



Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): 4-6	Date(s):	Duration: 120 mins (2 lessons)	Lesson Topic/Title: Harms of Technology/Cyberbullying
Subjects: English Language Arts, ADST, Arts Education		Number of Students: 30	
Big Ideas: Exploring and sharing multiple perspectives extends our thinking (ELA 6) Creative expression is a means to explore and share one's identity within a community (Arts 4). Developing healthy relationships helps us feel connected, supported, and valued (PHE 5).			
Curricular Competencies: <ul style="list-style-type: none">- Describe the impacts of personal choices on health and well-being- Experience, document, and present creative works in a variety of ways- Describe and assess strategies for responding to bullying- Describe and apply strategies for developing and maintaining healthy relationships- Describe and apply strategies that promote a safe and caring environment- Explore and describe how personal identities adapt and change in different settings and situations			

Content Objectives: By the end of the lesson, students will be able to tell the differences between talking to people online and in-person, come up with strategies for handling their emotions, and communicate their learning through the collaborative creation of a skit or video.	
General Objectives:	Specific Objectives:
<p>Students will:</p> <ul style="list-style-type: none"> - Identify how personal choices can impact others in the online setting. - Make connections to digital citizenship and develop strategies for managing their emotions in a way that does not negatively affect others. - Make connections about emotional management and relationships with others. - Reflect on their personal experiences and contribute to the group discussion 	<p>Students will:</p> <ul style="list-style-type: none"> - Compare the differences between communicating in the online and offline setting. - Analyze how emotions play a role in online interactions and how they can impact others. - Creatively express their thoughts and ideas through different forms of material. - Conduct research on strategies to prevent cyberbullying. - Demonstrate their learning of the harms of technology through the creation of a PSA skit video. - Provide constructive feedback to peers. - Critically think and analyze videos related to cyberbullying.
<p>21st CENTURY COMPETENCIES: <i>Which COMPETENCIES will be addressed and how?</i></p> <p>Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection</p> <ul style="list-style-type: none"> ● Critical thinking and problem-solving - Students will use their critical thinking skills to understand different online behaviors and how this might affect themselves and others. ● Collaboration - Students will be working together with one another to discuss and build upon their ideas. ● Metacognition and Reflection - Students will continuously reflect on this topic while they contribute their ideas, examine the dangers of online communication, and how it might connect with their own online behaviors. ● Communication - Students will engage in different forms of communication through interacting with one another and engaging with the activities. 	
<p>LEARNING GOAL(S) I can... I will....</p> <p>I will analyze and compare offline and online communication.</p> <p>I will reflect on my personal experiences on how I communicate with others and develop strategies to better manage my emotions and resolve conflicts in the online setting.</p> <p>I will look at different perspectives and critically think about how technology can harm others.</p>	

PRIORKNOWLEDGE *Prior to this lesson, students will be able to...*

Prior to this lesson, students should understand what identities are and what aspects make up their own identity. They should have a general grasp of their digital identity and how they may portray themselves online. Students should also have some knowledge in creating skits, however, students will also be guided through the making process and will get to collaborate with different abilities within the classroom.

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

Considerations:

To ensure this lesson provides an inclusive space for all learners and is committed to using EDIDA frameworks, the following are aspects to consider:

Materials: Students will have access to a wide variety of materials during their loose parts creations and also during their PSA skits or videos. This can accommodate different learning styles and abilities.

Inclusive Voice: Students will be encouraged to participate in group discussions through smaller turns and talks as well as non-verbal sharing (through the padlet and creating loose parts). This will allow for diverse perspectives to be shared amongst learners who may not typically share as a whole group. Students will be reminded of active listening and creating space for others to speak.

Delivery of the lesson: This lesson should be delivered with consideration of cultural responsiveness and inclusivity of the learners. While doing group discussions, educators should give adequate time for students to deeply think and share their thoughts. To ensure all students can access the material, there should be written instructions as well as verbal instructions given.

Culture: When relevant, provide opportunities to incorporate student connections and stories during the discussions to acknowledge the experiences of cultural groups.

Providing support: To accommodate the diverse abilities and needs of the class, educators should be offering additional support to students they notice need further support or guidance. The lessons are sequenced in a way to scaffold the material and learn from peers in the classroom.

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

We will be using a variety of materials which can be differentiated to meet the needs of the diverse group of learners.

Low: The chart paper is a collaborative task and only a few members of the group need to write down ideas. Others can contribute verbally. Skits will enable students to find roles for each person in the group depending on their ideas.

Med: Representing their thinking through their choices of loose parts or play dough. Students can choose different materials on the table based on their preferences and needs.

High: Students have the choice to create a PSA video and edit using any school-approved video editing software.
Deeper dive: The video can be extended by adding various transitions and filming techniques to enhance the video even further.

- Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)
- Positive reinforcement when students are creating their skits and videos
 - Giving students the opportunity to represent their thoughts using loose parts and play dough
 - Peer feedback and collaborating with peers who may have more expertise
 - Guiding students with their research process by providing links to sites
 - Circulating the room to ensure students are in the right direction and offer feedback
 - Providing different options to showcase learning that don't require technology

- MATERIALS:**
- *Whiteboard (or chart paper)*
 - *Whiteboard markers or coloured felts*
 - *Playdough*
 - *Other loose parts (pipe cleaners, markers, crayons, paper)*
 - *iPads or personal devices*
 - *Padlet app*
 - *Paper and pencil*

INTRODUCTION/MINDS-ON

First, introduce by asking students to record on a sheet of paper three things that have happened recently to make them happy and three situations that have made them mad (these can happen online or offline). Then ask them to reflect on those moments and think about how they felt. What did they do when feeling those emotions? What did they want to do in those moments? Did those feelings of happiness or anger last for a short or long time?

Students won't share these responses, but rather think to themselves.

Next, explain to students that these examples of being happy and angry are considered "hot" emotions that may be difficult to control and we may find ourselves doing things we typically wouldn't do as a result.

Ask students, "What might be other hot emotions that are hard to control?" (Excitement, frustration, jealousy, fear)

Next, ask students to discuss in partners or groups:

CRITICAL GUIDING QUESTIONS:

What actions do you take when you are feeling angry or sad?

What emotions are hard to control?

What types of emotions are hot emotions?

How does our body show our emotions?

How do hot emotions influence our ability to form decisions?

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| <ol style="list-style-type: none">1) When we feel happy or excited, how might our body show this? What about anger?2) How might experiencing this “hot” emotion impact the way we think and form decisions? | |
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ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation/Challenge)

Have students work in groups to create a T chart on the whiteboard or on a large piece of paper with the labels OFFLINE and ONLINE. Students will be comparing how talking to people online (through video games, social media, instant messaging, and other online means) is different from talking to people in person.

Offline might include things like: We can see their gestures, we can see them, we can see their reaction to our words, etc.

Online might include responses like: We can't see their faces, we don't need to respond right away, they may not know the tone you are using, etc.

Now ask students: What are some ways we can tell when someone is in a hot state in the offline and online setting? How might this influence the way we react to someone online when we are feeling these emotions?

B) EXPERIENCE 2 (Provocation/Challenge)

Show students the video:

 **Talent Show - Cyberbullying Prevention Commercial**

After watching the video, ask students if they would now like to add things to their T chart that they previously created.

Give students loose parts, play dough, and markers, and tell them to create something that will represent their thinking.

Give students 5 minutes to create their structures. Students will take a picture of their creations and add them onto a collaborative Padlet.

Ask students to then share what they created and what it represented as a class.

Brainstorm with students different strategies and tips they can use to manage their emotions better and handle conflict in a respectful manner.

CRITICAL GUIDING QUESTIONS:

What are some ways we can tell when someone is in a hot emotional state in the offline and online setting?

How might the differences between online and offline communication influence the way we behave online?

How do our actions online influence others?

Why do people say negative things to others online?

How can we manage our own emotions better and handle conflict in a respectful manner online?

How can we prevent cyberbullying?

How can people use personal expression to spread awareness on an issue?

Have students reflect on their thinking during the provocation either through journal writing or through a short exit slip.

C) EXPERIENCE 3 (Provocation/Challenge)

Show students the video:

 **CYBERBULLYING PSA "953K - Inspiring Action Against Cyberbullying" - MusEffect & Azure Antoinette**

Have students turn and talk about their thoughts on the video. How did it make them feel? What was the main purpose of the video? What kind of effect did this have on the audience?

Ask them what elements made this video unique. What parts of expression did it have (dance, music, poetry, etc)?

Tell students that this was a Public Service Announcement (PSA) video and that the purpose of PSAs is to inform and spread awareness to their audience about an important issue. Students will be creating their own PSA videos (or skits) collaboratively to spread awareness about the harms of cyberbullying and strategies to prevent it.

Students can also go online to research these tips or extend their ideas from the previous lesson on managing their emotions within the digital space.

The skits or videos will then be performed or played with the whole class when students are completed.

Students can use iMovie or other video editing software to compile their clips. They can film using their iPads or other school devices.

Students are also free to write out a script and practice performing with their groups. Other students will provide feedback at the end of the class through a 2 stars and 1 wish format.

CONSOLIDATION/CONCLUSION:

Students will share their PSA videos or skits with the class. As a whole class, they can connect their learning to the beginning of the lesson by reflecting on the question, "What can we individually do to prevent cyberbullying?" This can be done verbally, through a shared padlet, or in a journal.

Students will add the videos to their final portfolio as a culminating task. If students are doing skits, others can help record them.

CRITICAL GUIDING QUESTIONS:

What can we do individually to prevent cyberbullying?

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

Diagnostic: The initial contributions to the T chart and their discussions in the introduction will be a quick assessment of what they already know.

Formative: This will consist of observations, student responses, their creations after the video, the padlet, and student reflections.

Summative: As a class, co-create criteria on what the PSA skit/video should include. What components are necessary for a successful PSA? What should the final product look like? Students will also answer the final question on what they can do to prevent cyberbully. This reflection should encompass the ideas of the lesson in managing their own emotions and online presence as well as being there for their friends and classmates.

EVALUATION OF THE LESSON

This lesson will be evaluated based on the engagement of the students throughout the activity and the quality of the discussions.

Educators will know how much students engaged with the learning activities through their responses to the questions and their overall PSAs. Student reflections can also indicate where gaps in learning could be closed or different parts could be modified based on their questions and thoughts.

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?

References

**Johnson, Matthew. (2014). *Behaving Ethically Online: Ethics and Empathy*. Media Smarts.
<https://mediasmarts.ca/teacher-resources/behaving-ethically-online-ethics-empathy>**

