

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR 8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).

- (a) View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).

Key Understandings: ('I Can' statements)

- I can distinguish between appropriate and inappropriate ways to communicate and interact with others in digital spaces.
- I can demonstrate respect for diverse perspectives and opinions in online discussions.
- I can describe the importance of safeguarding my personal information online and apply strategies to protect my privacy.
- I can analyze digital information for reliability and credibility, considering the source, authority, and evidence.

Essential or Key Questions:

- What are examples of respectful and positive communication in digital spaces?
- How can you differentiate between appropriate and inappropriate ways to interact with others online?
- Why is it important to consider the tone and language used in digital communication?
- How can you contribute to creating an inclusive and respectful online community?
- How do privacy settings on social media platforms contribute to safeguarding personal information?

Prerequisite Learning:

- Writing skills being able to write while listening
- Share ideas with classmates

Instructional Strategies:

- Interactive discussion
- Exit ticket (worksheet)
- Peer teaching

Stage 2: Determine Evidence for Assessing Learning

Formative assessment:

Human or Brain Drain- Exit Slip

- Read scenario and answer questions
- Fill in the T chart

Stage 3: Build a Learning Plan


Set (Engagement): Introduction to digital citizenship

Length of Time: 7

I will start the lesson by introducing the topic of digital citizenship and have a discussion about students cell phone usage and share a story from when I was their age. We will then look the picture I have in the second slide and get students to discuss the picture and questions on slide with their desk partners, then I will ask some groups to share with class (5) minutes

Development

Length of Time: 20 minutes

I will then introduce the topic of what a habit is, I will then play a video  Teen Voices: The Pressure to Stay Connected that talks about teens and their habits with their social media. After watching the video I will present questions on the board and the students have to turn back to their desk partners and discuss the questions for (3 minutes) and then we will come back as a group and discuss all together and have some groups share their answers. (5 minutes)

I will then explain the addictive side and some of the aspects that we are addicted too. I will then talk about the human design and how some aspects digital time can be good for us as well. I will go over some features and examples.

Learning Closure:

Length of Time: 13 minutes

I will then go over the worksheet that I will be handing out, I will go over part 1 and part 2 and give and give the students an example for part 1 and part 2 so they get an idea on what to do. I will then hand out the handout to the students and get students to start working on the handout individually. As the students are walking around I will help the ones who need it. When students are done they will hand in the handout back to me.

Materials/Resources:

- Handout
- Youtube video [Teen Voices: The Pressure to Stay Connected](#)
- pencil

Management Strategies:

- Class discussion
- Think pair-share
- Clear expectations
- Time management
- Signal for attention
- Visuals
- Class discussions
- slideshow

Safety Considerations:

- Inclusive language
- sensitive topics
- cultural sensitivity
- Monitoring group discussions

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)