Master of Educational Technology

Grade(s): 4-6 **Date(s):** **Duration:** 3-4 blocks **Lesson Topic/Title:** Digital Citizenship: How can I positively impact other people's spaces?	
Subjects: Language Arts, ADST, Health Education, Arts Education **Number of Students:** 25	

Big Ideas:
- We experience many changes in our lives that influence how we see ourselves and others
- Explore and describe how personal identities adapt and change in different settings and situations
- Question self and others about how their personal public identity can have both positive and negative consequences
- Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning environments
- Complex tasks may require multiple tools and technologies

Curricular Competencies:
- Students understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences
- Students are aware and respectful of other's needs and feelings and share their own in appropriate ways
- Students are aware of the impact of their decisions, actions, and footprint
- Students advocate for and act to bring about positive change

Content Objectives

General Objectives:	**Specific Objectives:**
- Understanding digital citizenship	Using the key concepts of digital citizenship to model:

	- Respect - Responsibility - Safety - Ethical behavior - Positive engagement
- Understanding digital issues and how digital citizenship can have an impact on them	- Creating a plan of action to address specific digital issues - Valuing the digital citizenship initiatives that are currently being done by youth
- Knowing that we have a choice to be a digital citizen	- Using various technologies to display the effects of our online choices on others - Knowing how to make positive choices

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
- Through thoughtful discussions and exploration of DigCit, students will be fostering skills such as information evaluation, bias recognition, decision-making, and respectful discourse online

Problem Solving
- By researching specific digital issues students will be addressing challenges and dilemmas related to technology and the online world and creating positive solutions

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

Global Citizenship
- Learning about digital issues and what it means to be a positive digital citizen will help students gain a deeper understanding of how actions in the digital realm can have global consequences
- Learning that online interactions and behaviors can impact individuals and communities beyond their immediate environment
- Students will learn that digital issues often transcend cultural boundaries, and collaborating on them provides an opportunity to appreciate and respect diverse perspectives

LEARNING GOAL(S)   I can… I will….
I can
- Make positive choices when interacting online
- Reflect on the characteristics that make someone an upstanding citizen
- Devise resolutions to digital dilemmas

I will
- Know what it means to be a positive digital citizen
- Understand how my actions can positively impact others online

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

Students will be able to:
- Understand the protocol and importance of oral storytelling
- Tell their personal and digital stories
- Identify the First Peoples Principles of Learning
- Recognize the harms of technology and media

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

- Facilitate inclusive discussions by actively listening to students, valuing their contributions, and creating space for multiple viewpoints
- 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
- Avoid assumptions and stereotypes, and promote 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 citizenship
- Use inclusive language and imagery to represent and include diverse groups
- Connect digital citizenship concepts to students' local community contexts
- Explore how Indigenous communities approach and understand digital technologies, connectivity, and community building in ways that respect their cultural practices and traditions
- Empower students to address digital inequities, advocate for inclusivity, challenge discriminatory practices, and work towards creating digital spaces that reflect principles of decolonization, equity, and social justice
- Provide opportunities for students to research, create, and share digital content that reflects their own cultural backgrounds and addresses digital citizenship topics
- Provide alternative formats or accommodations for students with specific needs, such as providing audio recordings and printouts of the DigCit webpage
- 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
- Provide no-tech (paper, pencil, recycled materials, glue), low-tech (google document, padlet), and high-tech (computers, iPads, Twine) options

Delivery
- Flexible groupings
- Multiple avenues for students to engage with the content (hands-on, multimedia, group, etc.)
- Scaffolded support: Offer scaffolding to support students at different skill levels
- One-on-one support to students who require additional assistance or have specific learning needs

Outcomes
- Varied assessment methods to allow students to demonstrate their understanding and skills in different ways
- Ongoing formative assessment

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)
Pacing
- Extend time requirements
- Omit assignments

Presentation of subject matter
- Use individual/small group instruction
- Use a specialized curriculum
- Simplify language

Materials
- Use supplementary materials
- Give assistance in note-taking
- Type handwritten teacher materials

Reinforcement and follow through
- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Plan cooperative learning experiences
- Give immediate feedback

- Have student repeat directions

Assignments
- Give directions in small, distinct steps
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Record or type assignments

MATERIALS:
- Reflection Journals
- Pencils
- Chart Paper
- Markers
- Computers or Ipads
- Access to the DigCit website
- Variety of crafting materials (scissors, glue, crayons, buttons, etc.)
- Access to Twine

INTRODUCTION/MINDS-ON	**CRITICAL GUIDING QUESTIONS:**
Begin the lesson by discussing the concept of digital citizenship. Explain that digital citizenship refers to the responsible, ethical, and respectful use of technology and the internet. Center on the First Peoples Principles of Learning. Engage students in a brief discussion about their experiences online. Ask them to share examples of positive and negative interactions they have witnessed or experienced.	What does digital citizenship mean to you, and why is it important in today's digital age? Can you share an example of a positive or negative online interaction you have witnessed or experienced? What were the outcomes of that interaction, and how did it impact the individuals involved?

	How does digital citizenship tie into the First Peoples Principles of Learning?

ACTION-LEARNING EXPERIENCES:
 	
   A) EXPERIENCE 1 (Provocation/Challenge)
Ask students to close their eyes and open with them the prompt: "Imagine a world where every online interaction left a positive impact." Allow 1 minute for students to think of words, pictures, etc. that represent this idea. Ask for anyone who wants to share.
 	
Have students visit the following webpage:
https://digcitutah.com/resources-library/digital-citizenship-kids/
On their own, students will consider the different things that youth are doing to promote positivity online. As they explore the page, students will write down in their reflection journals what they saw, thought, and wondered.
 	
Once everyone at their table has finished, students will have a critical conversation to discuss what they all saw and thought. On the provided chart paper, they will write down any questions that came up or things they wondered about.
 	
Give each table group the opportunity to share their chart paper/discussions with the class.
 	
   B) EXPERIENCE 2 (Provocation/Challenge)
Brainstorm, as a class, ways in which students can contribute to positive change online. Encourage students to think creatively and consider different platforms and strategies.
 	
Divide students into small groups and assign each group a specific digital issue, such as cyberbullying, misinformation, environmental awareness, or digital well-being.
 	
In their groups, ask students to develop a mini-action plan outlining how they can address the assigned issue in a positive and constructive manner. The plan should include specific actions, target audience, and potential impact.
	CRITICAL GUIDING QUESTIONS:
	
	What specific actions can we take to make a difference?
	
	How could we change the way we communicate, collaborate, and create in the digital realm?
	
	How can you personally contribute to creating a more respectful, inclusive, and responsible digital community?
	
	Who is our target audience for addressing this digital issue, and how can we effectively engage and educate them? What potential impact do we hope to achieve through our actions?
	
	How can we address the assigned digital issue (e.g., cyberbullying, misinformation, environmental awareness, digital well-being) in a positive and constructive manner?

Allow each group to present their action plan to the class, in any format they see fit to accommodate for:

No Tech:
- Drawing
- Chart

Low Tech:
- PowerPoint
- Genially

High Tech:
- Video trailer
- Podcast

Encourage discussion and feedback on the feasibility and effectiveness of their strategies.

C) EXPERIENCE 3 (Provocation/Challenge)
Explain to students that they will now be creating their own "Choose Your Digital Adventure" scenario around digital citizenship. Note: The teacher will model Twine as an example, however students are welcome to use any form they feel most comfortable to showcase their stories.

Let students know that they are able to work individually or with 1-2 others.

Instruct students to brainstorm ideas for their stories and provide paper, pencils, and markers. They should consider different scenarios, choices, and consequences related to digital citizenship.

Encourage students to sketch a storyboard that outlines the flow of their interactive story, including the different decision points and potential outcomes.

Some ideas for:

No Tech
- Write it out on paper
- Create a mini maze/obstacle course

Low Tech
- Create a story with different scenarios on an online platform, such as Miro, Google Docs, etc.

● Upload photos of your hand-written story and create a visual
 	
High Tech:
    ● Twin
      e
Introduce students to the Twine software and its basic functions. Explain how to create passages, add links, and incorporate images or multimedia if desired.
 	
Instruct students to transfer their storyboarded ideas into the Twine software, creating passages for each story segment and decision point. Encourage students to be creative with their writing, making the consequences of each choice clear and impactful.
 	
Remind students to consider different aspects of digital citizenship, such as online communication, privacy, cyberbullying, responsible sharing, or critical thinking.
 	
Provide guidance and feedback as students work on their Twine stories, ensuring they stay focused on the objective of highlighting the outcomes of good and bad online citizenship.
 	
Allow time for students to playtest each other's Twine stories, providing constructive feedback and suggestions for improvement.	

CONSOLIDATION/CONCLUSION: As a class, summarize the key takeaways from the lesson, emphasizing the importance of digital citizenship in creating a safe, respectful, and positive online environment. Assign a short written or multimedia reflection task for students to express their personal commitment to being responsible digital citizens and creating positive change online.	**CRITICAL GUIDING QUESTIONS:** Why is digital citizenship important in creating a safe, respectful, and positive online environment? What are some key principles or behaviors of responsible digital citizens that contribute to a positive online community? How can individual actions and choices online impact others and create positive change?

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

Assessment For Learning:
- Identify students' prior understanding and knowledge of digital citizenship through group discussion

Assessment As Learning:
- Oral peer feedback on student action plan
- Evaluation of group critical discussions
- Group See/Think/Wonder charts

Assessment Of Learning:
- Rubric evaluation of "Choose Your Digital Adventure" scenarios
- Final student reflections on the lesson

EVALUATION OF THE LESSON

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?