

Digital Citizenship Lesson Plan

Welcome to Our Class

General Topic (as defined in the Digital Literacy Framework)	CIA3
Creativity and Innovation a) Specialized and Advanced Skills for Creative Expression	
Applicable Grade Range	
3-5	
Outcome(s) to be Addressed	
The student creates original digital works as a means of personal or group expression.	
Importance / Significance of Lesson	
This fun activity will see students collaborating with their peers to plan, gather evidence and create a digital presentation that sums up their personal and group experiences. It will allow them to reflect on their learning throughout the year and give a positive introduction to future students.	
Duration	
4 – 45 minute lessons	
Overview	
Students will create a digital ‘survival guide’ to share tips and tricks with their junior students of how to effectively make it through the class they’ve just taken.	
Required Resources	
Computer hooked up to a projector Class set of laptops/access to the computer lab Set of class accounts for chosen publication software	
Lesson Plan and Extension Activities	
Lesson 1 – Planning and preparation / drafting the script Introduce the project – groups will be creating digital ‘survival guides’ for future students to gain an understanding of what the class they will be taking is like and what they will need to do	

or be in order to survive the year. These projects help students to reflect on their year in the class, but is also a fun way to sum up their year and should be completed in a respectful and fun manner.

Students will work in groups to brainstorm ideas of good tips and tricks to share with future students. Things like ‘always do your homework,’ ‘make sure to remember your locker combination’, or ‘always hand your work in on time’. Different ideas that will help future students to work well within the environment or with a specific teacher. This will start to form a sort of script of things that they would like to share and through the brainstorming of ideas, they can start to plan the order of ideas and generate ideas of how they will find pictures or videos for each suggestion.

Lesson 2 – Gathering pictures, resources and ideas, finalizing the script

Using the plan that they created in the first lesson, student groups will gather pictures, videos, interviews or any other resources they will need for their presentation. This is also a time where they can finalize what they want to say and in what order.

Lesson 3 – Building the presentation

Students will take any pictures, videos, documents or resources that they collected and pull them together into a presentation using one of the suggested tools listed below. They can add music, audio files and design templates to make it an impressive presentation.

Lesson 4 – Presentations

Now it’s time to enjoy! Students will share their survival guides with their classmates, and possibly even next year’s students!

Adaptations

Younger students might work together in one large group with teacher assistance to build a smaller version of the project.

Older students might use presentation tools that they choose, create more dynamic presentations with video, music and text to accompany the pictures, or they may choose to do a similar project on a topic of their own choosing.

Additional Resources

There are a number of presentation sites that might be used to create elements of this project:

www.slideshare.net

www.prezi.com

www.voicethread.com

<http://cooltoolsforschools.wikispaces.com/Presentation+Tools>

<http://blog.crazyegg.com/2013/05/28/online-presentation-tools/>

Other tools:

Powerpoint

Comic Life

Apple apps:

SonicPix

Camera

Cross-curricular Outcomes Also Addressed

Language Arts – writing the script, communicating to share ideas, debating their opinions

Social Studies – characteristics of groups

Fine Arts – digital projects

~developed by Kristin Sward, 2014



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