



Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

<b>Grade(s):</b> 4-6	<b>Date(s):</b>	<b>Duration:</b> 1 week	<b>Lesson Topic/Title:</b> Digital Identity
<b>Subjects:</b> English Language Arts, ADST, Arts Education		<b>Number of Students:</b> 25	
<b>Big Ideas:</b>  Overarching Big Idea: Learning requires exploration of one's identity.  Curriculum big ideas: ELA - Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. Arts - Engaging in creative expression and experiences expands people's sense of identity and belonging. ADST - Complex tasks may require multiple tools and technologies. Social Studies - Stories and traditions about ourselves reflect who we are and where we are from.			
<b>Curricular</b>  <b>Competencies:</b> ELA <ul style="list-style-type: none"><li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</li><li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.</li></ul>			

- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

Art

- Explore relationships between identity, place, culture, society, and belonging through the arts.
- Interpret and communicate ideas using symbols and elements to express meaning through the arts.

ADST (Applied Design, Skills, and Technologies)

- Identify and use sources of information to construct a first version of the product or a prototype, as appropriate, making changes to tools, materials, and procedures as needed.
- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task.

Social Studies

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

**Content Objectives**

<b>General Objectives:</b>	<b>Specific Objectives:</b>
<ul style="list-style-type: none"> <li>● Understanding the terms “identity” and “digital identity”</li> <li>● Conceptualizing and communicate who they are through their digital identities</li> <li>● Work independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>● Start thinking about their digital identities</li> <li>● Reflect on how their digital identities represent them</li> <li>● Reflect and plan on developing their digital identities</li> <li>● Use various technologies to communicate their digital identities</li> <li>● Communicate their identities and digital identities through oral storytelling</li> </ul>

**21st CENTURY COMPETENCIES:** *Which COMPETENCIES will be addressed and how?* Critical thinking and Problem Solving/Creativity and Innovation/ Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Critical Thinking and Problem Solving

- Through thoughtful discussions and exploration, students will develop skills such as information evaluation and decision-making, fostering their critical thinking ability.
- By researching specific digital issues students will be addressing challenges and dilemmas related to technology and the online world and creating positive solutions.

### Creativity and Innovation

- Engage in self-exploration and creativity through designing their own avatars
- Use creative and thoughtful decisions about what to incorporate when creating their digital identity mind maps

### Collaboration

- Working together to develop a solution to a digital issue will promote teamwork, accountability, and the understanding that each member's contributions are essential to the overall success of the assignment
- Participate in small group and whole class discussions to co-construct knowledge

### Communication

- Utilize effective communication strategies through active listening and responding to others.
- Make constructive comments when giving feedback to peers.

### Global Citizenship

- Start to understand how their digital identities may be influenced by local and global communities.
- Understand that their identities (offline and online) are often extensions of their races, cultures, families, religions, gender identities, and expressions.

### Metacognition and Reflection

- Continue to reflect on who they are and how they present themselves in offline and online environments.
- Participate in self-assessment and peer-evaluation activities to reflect on the topic.

### **LEARNING GOAL(S)** I can... I will....

#### I can statements:

- I can describe different aspects of my identity.
- I can contribute purposefully to discussions and conversations.
- I can show understanding and control of the forms and technologies I use.
- I can be an active listener and speaker through sharing and connecting with others respectfully.
- I can recognize that creative ideas are often a form of self-expression.
- I can use elements of oral storytelling to communicate who I am.

I will statements:

- I will use critical thinking to analyze and reflect on creative ideas.
- I will use creative thinking to generate new ideas and to problem-solve.
- I will explore and engage with materials and sources to develop and carry out plans.
- I will reflect on my identity, how my identity is created, and how my identity can change online.

**PRIOR KNOWLEDGE** *Prior to this lesson, students will be able to...*

Prior to this lesson, students should have a good understanding of the importance of oral storytelling and be able to tell their personal stories. They should have basic technology skills, such as taking photos, typing, and uploading files to certain platforms.

**Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-**

- Embed elements of First Peoples Principles of Learning in the lesson, emphasizing “Learning requires exploration of one’s identity.”
- Use inclusive language, images, and signage to represent and include diverse groups.
- Providing alternative formats or accommodations for students with diverse needs, e.g., providing audio recordings for instructions.
- Provide opportunities for students to research, create, and share digital content that reflects their own cultural backgrounds and addresses digital citizenship topics.
- Include class discussions that will explore intersections of identities.
- Ensure multimodal accommodations and modifications are provided for students (eg., audio, tools, materials, physical layout).
- Select and use resources that align with the EDIDA frameworks.
- Use gender-neutral and culturally responsive languages and signages.
- Ensure that all students have equal opportunities to participate and contribute during the lesson by offering whole class discussion, self-reflection, and small group discussion.
- Encourage diverse perspectives by actively seeking input from students of different backgrounds and experiences.
- Promote a safe learning environment by avoiding assumptions and stereotypes, and fostering a classroom culture that values fairness and equal respect for all students.
- Use resources, such as articles, videos, or interactive media, that represent a wide range of cultural perspectives on digital identities.
- Connect the concept of digital identity to students’ cultural, gender, and personal identities.
- Explore how Indigenous communities approach and understand digital technologies, connectivity, and community building in ways that respect their cultural practices and traditions.

- Provide opportunities for students to research, create, and share digital content that reflects their own cultural backgrounds and addresses digital citizenship topics
- Consider diverse learning styles and provide options for students to engage with the lesson content in different ways (e.g., written, verbal, visual)

**DIFFERENTIATED INSTRUCTION** *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

**Materials:**

- Use supplementary materials to support diverse needs (e.g., audio recordings of instruction).
- Provide a wide range of materials for the maker challenge.

**Delivery:**

- Guide and scaffold students through the lesson.
- Provide choices (no-tech, low-tech, and high-tech) to complete assignments and challenges.
- Include multimodal and multimedia materials in the instructions.
- Encourage participation of all students through having individual, small-group, and large-group discussions.

**Outcome:**

- Vary formative assessment methods during the lesson (e.g., think-pair-share, learning journal).
- Offer a low-entry high-ceiling activity as the maker challenge.
- Provide students with no-tech, low-tech, and high-tech options for completing the maker challenge.

**Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)**

**Pacing:**

- Extend time whenever necessary

**Environment:**

- Allow preferential seating
- Provide alternative workspace
- Label all materials clearly for easy access

### Reinforcement & Follow Through:

- Check in with students frequently for understanding
- Use positive reinforcement
- Plan cooperative learning experiences through sharing and group projects
- Provide immediate feedback
- Have students repeat directions

### Assignments:

- Include multiple entry points for students
- Use alternate assignments (through no-tech, low-tech, and high-tech options)
- Scaffold student learning by giving directions in small, distinct steps
- Lower assignment difficulty levels for language learners and students with special needs
- Reduce workload wherever necessary
- Provide visual and audio instructions through a QR code
- Adapt worksheets

### Presentation of Subject Material

- Use individual/small group instruction
- Simplify language for language learners
- Tape lectures for playback (if possible)
- Use graphic organizers
- Pre-teach vocabulary by giving students a list of vocabulary

### Materials:

- Use supplementary materials
- Give assistance in note taking
- Use Google Translate to translate materials
- Allow use of computer/word process
- Allow students to use speech text app for note-taking and assignments
- Have multiple means of access to tools, technology, and materials (e.g., use iPad or laptop, different writing utensils)

### Assessment & Grading:

- Create alternative assessment
- Strength-based assessment and feedback

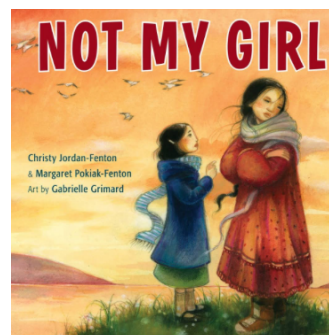
**MATERIALS:**

No-technology materials: learning journal, paper, scissors, tape, cardboard, pens, markers, fabric, needles, paint, paintbrushes, modeling clay, crayons, glue, recycled materials, hot glue gun, natural materials, books

Technology: iPads and/or laptops, projector, Wi-Fi, mind mapping software, Minecraft Education, QR code generator, Podcast, document projector, menti.com (word cloud generator), Google Form, avatar creation apps/software

**INTRODUCTION/MINDS-ON**

- Read “Not My Girl” by Margaret Podiak- Fenton (author recording at: <https://www.teachingbooks.net/tb.cgi?tid=40222>) (video at <https://youtu.be/A5BBI2s-JX0> )
- Discuss the following questions as a class:
  - Why did Olemaun’s mother say “Not my girl!” when she first saw her daughter after Olemaun returned from two years at residential school?
  - How did Olemaun regain her sense of belonging and identity?
  - What did we learn about Olemaun’s identity?
  - How is her identity affected by her indigenous roots?
  - How is her identity affected by her residential school experience?



**CRITICAL GUIDING QUESTIONS:**

**Loss of identity**

- How are our identities formed?
- Can we “forget” or “lose” our identities?
- How do we lose our identities?
- When are you not you?
- What would someone remove from you if they wanted to take away your identity?

**ACTION-LEARNING EXPERIENCES:**


**A) EXPERIENCE 1 (Provocation/Challenge)**

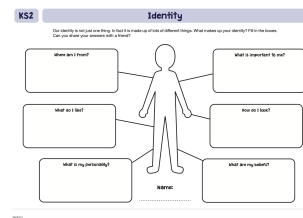
**What makes our identities?**

**CRITICAL GUIDING QUESTIONS:**

**A) What makes our identities?**

- What makes us us?
- What makes our identities?

- Think-Pair-Share:
  - What does the word “identity” mean to you?
  - What kind of things or factors contribute to your identity?
- Watch  Identity Explained for Children | Pop'n'Oilly | Oilly Pike [CC] at <https://youtu.be/eRzRAh2M2Ao>
- Whole class discussion:
  - What parts of our identity are important? What parts are not as important?
  - What parts of our identity stay the same throughout our whole lives? What parts of our identity might change?
- Ask students to write down 10 things that shape their identities in their learning journals.
- Choose the 3 most important things that shape our identities and enter the Mentimeter word cloud generator.
  - Go to [menti.com](https://www.menti.com)
  - Enter the code: 48872267
- As a class, look at the word cloud generated. Discuss what are the most important ones (the bigger phrases in the word cloud). Is there anything surprising?
- Ask students to fill out the “Identity” diagram (refer to Appendix 1, retrieved from Popnolly.com at [https://www.popnolly.com/files/ugd/e90f1e\\_99523ca684ea4392982e6fdd65a605f1.pdf](https://www.popnolly.com/files/ugd/e90f1e_99523ca684ea4392982e6fdd65a605f1.pdf)).
- Extension activity: based on the identity diagram, design an avatar that you may use online.
  - Low tech: Use markers/pencils/crayons to draw your avatar on a piece of paper.
  - Low tech: Use an avatar creation app, such as Bitmoji and Avatoon to create your avatar.
  - High tech: Use a web-based avatar creator, such as Second Life and Avatar Maker, to create your avatar.
- Optional: Share this page to show some avatars designed by children.
- Share your avatar by uploading a picture of your avatar to the class Padlet. Write one paragraph to describe your avatar.




- What parts of our identities will stay the same? What parts of our identities may change? Why?
- What parts of our identities are important? What parts are not as important?

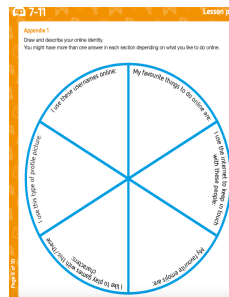


- Extension reading:  
<https://www.cbc.ca/kidsnews/post/this-kid-couldnt-find-an-avatar-that-looked-like-him-so-he-helped-create-on>

## B) EXPERIENCE 2 (Provocation/Challenge)

### Who am I online?

- Watch:  Wellbeing For Children: Identity And Values at <https://www.youtube.com/watch?v=om3INBWfoxY>
- Remind students that we are going to focus on the online parts of their identity.
- In small groups, discuss
  - What is digital identity?
  - How do our digital identities represent us?
  - What are some factors that shape our digital identities?
  - Are there any overlapping ones with offline identities?
  - How do our offline identities affect our digital identities?
- Ask students to draw and describe their online identities by completing the Online Identity Wheel (refer to Appendix 2)
- Once students have completed them, collect the forms and cover the names on the form. Use a document projector and project the forms on the whiteboard. Ask students to guess who owns the online identity.



## C) EXPERIENCE 3 (Provocation/Challenge)


### Maker Challenge: Digital Identity Mind Map

## B) Who am I online?

- How do your offline and online identities represent you?
- What is digital identity?
- How do our digital identities represent us?
- What are some factors that shape our digital identities?
- Are there any overlapping ones with offline identities?
- How do our offline identities affect our digital identities?

## C) Digital Identity Mind Map

- How am I representing myself through my digital identity?

Watch:  What is Digital Identity? at <https://www.youtube.com/watch?v=OGV50Ba938I> Explain to students that they will be creating a mind map for their digital identities.

Criteria:

- List the online platforms or social media that you use both at home and in school (e.g., Instagram, Snapchat, Twitter, Prodigy, IXL, Reading A-Z, Blookiet, Kahoot) in your learning journal
- Create a digital identity mind map to represent these digital profiles.
- Examine and list the qualities and traits that you have displayed for each social media or platform
- Reflect on these questions:
  - Why do I want to use this account?
  - How often do I visit this platform?
  - What is my avatar for this platform?
  - What are my goals for this digital identity?
  - Does this digital image represent who I am right now?
  - Do I want to change this digital identity?
- Mind map creation formats:
  - No-tech: create a diorama of your mind map using recycled material, or draw it out on a piece of paper.
  - Low-tech: create a drawing or a diorama of your mind map, and record yourself using Podcast or Green Screen.
  - High-tech: create a digital mind map with images, audio, and/or videos using online mind mapping software, such as Canva, Mirror, Genial.ly, and MindMeister.
- Present your mind map to the class.
  - No-tech: present your mind map in front of the class.
  - Low-tech: present your mind map through recorded podcasts or audio.
  - High-tech: present your mind map through video recordings, using software such as Green Screen or iMovie
- Complete a self-reflection on Google Forms at:  
[https://docs.google.com/forms/d/e/1FAIpQLSfR7yhDvBG2f0EBO48XGeQ21bptPB7eqs1s\\_6qV-78CwNctmg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfR7yhDvBG2f0EBO48XGeQ21bptPB7eqs1s_6qV-78CwNctmg/viewform)

- How do others view me from my digital identities?

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**CONSOLIDATION/CONCLUSION:**

Students will share their maker challenges with the whole class or in small groups. If most students agree to be videotaped, the teacher will upload their videos into Flip (formerly Flip Grid). Students can leave constructive feedback for others' presentations.

**CRITICAL GUIDING QUESTIONS:**

What is my digital identity?

How do my cultural background, interests, family, and community affect my online identity?

During the design process, what were some ah-ha moments?

What will you do differently next time?

After viewing or listening to all the maker challenges, what are you inspired to try?

**ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE**

- Diagnostic assessment:
- Learning journal
  - Class discussion during the introduction activity
- Formative assessment :
- Think-Pair-Share
  - Padlet
  - Menti word cloud
  - Identity Wheel
  - Class discussions

- Group discussions
- Peer evaluation
- Self-reflection on Google Form
- Teacher observation (refer to Appendix 3 Observation Notes)

Summative assessment:

- Avatars created to represent their offline identities
- Final product of the mind map (refer to Appendix 4 Digital Mind Map Rubric)
- Presentation of the mind map

#### **EVALUATION OF THE LESSON**

This lesson will be evaluated based on:

- the level of student engagement
- the quality of discussions (whole-class, small groups, in pairs)
- implementation of the strategies that align with the EDIDA frameworks
- integration of technology and tools by the students

#### **REFLECTION:**

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
  - a. When teaching this lesson again?
  - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

### Lesson plan ideas:

- Common Sense on Online Self-Expression  
[https://www.fultonschools.org/cms/lib/GA50000114/Centricity/Domain/6653/9-12-familytip-online\\_self-expression.pdf](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/Domain/6653/9-12-familytip-online_self-expression.pdf)
- Identity Maps - Lesson Plan  
<https://thelinkingnetwork.org.uk/wp-content/uploads/2020/09/L3b.-Incredible-Me-Identity-Maps-Lesson-Plan.pdf>
- LGBT+ Education for Children, Parents, Careers & Teachers  
<https://www.popnolly.com/resources>  
[https://www.popnolly.com/files/ugd/e90f1e\\_99523ca684ea4392982e6fdd65a605f1.pdf](https://www.popnolly.com/files/ugd/e90f1e_99523ca684ea4392982e6fdd65a605f1.pdf)
- My Online Self  
<https://www.tesd.net/cms/lib/PA01001259/Centricity/Domain/993/myonlineself-lessonplan.pdf>
- Self-Expression and Identity Online  
<https://kpbsd.org/wp-content/uploads/departments/curriculum/common-sense/SelfExpressionIdentity-DiscussionGuide.pdf>
- Social Media Musical Chair  
[https://microsite-uen-prod.s3.amazonaws.com/media/courseware/relatedresource/file/Social\\_Media\\_Musical\\_Chairs\\_8JE15yb.pdf](https://microsite-uen-prod.s3.amazonaws.com/media/courseware/relatedresource/file/Social_Media_Musical_Chairs_8JE15yb.pdf)
- What's y Digital Identity (eMedia)  
<https://emedia.uen.org/courseware/lesson/2179/overview>
- Which Me Should I Be?  
[https://cdnsm5-ss19.sharpschool.com/UserFiles/Servers/Server\\_27511823/File/Departments/Technology%20Media/CIPA%20Resour ces/3769462900493876952.pdf](https://cdnsm5-ss19.sharpschool.com/UserFiles/Servers/Server_27511823/File/Departments/Technology%20Media/CIPA%20Resour ces/3769462900493876952.pdf)
- Who Are You Online?  
<https://www.commonsense.org/education/digital-citizenship/lesson/who-are-you-online>  
[http://bcpshelpdesk.weebly.com/uploads/4/8/6/4/4864176/1st\\_9\\_weeks\\_9-12-selfexpression-whoareyouonline-lessonplan.pdf](http://bcpshelpdesk.weebly.com/uploads/4/8/6/4/4864176/1st_9_weeks_9-12-selfexpression-whoareyouonline-lessonplan.pdf)

### References:

Announcing the Winners of a Recent Avatar Writing Contest. (2021, July 1). *Learning A-Z*.  
<https://www.learning-a-z.com/site/resources/breakroom-blog/avatar-contest-winners>

CBC Kids News. (2021). *This kid couldn't find an avatar that looked like him — so he helped create one.* Kids News. <https://www.cbc.ca/kidsnews/post/this-kid-couldnt-find-an-avatar-that-looked-like-him-so-he-helped-create-on>

Elliott, A. (2023, March 18). *10 best Free Avatar maker Apps for Android & IOS.*

<https://democreator.wondershare.com/best-avatar-maker-apps.html>

*First peoples principles of learning.* (n.d.). <https://www.fnesc.ca/first-peoples-principles-of-learning/>

Jordan-Fenton, C., & Pokiak-Fenton, M. (2017). *Not my girl.* Annick Press.

Kumar, V. (2023). 18 Best Avatar Maker Apps Of 2023. *RankRed.* <https://www.rankred.com/best-avatar-maker-apps/>

Lauren Berens. (2021, February 24). *Not my girl - Author's craft* [Video]. YouTube. <https://www.youtube.com/watch?v=A5BBI2s-JX0>

*Online Identity | Childnet.* (2023, June 2). Childnet. <https://www.childnet.com/resources/online-identity/>

U of G Library. (2021, August 17). *What is Digital Identity?* [Video]. YouTube. <https://www.youtube.com/watch?v=OGV5OBa938I>

## Appendix 1 Identity Diagram

**KS2**

# Identity

Our identity is not just one thing. In fact it is made up of lots of different things. What makes up your identity? Fill in the boxes.  
Can you share your answers with a friend?

Where am I from?

What is important to me?

What do I like?

How do I look?

What is my personality?

What are my beliefs?

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

## Appendix 2 Online Identity Wheel

7-11 Lesson plan

**Appendix 1**  
Draw and describe your online identity.  
You might have more than one answer in each section depending on what you like to do online.

I use these usernames online:

My favourite things to do online are:

I use the internet to keep in touch with these people:

My favourite emojis are:

I like to play games with this/these characters:

I use this type of profile picture:

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Retrieved from: *Online Identity* | Childnet. (2023, June 2). Childnet. <https://www.childnet.com/resources/online-identity>

## Appendix 3 Observation Notes



# Observation Notes

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

Activity: \_\_\_\_\_

<b>Criterion: demonstrates an understanding of digital identity by participating in discussions, drawings, note taking, working on the project, or others (circle one)</b>			
<b>Student's Name</b>	<b>Met Criterion</b>	<b>Not yet met</b>	<b>I noticed ...</b>

# Digital Identity Mind Map Rubric

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

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content	The mind map contains a wide range of diverse identities from various social media platforms	The mind map includes diverse identities from various social media platforms.	The mind map includes a few different identities on social media platforms. Some identities may be repeated or not clearly explained.	The mind map lacks a significant variety of identities on social media platforms. Limited exploration of the topic.
Organization	The mind map is well-organized with clear connections between identities and key ideas. Ideas are logically linked and easy to follow.	The mind map is organized with some connections between identities and key ideas. Information flows well for the most part.	The mind map shows attempts at organization, but may lack coherence and clarity.	The mind map lacks proper organization and connections between identities and ideas. Information is scattered and difficult to follow.
Explanation and Understanding	Comprehensive and insightful explanations are given for each identity, demonstrating a deep understanding of digital identity concepts.	Adequate explanations are provided for each identity on the mind map, showcasing a good understanding of digital identity.	Basic explanations are provided for most identities, but some may lack detail and depth of understanding.	Limited or unclear explanations are given for identities, showing limited understanding of digital identity concepts

Creativity	The mind map displays high levels of creativity and originality. Visual elements, such as colors, images, and icons, enhance the presentation.	The mind map shows some creativity in its visual elements and overall presentation.	The mind map shows attempts at creativity, such as colors or drawings, but may be limited in scope.	The mind map lacks creativity and appears uninspired and mundane.
Neatness	The mind map is well-presented, neat, and visually appealing.	The mind map is presented with some minor distractions.	The mind map shows attempts at neatness, but may appear messy.	The mind map lacks proper formatting and appears messy.

Note: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Create by ChatGPT

OpenAI. (2023). *ChatGPT* (Feb 13 version) [Large language model]. <https://chat.openai.com>





