



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Digital Identity

CURRICULUM AREA: English Language Arts, ADST, Arts Education, Health & Career Education

GRADE: 4-6

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Lesson Overview

Lesson 1: First People's Principles of Learning & Oral Storytelling

Lesson 2: I Am (My Story)

Lesson 3: My Digital Identity

Lesson 4: Harms of Technology/ Cyberbullying

Lesson 5: Digital Citizenship

Additional Lessons: Lesson 6 - Portfolio

Culminating Task Description: Portfolio - *Where I come from, Where I am, Where I want to be.*

Students will create a portfolio displaying their growth over the course of the unit and future goals to create positive change.

Overview

<p style="text-align: center;">Expectations Overall expectations (Link to list of specific expectations addressed)</p>	<p style="text-align: center;">“Big Idea” <i>This will be the overriding theme, question, and focus for the teaching and learning inquiry.</i></p>	<p style="text-align: center;">Learning Goal(s) (Can be overall; might change throughout inquiry)</p>
<p>Language Arts:</p> <ul style="list-style-type: none"> ● Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view ● Synthesize ideas from a variety of sources to build understanding ● 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 ● Transform ideas and information to create original texts <p>ADST</p> <ul style="list-style-type: none"> ● Define ● Ideating ● Prototyping ● Testing ● Making ● Sharing <p>Arts Education</p>	<p>Language Arts:</p> <ul style="list-style-type: none"> ● Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. <p>ADST</p> <ul style="list-style-type: none"> ● Designs can be improved with prototyping and testing ● Skills are developed through practice, effort, and action ● Complex tasks require the acquisition of additional skills ● Complex tasks may require multiple tools and technologies <p>Art Education</p> <ul style="list-style-type: none"> ● Exploring works of art exposes us to diverse values, knowledge, and perspectives ● Experiencing art is a means to develop empathy for others’ perspectives and experiences ● Engaging in creative expression and experiences expands people’s sense of identity and community. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use and experiment with oral storytelling processes ● Create a multimodal representation of one’s identity ● Work independently and collaboratively ● Recognize personal values and important aspects of own identity ● Recognize the possible negative impacts of digital media on identity ● Recognize that we all have the choice to be positive digital citizens ● Explore different technologies and tools ● Describe the impacts of personal choices on health and well-being

<ul style="list-style-type: none"> ● Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art-making ● Explore relationships between identity, place, culture, society, and belonging through the arts ● Take creative risks to express feelings, ideas, and experiences <p>Health & Career Education</p> <ul style="list-style-type: none"> ● Describe and assess strategies for promoting mental well-being, for self and others ● Explore and describe how personal identities adapt and change in different settings and situations ● Our personal digital identity forms part of our public identity 	<p>Health & Career Education</p> <ul style="list-style-type: none"> ● We experience many changes in our lives that influence how we see ourselves and others ● 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 	<ul style="list-style-type: none"> ● Describe and apply strategies that promote a safe and caring environment ● Think critically and reflectively about how identity relates to the digital world ● Exchange ideas and perspectives to build shared understanding ● Use oral storytelling processes ● Identify how the story in First Peoples cultures connects people to land ● Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts
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<p align="center">Assessment For Diagnostic Assessment <i>(At the start of the cycle/unit)</i></p>	<p align="center">Assessment As <i>The overall teaching should prepare students to complete this task.</i></p>	<p align="center">Assessment Of Culminating Assessment Task <i>(At the end of the cycle/unit)</i></p>
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<ul style="list-style-type: none"> ● Guiding questions and discussions ● Think-pair-share activity ● Pre-assessment - what do you know about this already? ● Observation 	<ul style="list-style-type: none"> ● Thumbs up thumbs down ● Group discussions ● Exit Slips ● Sticky notes ● Traffic lights ● Sharing circles ● Immediate teacher feedback ● Peer feedback 	<ul style="list-style-type: none"> ● Summative portfolio <ul style="list-style-type: none"> ○ Self-reflection ○ Evidence of learning ○ Portfolio options: <ul style="list-style-type: none"> ■ No tech: poster presentation, put together learning in duotang/booklet ■ Low tech: Audio recording, Powerpoint ■ High tech: Google Sites, Genially, Padlet
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<p>Summary (DESCRIPTION) Conceptual Development 200-300 words</p>	<p>Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA) <i>How the unit is situated in EDIDA</i></p>	<p>Rationale <i>Why it matters to student, why it matters to community, why it matters to world, how it connects to STEAM, EDIDA, TPACK/SAMR</i></p>
<p>Our unit focuses on the importance of stories on our identities and digital identities. The unit starts with a tie-in to Indigenous storytelling and the significance of oral traditions. Students will make connections between storytelling processes and identity formation. The unit then has students identify their own story through visual representation and sharing. As the unit progresses, students will reflect on their digital identity and how they represent themselves in the online world. Through a critical lens, students will examine the negative impacts their actions online could have on others, with a deeper dive into</p>	<p>Decolonization & Anti Racism The unit is situated in the First People's Principles of Learning and will follow a culturally responsive pedagogy. By centering Indigenous knowledge systems and diverse cultural perspectives, the unit emphasizes the importance of decolonizing digital spaces.</p> <p>Inclusion & Diversity This unit utilizes multiple perspective-taking and challenges students to develop empathy for others. It recognizes that</p>	<p>For students: Digital identity is increasingly important for Grade 4-6 students due to the growing role of technology in their lives. It's important for them to develop a positive self-identity and to understand the potential harms in an online environment. In doing so, students need to think critically and reflectively about themselves and the world around them.</p> <p>For the community: Students will learn digital literacy skills to participate in online communities safely,</p>

cyberbullying and a focus on developing empathy for others in digital spaces. Finally, students will learn what it means to be a digital citizen and the positive messages that can be spread by looking at current initiatives of youth. The unit will end with a culminating E-portfolio, using the provocations, challenges, and reflections throughout the unit to depict the message, “Where I come from, Where I am, Where I want to be”.

digital identity and citizenship are influenced by individual backgrounds, cultures, and lived experiences. Students will appreciate the importance of respect and inclusivity in diverse and collaborative learning environments, all while exploring important parts of their own identity.

Lessons will be considerate of inclusive materials, technologies, and instructional strategies.

The teacher will facilitate inclusive discussions by actively listening to students, valuing their contributions, and creating space for multiple viewpoints.

Equity

The teacher will 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.

respectfully, and responsibly. These skills will empower community members to engage in civic activities and voice their opinions while equipping them with the necessary skills to protect themselves from potential online harm.

For the world:


Digital literacy promotes online safety and security on a global scale. It fosters a responsible worldwide digital culture and reduces cyber threats.




Connects to STEAM, EDIDA, TPACK and SAMR






Developed on the frameworks of EDIDA, this unit recognizes and celebrates individual differences, identities, and cultural backgrounds through telling one’s story and understanding one’s digital identity. It highlights inclusivity in the online communities.

This unit is situated on the TPACK Model, teaching digital literacy through combining technological, pedagogical, and content knowledge in innovative and engaging manners. The use of technology in this unit is in alignment with all four strategies of technology implementation in the SAMR model. It will be used to substitute other tools, to enhance other tools, to redesign tasks, and to create new products.

Instructional Strategies & Approaches:

Accommodations	Field Study/Trips, Experiential Learning outside the classroom	Inquiry Design-Based Thinking STEAM	Collaborative/Instructional Strategies
<ul style="list-style-type: none"> ● Translation devices ● Voice-to-text ● QR codes of audio files for instructions ● Choice of individual/partner/small groups, peer tutors to support ● Using graphic organizers ● Choice for product creation options, reduce workload where necessary ● Options for no tech, low tech, high tech ● Invitations to share out ● Cooperative learning experiences ● Positive Reinforcement ● Flexible Timelines 	<ul style="list-style-type: none"> ● Community walk/explore your local environment ● Virtual Field Trip: Native American Stories 	<ul style="list-style-type: none"> ● Thinking activities guided by provocations ● Multimodal learning activities + assessment ● Collaborative and individual maker challenges ● Use of technology 	<ul style="list-style-type: none"> ● Whole class discussions ● Think-pair-share ● Small group discussions ● Community engagement (ex. inviting in Elders, family members, and local experts)

Tech-Enabled Learning	Professional Resources	Subject Specific Concepts	Connection to Current Events & Issues	Parent Communication
<ul style="list-style-type: none"> ● BookCreator ● StopMotion Films ● iMovie trailer ● Digital comic ● Voice recorder ● Padlet ● Twine ● PowerPoint ● Google Docs ● Mind map apps (e.g., Mirro, Canva) ● Green screen ● Podcast 	<p>Frameworks</p> <p>First Peoples Principles of Learning</p>  <p>BC Curriculum (Gr. 4-6)</p>  <p>EDIDA Frameworks</p> 	<ul style="list-style-type: none"> ● Storytelling ● Identity ● Digital Identity ● Critical thinking ● Design thinking ● Digital Citizenship 	<ul style="list-style-type: none"> ● Decolonization ● Understanding identity formation ● Digital literacy ● Mental health ● Sustainability ● Cyberbullying 	<ul style="list-style-type: none"> ● Interview/ Guardian Question ● Celebration of Learning ● Two Stars and a Wish

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Talent Show - Cyberbullying
Prevention Commercial



Nwe Jinan



Wellbeing For Children:
Identity And Values



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



What is Digital Identity?






Identity Explained for Children |
Pop'n'Oilly | Olly Pike [CC]



Youth Initiative



<https://www.childnet.com/res>

Lesson #1: Katy  Lesson Plan 1	Lesson #2: Georgia  Lesson Plan 2	Lesson #3: Amanda  Lesson Plan 3
<p>Title: Oral Storytelling</p> <p>Big Idea: Learning is embedded in stories</p> <p>Lesson Sequence:</p> <ul style="list-style-type: none"> • Introduction: Land Acknowledgement • Provocation 1: The importance of oral storytelling & stories from our families • Provocation 2: “Sometimes I feel Like a Fox” By Danielle Daniel • Maker challenge: Create a model of an animal that represents themselves • Provocation 3: Nwe Jinan music video • Maker challenge: Create re-telling of an Indigenous story 	<p>Title: I Am - My Story</p> <p>Big Idea: Engaging in creative expression and experiences expands people’s sense of identity and community.</p> <p>Lesson Sequence:</p> <ul style="list-style-type: none"> • Introduction: Values and Identity • Provocation 1: My Story • Provocation 2: Gallery Walk • Maker Challenge: Create a digital presentation that tells a story about your identity <p>Assessment:</p> <ul style="list-style-type: none"> • Observation/teacher feedback • Self-assessment of participation • Contribution to portfolio 	<p>Title: Digital Identity</p> <p>Big Idea: Learning requires exploration of one’s identity.</p> <p>Lesson Sequence:</p> <ul style="list-style-type: none"> • Introduction: Read “Not My Girl” (a story about identity and belonging) • Provocation 1: What makes our identities? • Provocation 2: Who am I online? • Maker challenge: Create a digital identity mind map <p>Assessment:</p> <ul style="list-style-type: none"> • Word art • Padlet • Online Identity Wheel • Class and group discussions



Lesson Plan 1



Lesson Plan 2



Lesson Plan 3

<p>using medium of choice</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Discussions, sticky note activity • Product creation • Single point rubric 		<ul style="list-style-type: none"> • Peer feedback • Learning journal • Mind map challenge and presentation
<p>Lesson #4: (Vivian) 📄 Lesson Plan 4</p>	<p>Lesson #5: Joti 📄 Lesson Plan 5</p>	<p>Lesson #6:</p>
<p>Title: Harms of Technology & Media</p> <p>Big Idea: Developing healthy relationships helps us feel connected, supported, and valued.</p> <p>Lesson sequence:</p> <p>Introduction: What are hot emotions? Provocation #1: Differences between online and offline communication Provocation #2: Managing our own emotions in online spaces Maker Challenge: Preventing Cyberbullying</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Group discussions • PSA skit/video • Reflections • Peer feedback • Observations 	<p>Title: Digital Citizenship</p> <p>Big Idea: How do we contribute to other people's spaces?</p> <p>Lesson Sequence:</p> <ul style="list-style-type: none"> • Introduction: What is a Digital Citizen? • Provocation #1: Initiatives of Youth • Provocation #2: Addressing Digital Issues • Maker Challenge: Choose Your Digital Adventure <p>Assessment:</p> <ul style="list-style-type: none"> • Group discussions • Action Plan • "Choose Your Digital Adventure" scenario (<i>rubric provided in lesson plan</i>) 	<p>Title: Portfolio - Where I come from, Where I am, Where I want to be</p> <p>Big Idea: We experience many changes in our lives that influence how we see ourselves and others</p> <p>Students will put together their learning and reflections into a portfolio.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Portfolio Project • Self-Assessment/Reflection • Assessed using Rubric below

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| | <ul style="list-style-type: none">• Peer & Self Reflection | |
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Lesson Plan 4



Lesson Plan 5

Summative Portfolio Rubric

Needs Improvement	Criteria	Target	Areas of Strength
	Understanding of Concepts	Demonstrates a clear understanding of personal identity, online identity, digital identity, and digital citizenship. Provides thoughtful reflections on the impact of these concepts on oneself and others.	
	Portfolio Organization	Presents the portfolio with a well-structured organization, including all required elements and a visually appealing layout.	
	Creativity and Presentation	Shows creativity in the presentation, using multimedia elements effectively to support ideas and enhance the portfolio.	
	Reflection and Self Assessment	Provides insightful reflections, self-assessments, and goal-setting related to personal identity and digital citizenship. Demonstrates a deep understanding of one's own identity and growth throughout the unit.	

Self Assessment/Reflection for the Summative Portfolio

Please take some time to reflect on your work over the course of this unit and in creating the Identity Portfolio. Use the following questions to assess your performance honestly and thoughtfully:

1. Do you feel that you have a clear understanding of personal identity, online identity, digital identity, and digital citizenship? Why or why not?
2. What aspects of identity did you find most interesting or challenging to explore in your portfolio?
3. Did you provide insightful reflections on your personal identity and how it intersects with digital citizenship in your portfolio?
4. Did you set meaningful goals related to understanding and embracing your identity and being a responsible digital citizen? If so, how do you plan to work towards these goals in the future?