**LESSON PLAN – Civic Engagement & Communication as Digital Community Members**

**Teacher(s):** Samuel Travis

**Grade Level:** 6-8th Grade

**Class Size:** >15 Students

**Unit/Subject:** Digital Literacy, Reading & ELA

**Lesson Duration:** Approximately 45 min.

**LESSON PLAN:**

**Description:** Similar to how we want our classroom spaces to be inclusive and safe, the online world is no different. Both have guidelines that we, as educators, must communicate and teach to our students. This lesson focuses on teaching students to communicate in internets groups and appropriately respond to bias and hate online.

1. **Objective(s):**
* By the end of this lesson today, students will be able to explore different kinds of bias they might encounter online.
* Students will also begin in developing strategies for identifying and responding to biased language and hate in digital spaces through simulated scenarios.
1. **Common Core State Standards** &  **ISTE Standards for Students:**

**CCSS:**

* Write routinely over extended time frames (time for research, reflection, and revision) *and shorter time frames* (a single setting or a day or two) for a range of tasks, purposes, and audiences [CCS.ELA-LITERACY.CCRA.W.10]
* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively [CCS.ELA-LITERACY.CCRA.SL.1]

**ISTE:**

* Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world (**2a**).
* Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices (**2b**).
1. **Learning Target(s):**

By the end of today’s lesson, I (the student) will be able to explain the importance of being a digital citizen.

1. **Essential Question(s):**
* What does it mean to be a digital citizen?
* What types of identity-based biases might people encounter in digital communities?
* How can young people respond safely and justly in the face of biased language and hateful communication online?
1. **Assessment(s):**
* Exit Ticket on digital citizenship (see below)
1. **Materials:**
* Whiteboard & Expo Markers
* Screen for video-viewing
* Step-in, Step-out Prompts (Printed)
* Copies of Group Scenarios (Printed x3)
* Paper for exit tickets
1. **Introduction/Anticipatory Set:**

WARM UP (*5-10 min*.): What is Digital Citizenship?

* Write on Board: “What is DIGITAL CITIZENSHIP?”
	+ Give members one minute to share their thoughts
* VIDEO #1 - <https://www.commonsense.org/education/video/digital-citizenship>
	+ Explain digital citizenship
* VIDEO #2 - <https://www.commonsense.org/node/4652186>
	+ Connect to **Fortnite**
		- Take a moment to think:
			* Have you ever been harassed by someone online – whether on a video game or on social media?
			* Have you ever harassed someone online?
1. **Step-by-Step Lesson Process:**
* VOCABULARY (*5 min*): Go over each of these; Only post “**BIAS**” on the board.
	+ **BIAS –** favoring one person or point-of-view more than others
	+ **DIGITAL COMMUNITY –** communities that develop on the internet
	+ **INCLUSIVITY –** the fact or policy of not excluding members or participants on the grounds of *gender, race, class, sexuality, disability, etc.*
	+ **HATE SPEECH –** speech that attacks, threatens or insults a person or group on the basis of national origin, ethnicity, color, religion, gender, gender identity, sexual orientation or disability
	+ **INTERNET TROLL** – an individual who posts false accusations or inflammatory remarks on social media to promote a cause or to harass someone; the anonymity of such venues enables people to say things they would not say in person, and they often like to ratchet up emotions to generate strong reactions
* Ask the questions (*1-2 min*):
	+ Have you ever experienced or witnessed language online that was biased or hateful?
		- Did you do anything in response? Why or why not?
	+ Do you think people are more likely to use biased or hateful language online versus in-real-life? Why or why not?
* **STEP-IN, STEP-OUT ACTIVITY** (Refer to attachment | *10-15 min*.)**:**
	+ Emphasize:
		- This is meant to be a silent, respectful, and reflective activity
		- There will be an opportunity for dialogue afterwards
	+ Conduct activity (see attached)
	+ Debrief activity:
		- Share reactions, connections, and questions, comments, or concerns.
* Talk about BIAS & SPACES (Write list on board | *>5 min.*)
	+ Brainstorm:
		- Types of biases
			* EXAMPLES: hate speech, hate symbols, offensive name-calling, cyberbullying, harmful threats, offensive jokes, offensive images, etc.
		- Types of spaces:
			* EXAMPLES: online video games, discussion forums, message boards, comment sections of articles, social media pages, email or blogs, etc.
* SCENARIO ACTIVITY (refer to attachment | *10-15 min.*):
	+ Organize members into groups (2 or more)
	+ Hand out **CUT-OUT Scenarios w/ QUESTIONS**
	+ Have each group present to the rest
		- Each member must answer at least one question
* DIGITAL CITIZENSHIP EXIT TICKET (*>5 min.*):
	+ **Final Step** – So what does it mean to be a digital citizen?
		- Hand out exit ticket slips
		- Have each member write one summarizing sentence that communicates to me what it means to be a digital citizen.
		- Take these at the door.

[ADAPTED FROM [­TEACHING TOLERANCE](https://www.tolerance.org/classroom-resources/tolerance-lessons/civic-engagement-and-communication-as-digital-community) LESSON]