

Digital Citizen Unit

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Lesson One – Introduction: Describe your introductory lesson/activity that provides an overview and introduces the students to the Unit.

25min: With the students divided into groups of four, this lesson will begin with the teacher asking the students to think of a time when they felt they were not treated respectfully in an online forum. The students will share and discuss their experiences within their groups. Next, each group will decide which experience they would like to share with the class. For every share-out, the remaining groups will have a chance to discuss how the person who exhibited disrespectful behavior would have handled the situation differently.

15min: The next step in this lesson is for the teacher to ask the class if they think people behave differently when they are behind a computer screen rather than being in person, and if so, why?

The teacher will then ask the students to raise their hands to give the reasons they have come up with as the teacher writes them out on the whiteboard.

10 min: Moving to the other side of the whiteboard, the teacher will ask the class to give examples of what it means to interact respectfully when online and what that behavior looks like.

5 min: The teacher will explain this unit will focus on Global Digital Citizenship. Explanation: Being a Good Global Digital Citizen means you are always respectful of others, just like you would be in person. Be mindful of what you post, and consider how others perceive it. The teacher will also point out examples of respectfulness the students came up with to show that they already have a sense of what proper online etiquette is.

An exit ticket in which each student will circle the options for what not to do when interacting online.

Exit ticket

Circle the options you think are not acceptable online

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- Complimenting or "liking" inappropriate content
 - Collaborating with classmates on a group project for school
 - Posting a picture of your friend without asking their permission
 - Derogatorily commenting on someone's content or posting
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*We will explore more topics of Global Citizenship; this is just a jumping-off point.

Lesson Two: Equitable Access to Technology Resources

Overview: This lesson intends to make the kids feel as though the lesson is unfair, which it is. Its purpose is to reveal the contrast between technological resources' quality of creation and lack of resources.

Topic or Unit of Study: Equitable Access to Technology Resources

Grade/Level: Middle School/Junior High (7th and 8th Grade) Class periods are typically 55min each.

Objective: The students will be able to demonstrate/describe what it means to have and the importance of Equitable Access to Technology Resources (I've inserted the main objective, but feel free to add any additional objectives here. I will be looking *carefully* on how they align with your assessment)

Technology Integration: Half of the groups will have access to laptops and the internet, while the others will not.

Procedure: Day One: The students will be counted into four groups. The assignment is to put together a demonstration of their research findings on cultural celebrations. The same two groups will conduct research for a shared celebration. (If more groups are needed, this can extend to more pairs of groups as needed.) Choices are:

- The Carnival of Venice, Venice, Italy
- La Tomatina, Buñol, Valencia, Spain
- The Carnival in Rio de Janeiro, Brasil
- Holi, India.

For each celebration, one group will conduct their research using only the reading materials provided to them and are to create a research poster. The other group will use laptops and internet access and make a PowerPoint/Google slide show of their research findings. The students will be given the duration of the class period to research and complete their research poster or digital creation.

Day Two: This day will consist of presentations. The non-tech groups will go first, followed by their same-country counterpart.

Lastly, we will have an open discussion about what was good or not about this assignment. The teacher will ask the class,

1. Do you feel you received the same quality of information from each group per celebration?
2. Which group would you trust more to get your information? Why?
3. Explain what you liked about this assignment and what you didn't like about it.
4. Did you feel that this assignment was fair? Why or why not?
5. Would that be an accurate grading system if I graded your assignment with the same rubric?
6. How could this assignment be improved to make it fairer for the entire class?

The teacher will explain that this assignment design was purposeful to be unfair to demonstrate the importance of Equitable access to technology. The teacher will explain to the students that although they have access to various technological resources, this isn't the case across the board.

Assignment to show understanding of the lesson:

Write an email/letter to the state Superintendent Kathy Hoffman explaining (1)why it is vital that all students receive the same access to technology resources. (2)Explain the drawbacks of not having equitable resources and (3)how this can be detrimental to the learning and educational experience of those who lack resources. Give an example for each point.

Differentiated Instruction: Reading materials of multiple levels are provided for the non-technology group, where the students with varied struggling needs will be placed; this way, they will have the opportunity to participate

and contribute. For the letter/email portion of the assignment, I will give the option to dictate the letter to me. For the higher-level students, I will ask them to write a letter consisting of at least two paragraphs.

Sample Student Products: Each group will create a product, either a research poster for the non-tech group and a PP or Google slide show for the tech group. In addition, each student will create an email meant for Superintendent Kathy Hoffman

Collaboration: The students will be grouped into four or six groups, depending on class size, using the count-off method of grouping,

Time Allotment: This will be a two-day lesson. Day one will be for creation, and day two will be for presentation and discussion.

Instructional Materials: Curated research reading material, posters, and colored pencils for the non-tech groups. Laptops for the tech groups. Paper and pencils to write a letter to Superintendent Kathy Hoffman.

Resources: Laptops with Internet, Google Slides, or PowerPoint. Reading research material for non-tech groups.

Standards: (Describe how your lesson will demonstrate that **you** met Standard 5 - Digital Citizenship where educational technology facilitators model and promote digital citizenship: **Element 5.1 - Equitable Access:** Candidates model and promote equitable access to digital resources and technology-related best practices for all students.

Promoting digital citizenship can be seen here by leading the discussions that aim to engage students by provoking feelings of inequity from this lesson. Removing some of the technology typically available to the students creates the realization that what is often taken for granted is privileged and unavailable to many students their age. This discussion is meant for the students to have an aha moment to understand why equitable access is essential.

Assessment/Rubrics: Grading rubric for letter

	5 points	3 points	1 point	0 points
Sentences	At least 5 sentences written	3-4 Sentences written	1-2 sentences written	No complete sentences written

Letter content	Includes all 3 main points	Includes 2 points	Includes 1 point	No points were addressed
Examples	One example for each point (3 total)	Includes 2 examples	Includes 1 example	No examples
Grammatical Errors	0-1 grammatical errors	2-3 grammatical errors	4-5 grammatical errors	6+ grammatical errors

Lesson Three: Safe, Healthy, Legal and Ethical Use of Technology

Overview: Students will be grouped, and each group will research and make a movie to teach the class about one part of “Safe, Healthy, Legal, and Ethical Use of Technology”

Topic or Unit of Study: Safe, Healthy, Legal, and Ethical Use of Technology

Grade/Level: Middle school, Junior High 7th, 8th, 9th grade

Objective The students will be able to demonstrate/describe the Safe, Healthy, Legal, and Ethical use of technology and the importance of that behavior. (I’ve inserted the main objective, but feel free to add any additional objectives here. I will be looking *carefully* on how they align with your assessment)

Technology Integration: Making a movie via the movie-making site Animoto, using a tablet or mobile device.

Procedure: Students will be separated into four groups and will each be assigned one of the following; Safe use of digital information and technology, Healthy use of digital information and technology, Legal use of digital information and technology, or Ethical use of digital information and technology. The students will investigate their assigned portion and will make a movie teaching the class about it with examples and an explanation of its importance. The movies should be at least 5 minutes long, and every student must have a part/voice in the movie. Animoto will

be the recommended tool for this creation, but if the students choose to use a different teacher-approved site, that is ok too. Students will be instructed to use the research information they find by either 1) Re-wording what they find or 2) Properly citing the author and/or website from which the information came. The students are informed that they are to ask the teacher if they are unsure of using or citing any findings. The students will have the entire class period to complete this since it involves researching and creating. The following day, the students will have 10 minutes at the beginning of class to finish up if needed, followed by the playing of movies for the rest of the class to learn from. The students will be asked to write down three things they learned from each group's movies.

Differentiated Instruction: For students who may need additional support, I will help them get started on their research and show them how to contribute to the group by finding helpful information even if they are struggling with the assignment.

Sample Student Products: Students will create a short movie to teach the class about their topic.

Collaboration: This will be a group activity, and the class will be split into 4 groups.

Time Allotment: The students will have the entire class period to complete their movie since it involves researching and creating(1 hr). The following day, the students will have 10 minutes at the beginning of class to finish up if needed, and then the movies will be played for the rest of the class to learn from(40min)

Instructional Materials: Projector: Displays the instructions and all information needed to complete the assignment.

Resources: Internet and laptops for each student. Movie-making platforms, like Animoto. Mobile device; iPad, tablet, or phone.

Standards: (Describe how your lesson will demonstrate that **you** met Standard 5 - Digital Citizenship where educational technology facilitators model and promote digital citizenship: **Element 5.2 - Safe, Healthy, Legal, and Ethical Use:** Candidates model and educate the school community on the safe, healthy, ethical and legal use of digital information and technologies.

I am meeting this standard by having students research and then teach each other what it means to have Safe, Healthy, Legal, and Ethical use of digital information and technology. My presence in the room as this is occurring means I will be available to guide them in the right direction, prevent violations, and answer any questions that may arise. I will also have the movies available for viewing at any time in the future on the class resources tab in canvas.

Assessment/Rubrics: The assessment will be in the form of the students documenting facts they are learning as they watch videos by the other groups.

- They will write which of the four words they were assigned and one thing they learned while conducting their research. (2pts)
- Students will write a minimum of 3 facts they learned per each video they watched, not including their own. Each fact is worth 2 pts.

Total 20 points possible.

Lesson Four: Cultural Understanding and Global Awareness

Overview: Students will take on researching a country of their choosing, in which they will then create a website to display all the cultural elements and findings of that country.

Topic or Unit of Study: Cultural Understanding and Global Awareness

Grade/Level: 8th or 9th-grade

Objective The students will be able to demonstrate/describe what it means to have and the importance of Cultural Understanding and Global Awareness. (I've inserted the main objective, but feel free to add any additional objectives here. I will be looking *carefully* on how they align with your assessment)

Technology Integration: Students will use their laptops to create a Website using Google sites.

Procedure: As a class, the students will watch the Youtube culture videos on the projector; see linked videos:

[Importance of culture 2019](#) 5min

[Cultures of the world](#) 5min

[Cultural Differences with teens](#) 5min

Next, the teacher will begin a discussion about culture and why it is important. Students will participate in the discussion.

The teacher will ask the following questions as part of the discussion

1. What does it mean to have culture?
2. Do you and your friends/classmates share the same culture?
3. How do you feel when you visit somewhere with a completely different culture than the one(s) that are familiar to you? (or how do you think it would feel?)
4. Why is it important to respect other cultures versus trying to change them?

Once a healthy discussion has been achieved (goal: 15-20 min), the teacher will begin explaining the project for this lesson.

For the cultural awareness project, the students will be given the following instructions:

You will design a website on Google Sites to display all your research findings about a country of your choosing.

The teacher will show a Google Sites tutorial(15 min) [Google sites tutorial](#)

Step 1. Go to the sign-up sheet and choose your country(one per person)
[COUNTRY SIGN-UP SHEET](#)

Step 2. Go to Google sites located in the google apps menu. Click on the icon named "sites". Click the plus sign (+) on the bottom right of the screen to "Create New Site." Title your site with the name of your Country followed by "cultural awareness". (Your name will go on your title page, not in the website title)

*The tutorial we watched contained more details; if you need to re-watch it, here is the link to the [Google sites tutorial](#).

What should you include on your website??

- You will have a title/home page with the country name and your name and a pleasant visual display representative of your chosen country. (A picture is perfect)
- Next, you will create **at least 5** more pages with categories and subcategories if needed. You can have more than one category per page; for example, "Geography & Landscape" can be one page. within the website, presenting different aspects of the country.
- Your website should include information on the following bulleted items and a picture(s) representing each bulleted item. **Remember the "Safe, Healthy, Legal, and Ethical Use of Technology" that we just learned about; use the notes you took in the last lesson if you need a refresher!!**

(These do not have to remain in order, you have the creative freedom to organize how you please!!)

- **History** of your country, is it independent? If yes, when? If not, what is its country of rule? Include the population.
- **Geography**: Where is it located? Is it big, small, or surrounded by water...give details!
- **Landscape**: Describe the visual esthetic. Is it known for specific plants or animals?
- **Ancestry**: Tell us all about the people of that nation. What do they look like, and how do they dress?
- **Language**: What is the primary language of your country? Is there more than one? How do people greet one another?
- **Food**: What do they eat daily? (typical breakfast or dinner)? What are considered special occasion food? Are there any special drinks?

- **Infrastructure:** What does the country use for its building? Is it well-developed? Are there skyscrapers? What types of dwellings do people reside in?
- **Economy:** Is it thriving? Wealthy? Struggling? What is the currency? Is it expensive or inexpensive to live there?
- **Education:** Is it available to all citizens and genders?
- **Religion:** What is the most prominent religion? Are there multiple religions? Is there religious freedom?
- **Values:** What are some of the **main values** found in this country?
- **Your reaction:** What is **your favorite thing** about this country, and what is one thing that **surprised you**?
- **Commonality:** One thing (at least) that your personal culture **has in common** with the culture of your country.

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Differentiated Instruction: Students who struggle will be permitted to pick three things from the list above to focus on rather than doing all of the bulleted items. I will also be available to help get anyone started in creating the site. If a student is struggling to the point of being unable to complete this task, they will have the option to pick a presentation platform they feel more comfortable with to complete this assignment.

More advanced students can add more pages and more details, such as

- What is the relationship between their country and the U.S.?
- Is this country similar to any other countries?
- Are women considered equal to men?
- What are the gender roles in this country?
- Would you visit this country? Why or why not?

Sample Student Products: Students will create their own google website for their country of choice.

Collaboration: This is an independent assignment, and each student will have their digital creation. However, it is excellent for students to help one another with the website itself, as I know some students are tech-savvy, and some may need help from a friend.

Time Allotment: This is the most extended plan of this unit, so the students will have multiple days to complete this.

Day 1: Cultural importance videos and discussion. If there is time, the Google sites tutorial can be shown on day 1.

Day 2: Explanation of project and google slides tutorial video. Students will begin their site creation.

Day 3: Work on the website

Day 4: If more time is needed, students will have some time to finish up (last day class time will be given).

Instructional Materials: Overhead projector and laptop, Youtube videos

Resources: Students will need a computer or laptop (preferably), internet access, and a google account.

Standards: (Describe how your lesson will demonstrate that **you** met Standard 5 - Digital Citizenship where educational technology facilitators model and promote digital citizenship: **Element 5.3 - Cultural Understanding and Global Awareness:** Candidates model and promote cultural understanding and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.

This standard is being met by using digital resources to teach students about cultural understanding and global awareness. Rather than the students hearing about the importance of culture from their teacher, whom they see daily, they are given a chance to witness it explained through the lens of diverse individuals. Another way this standard is being met is by the students being guided to explore other cultures in depth and using digital tools to organize and display their findings in a meaningful way. Having the students create a website spotlighting different countries and cultures, provides a way to make a mark in the digital world as culturally contributing citizens.

Assessment/Rubrics: Website grading: 75 points possible

	25 points	20 points	15 points	10 points	5 points	0 points
Title Page	Name of the country, your name, and visual	n/a	Missing 1 of the 3 title page elements	n/a	Missing 2 of the 3 title page elements	no title page
Topics	Covered at least 12 of the 14 topics	Covered 9-11 out of 14 topics	Covered 6-8 of the 14 topics	Covered 3-5 of the 14 topics	Covered 1-2 of the 14 topics	Covered zero topics
Images	provided 12-14 topic-based images	provided 9-11 topic-based images	provided 6-8 topic-based images	provided 3-5 topic-based images	provided 1-2 topic-based images	provided zero topic based images

Lesson Five -- Culmination: Describe your culminating lesson/activity that provides closure or a summarization of the Unit for the students.

The closure for this unit will center around the students sharing what they have learned throughout becoming Global Digital Cultural citizens. This activity will culminate in Global Digital Cultural Citizen day. The students will have an open house to invite other classes to see their digital creations. The students will each write on the board the qualities they now know of a Good Global Digital Citizen. On the projector screen, in the front of the class, their Animoto videos about the Safe, Healthy, Legal, and Ethical use of technology, along with the slide shows created about celebrations, will be playing on a loop. All around the class, with students and their desks lining the perimeter and ordered by continent, the students have their laptops open and the website up and ready for viewing. As other classes take turns coming through, the guest students can walk around the classroom and learn about different countries and cultures, picking and choosing where to stop and what countries' websites they want to explore. In between stops, they can tune into the Animoto videos on the projector screen and check out the slides about different

celebrations. The students will have an all-day open house which they will host with excitement as they teach their schoolmates all they have learned in this unit. They will also have the opportunity to explore the websites of their classmates, as well.