

SAMARITANS ON THE DIGITAL ROAD



Digital Citizenship – Ottawa Catholic School Board

Samaritans on the Digital Road

The Parable of The Good Samaritan (Luke 10: 25–37)

LESSON: Fostering Inclusivity Online

Grade: 8

Time Allotment: 2–3 periods (teacher discretion)

SUMMARY:

Description: Students will explore how to effectively respond to negative situations in a digital environment.

Guiding Questions:

- How do negative situations affect individuals in the digital environment?
- Why is it essential to respond appropriately to negativity online?
- What are some examples of negative situations you might encounter online?

Curriculum Expectations:

Language

A2 demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of

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media.

A2.1 evaluate and explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community

Religious Education

ML2: Demonstrate an understanding of the important roles of Scripture (i.e. Word of God, Jesus Christ), the Church (i.e. Teaching Magisterium) and the Holy Spirit in the formation of a healthy (upright) conscience.

LS2: Focus: Principle of Rights and Responsibilities Understand that the principles of responsibility and participation in society are Christian social virtues, which call us to roles of leadership, to evangelize through our witness of the Gospel and through the promotion of social justice in the world.

Catholic Graduate Expectations:

An effective Communicator who:

Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life. Presents information and ideas clearly and honestly and with sensitivity to others.

Global Competencies: Creativity: Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to create and adapt novel ideas, evaluating them with an informed moral conscience and leadership to make responsible decisions and turn them into action.






LEARNING GOALS: What students are expected to know and be able to do by the end of the lesson.

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- **I CAN** learn to respond appropriately to negative situations online.
- **SO THAT** I can be prepared to face challenging interactions in the digital world
- **THIS MATTERS BECAUSE** learning to navigate difficult situations can help me maintain healthy relationships online.


RESOURCES & MATERIALS: What do you need for this lesson? (e.g., YouTube video, chart paper, markers, technology, etc.)

-  What's Cyberbullying?
-  Keeping Games Fun and Friendly
-  Grade 8 Activity Scenarios
-  Grade 8 Inclusive Exit Ticket
-  Grade 8 Inclusive - Exit Ticket Rubric
- [Understanding AI - Media Smarts](#)

LESSON INSTRUCTIONS

MINDS ON

Description: Introduces the importance of responding to negative situations in the digital world.

Watch the animated video below:  What's Cyberbullying? (1:44)

Facilitated class discussion using the questions below to engage students. Set parameters before beginning the conversation, reminding students not to share specific or personal examples, but more hypothetical responses.


- *How do negative situations affect individuals in the digital environment?*
- *Why is it essential to respond appropriately to negativity online?*
- *What are some examples of negative situations you might encounter online?*

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- *How has AI contributed to cyberbullying issues?*

Here is an article on [Understanding AI by Media Smarts](#).

To end the lesson with some practical advice, show the video below, which depicts two friends navigating through an online game, avoiding the pitfalls of bullying and phishing or predatory behavior.  **Keeping Games Fun and Friendly** (2:33)

ACTIVITY

Description: Students work through how to respond to negative situations online by working through hypothetical scenarios.

Divide students into small groups and provide each group with a [scenario](#) related to a negative situation online.

In their groups, students should discuss the scenarios and come up with appropriate responses or actions they would take in those situations. Each group will present their scenarios and responses to the rest of the class.

As a class, analyze and discuss the responses. Discuss which responses were effective and why.

CONSOLIDATION

Description: Choose one of two options for the consolidation of this lesson.

Option 1: Skit

Instruct students to script, rehearse, and perform skits based on the scenarios analyzed in the activity section. Co-create a list of success criteria that students can use for peer evaluation of the performances. Skits should include a clear portrayal of the scenario, some of the negative consequences of the situation, and how to respond to negative situations constructively. They will then record their skit or perform for the class. Invite their peers to provide feedback.

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Option 2: [Exit Ticket](#)

Have students reflect on the activity and lesson by responding to the provided questions.

ASSESSMENT

Option 1: Co-construct the criteria with the class during the consolidation phase of the lesson. When students are providing feedback after the performances they should use the specific vocabulary developed in the criteria to phrase both their positive and constructive feedback.

Option 2: Use and/or modify the [Grade 8 Inclusive – Exit Ticket](#) rubric.

DIFFERENTIATED INSTRUCTION:

- dramatic play allows for all students to share their talents, whether through writing, acting, comedy etc. you may consider allowing students to record their skits if memorization is a challenge or students are uncomfortable performing in front of the class.
- Students may use the accessibility tools built into their Chromebooks as well as the Read & Write toolbar, which includes many accessibility features, including text-to-speech, speech-to-text, dictionary, translation and highlight tools.

REFERENCES:

Videos:

Olenka Vucetich, [Words Hurt | Cyberbully Short Film](#) [Video], October 12, 2020.

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Common Sense Education, [What's Cyberbullying?](#) [Video], November 6, 2018.

Common Sense Education, [Keeping Games Fun and Friendly](#) [Video], August 21, 2018