

## Digital Citizenship Lesson Plan

### Try New Things

<b>General Topic (as defined in the Digital Literacy Framework)</b>	<b>DI5</b>
Digital Citizenship i) Balanced Attitude Towards Technology	
<b>Applicable Grade Range</b>	
6-9	
<b>Outcome(s) to be Addressed</b>	
The student has a general level of confidence to experiment with new technologies, but also to reject inappropriate technologies.	
<b>Importance / Significance of Lesson</b>	
Students need to be able to find resources and tools that will help them in their learning. Often, students are on the cutting edge of technology because they use it all the time and easily adapt to new and exciting tools (like Facebook or Instagram that teens adopted early on). The same can be said for programs that allow them to present information to others and it is important that students can assess different tools and understand how each program can benefit or hinder them.	
<b>Duration</b>	
60-90 minutes to find, explore, play with and assess a new technology, plus sharing time.	
<b>Overview</b>	
This lesson will guide students in exploring new presentation tools, testing them out and reporting back to the class on their pros and cons.	
<b>Required Resources</b>	
Computer hooked up to a projector Class set of laptops/access to the computer lab OR class set of iPads/iPods Set of class accounts for chosen presentation software	

## **Lesson Plan and Extension Activities**

Using research completed in another subject, students will gather resources and information, formulate a presentation and share the information with their class. Students will need to use the listings of presentation programs attached in 'Additional Resources' to find a presentation tool that they have not worked with before. Their job is to create an engaging and informative presentation on the topic being studied while testing out this new program and noting what works well, what frustrates them, things that they can or cannot do that they are used to being able to do in other presentation programs that they have used and whether they would use the tool again for another project.

After presenting information on the topic being studied, students would share their experiences in using the new presentation tool, identify unique aspects of the program, and either recommend it to their peers or recommend that their peers avoid it.

## **Adaptations**

Younger students could work on a new tool or resource in small groups or with a buddy class, or create a presentation as a group using and exploring one new tool.

Older students will be able to create more complex presentations and will use more of the options within the program they choose.

## **Additional Resources**

<http://www.powtoon.com/blog/5-best-prezi-alternatives/>

<http://www.powtoon.com/blog/10-best-powerpoint-alternatives/>

<http://slidedog.com/blog/top-5-presentation-tools-2014/>

<http://www.customshow.com/best-powerpoint-alternatives-presentation-programs/>

### Cross-curricular Outcomes Also Addressed

Any subject area can be used for the presentations

Language Arts – preparing script or information for presentation

~developed by Kristin Sward, 2014



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