

**Digital Citizenship Lesson Plan**  
**Selecting Applications**

<b>General Topic (as defined in the Digital Literacy Framework)</b>	<b>TC1</b>
Technology Operations and Concepts c)Informed Decision Making	
<b>Applicable Grade Range</b>	
6-9	
<b>Outcome(s) to be Addressed</b>	
The student selects and uses applications effectively and productively (e.g. chooses the most appropriate technologies according to the task).	
<b>Importance / Significance of Lesson</b>	
Typically, teachers direct students in which applications or programs to use for specific projects. With the advent of new tools being created regularly, and with teens often being the earliest adopters of new technology, it is important that students have a foundation in being able to understand the potential each tool has to offer, measure the tools efficacy for a task and choose the appropriate technology for their needs. Student choice increases engagement, thus allowing them to become proficient using a variety of tools for differing purposes. It can also raise the awareness of new resources and emerging technologies as students share their work.	
<b>Duration</b>	
Numerous 30 minute sessions exploring new technologies	
<b>Overview</b>	
Students will use laptops and mobile devices to explore various apps, programs and online tools to develop a ‘toolbox’ of resources that they are comfortable using and can implement depending upon the needs of a specific activity or project. This lesson focusses on presentation tools, though could be adapted to include a variety of other activities.	
Please note: Some online tools will require accounts and these will need to be set up prior to proceeding with the lesson.	

## Required Resources

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 tools

## Lesson Plan and Extension Activities

Divide the class into groups of three or four students each and provide each with the name of an app or resource listed below. Each group will create a presentation using similar materials but different programs. Choose a topic for the week that appeals to the student age and level (younger students might want to present information on a favourite TV show or toy, older students might like ‘Mmmm, coffee!’ or the school cafeteria). Students will gather a variety of pictures, movies, audio, text and print materials to be included in their presentation. The topics should be fairly straightforward and NOT research intensive – the focus here is to become proficient using the presentation tools, not have to spend a large amount of time gathering content.

Advise student groups that their presentations must be as dynamic and engaging as possible. Students need to work together to figure out how to add things like pictures, movies, music and text. At the end of their presentation, groups should include information about what they like about the tool they were given, what worked, what didn’t, what they don’t like about the tool, how easy the tool was to learn and work with and whether they would use it again or recommend it to a friend. Identifying unique aspects that make the tool relevant to their needs is also important.

Presentations will be shared and discussion can follow based on the pros and cons of each. Teachers can use the same list of tools with different groups each time they complete a project or decide to try different tools for each session. Alternatively, students can seek out new tools to share with the class.

Again, the focus of this lesson is to become proficient using the presentation software, so topics should be ones that students know well.

## **Adaptations**

Younger students can work in larger groups or as a class to explore a few basic tools and resources. Topics should be quite simple and relevant to student interest.

Older students will likely take the lead with these projects, exploring new tools and programs with ease and excitement. The size and quality of their projects will increase as they explore and topics can become more research based if desired.

## **Additional Resources**

Online presentation tools:

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

<http://mashable.com/2013/08/19/presentation-apps/>

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

<http://presentationsoft.about.com/od/softwarereviews/tp/101107powerpoint-alternative.htm>

<http://animoto.com/>

<http://prezi.com/>

<http://www.slideshare.net/>

<http://www.photoshow.com/home/start>

<http://voicethread.com/>

<http://www.mixbook.com/>

<https://lumo.sonardesign.com>

<http://www.emaze.com/>

Presentation programs:

Powerpoint

Keynote for Mac

Presentation apps:

Lumo

SonicPix

Educreations

Slideshark

Corkulous

### **Cross-curricular Outcomes Also Addressed**

Language Arts –novel study assignments, presentation on authors

Social Studies – research projects, global citizenship projects, country studies

Science – presentations on topics of study

Second Language – presentations in another language

Fine Arts – presentations on artists, showcasing personal artwork

Health and Career Prep – presentations on health issues (anti-smoking or anti-drugs)

PE – tracking fitness levels and goal attainment, showcasing school events (Terry Fox Run, team sports)

Math – creating exemplars of learning or making tutorials for varying Math concepts

~developed by Kristin Sward, 2014



Digital Citizenship in the Intermediate Classroom and all the lesson plans contained within it authored by [Kristin Sward](#) are licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).