking



## Community Building

## Throughlines:

**Justice Seeking:** Students practiced being justice seekers as they identified populations that were vulnerable to the digital divide, including those in rural areas, individuals affected by natural disasters, the elderly, individuals with special needs, poverty, and more.

**Community Building:** Students were community builders as they identified a specific group of people in our community (residents at Sierra Village) that they could meet with and teach about using digital tools and devices.

## FLEx: “Real Work, Real Need, Real People”

The digital divide is caused by multiple issues including:

- Lack of access to technology
- Limited digital literacy
- Fear or resistance to learning new tools







## Real needs

### 61% of seniors say they need help setting up or learning to use new devices

(Source: Pew Research)

Many elderly people feel left behind in a tech-driven world.

Tasks like texting, video calling, or using health apps can feel overwhelming.



Social media post by the student pictured – real work, real voice.



## Real People, Real Work

Our students didn't just learn *about* the problem—they met it head-on. They came up with the idea to work with residents at a retirement home in our community, Sierra Village.

- They listened patiently.
- They broke down tech language into everyday terms.
- They offered encouragement, not just instructions.



**They became solution seekers and compassionate listeners.**



## FLEx: “Real Work, Real Need, Real People”



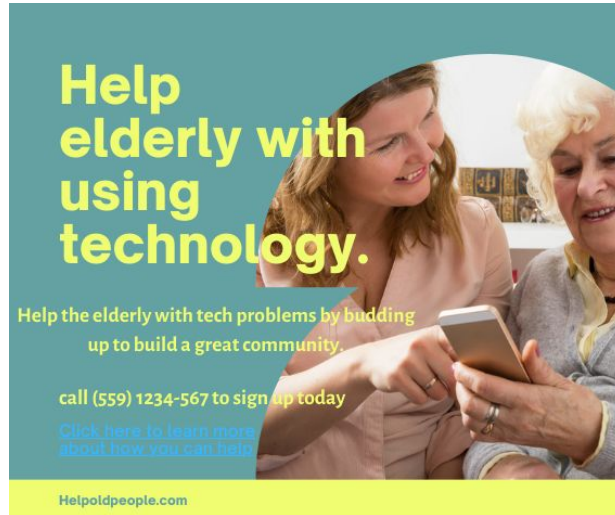
Wed, Oct 9 at 11:16 AM

Hello friend. My student Jax is wondering if all is well with your phone. He was concerned.

My phone is ok - I did have to ask daughter to unlock because I had forgotten. As I age I forget a lot. Tell Jax he did great but I need to use so I won't forget. Sorry - see you soon!



## INVITE



Students were invited into this FLEx in a few ways. First, we investigated a story from Tonga about a people group who lost cell range when an underwater volcano erupted. We then explored how the world is connected to digital resources via underground networks, and were introduced to the problem of the digital divide.

I also shared my own personal story of having elderly family members who are affected by the digital divide.



## NURTURE

**By listening to real questions, students gained more than tech knowledge:**

- They developed empathy and insight into barriers others face.
- They recognized that small problems (to them) were big obstacles (to others).
- They felt the joy of making someone feel seen and capable.

Students were then nurtured to look at scriptures revolving around justice seeking and building community, and connected these Throughlines with their learning around the digital divide.





Teaching *for*  
**TRANSFORMATION**

## EMPOWER

**They were empowered to take action.**

They embraced the FLEx as *their* work, not an assignment. Students in one class said “Mrs. Boyd we should do this, for real.”

They partnered with elderly residents at Sierra Village, and conducted an afternoon learning session teaching residents how to use their digital devices.







Teaching *for*  
**TRANSFORMATION**

## Student Reflections:



"From this experience, I learned that even next door to me there are a lot of people who don't know how to use technology, so that means there are people around the world that don't know how to use it, and I feel like we need to help them too."

"I have a feeling that we should be doing more with the digital divide because it's actually a bigger problem than I thought."

"I taught my buddy things I don't remember learning."

"We should do this again!"



## Teacher Reflection:

I knew this lesson addressed real work and real needs—watching my mom struggle digitally made that clear. But I didn't anticipate the impact. Committing to the process revealed my own 'aha' moments. That day I watched community build between young teens and their much older buddies. Before TfT, I struggled to meaningfully connect scripture to my lessons. Now, through TfT's framework, my students and I are empowered to actively live in God's Story—working together and using our gifts and talents to help others. It's exciting to see them engaging in kingdom work now, and my hope is that they will continue to seek ways to use their abilities, time, and gifts to serve throughout their lives.

## Additional Information to tell the story:

- [Link](#) to the video story

### The **D1GITAL D1VIDE**



ARE YOU A SENIOR CITIZEN STRUGGLING  
TO KEEP UP WITH THE FAST-PACED  
WORLD OF TECHNOLOGY?

#### DEEP HOPE

Just like in Mrs. Boyd's deep hope we can further God's kingdom and be kingdom workers by helping the elderly learn how to use and understand modern technology. This is important and fair for them to know because technology is used so much now a days and they can use it for communication.

Click here to  
learn more!!







Teaching *for*  
**TRANSFORMATION**

# Checklist for website publication

As part of our ongoing curation of TfT stories, we invite you to prepare your TfT story for inclusion on our website! Please complete the checklist (right) and email your PowerPoint to your school designer. Please include your information below so we can reach out to you with questions, should they arise.

Name: Christy Boyd

Email: cboyd@cvc.org

School: Central Valley Christain middle school

## Overall:

- ☐ Story is easily understood by someone not familiar with it.
- ☐ Permission for student names/photos to be shared throughout TfT network
- ☐ Spelling/grammar/sentence structure
- ☐ Links are active (and are linked to items that can be shared throughout TfT network)
- ☐ Photos & artifacts included and plentiful; photos and student reflections are used to tell the story

## Slides include:

- ☐ Deep Hope
- ☐ Long Term Targets
- ☐ Curricular Outcomes
- ☐ Habits of Learning
- ☐ See God's Story
- ☐ Storyline
- ☐ Throughlines
- ☐ FLEx
  - ☐ Includes real work, real needs, real people
  - ☐ Involves "top 3 tier" real people
  - ☐ Tied to curricular outcomes
- ☐ Invite
- ☐ Nurture
- ☐ Empower
- ☐ Student Reflection
- ☐ Teacher Reflection