Digital Citizenship Lesson Plan

Driven To Distraction

General Topic (as defined in the Digital Literacy Framework)	DI6
Digital Citizenship i) Balanced Attitude Towards Technology	
Applicable Grade Range	
6-9	
Outcome(s) to be Addressed	
The student manages the potentially distracting aspects of working digitally.	
Importance / Significance of Lesson	
We all get distracted by technology. Following links down an endless rabbit hole, playing mindless games for hours on our mobile devices, habitually checking our Facebook page or Twitter feeds for new information or posts. We can spend a lot of time doing nothing online. It is important for students to recognize their own digital distractions, set a plan in place to get them back on track when they find themselves distracted and outline guidelines for when and where it is okay to become distracted, and for how long.	
Duration	
15 minute lesson Data collection over three days 30 minute review	
Overview	
Students will list a number of their favourite online activities and activities on their mobile devices and track their use of these distractions over three days. They will then discuss their findings and outline a plan to regulate their online distractions.	
Required Resources	
Computer hooked up to a projector Class set of laptops/access to the computer lab OR class set of iPads/iPods	

Lesson Plan and Extension Activities

Lesson 1 - introduction

Open a class discussion with the question: 'What are your favourite activities using technology?' Make a list of student responses on the board and ensure that students realize this includes computers, mobile devices, television, mp3 players, etc. and can even be as specific as 'playing Candy Crush' or 'remixing content'.

Have students list the activities that they regularly participate in on their own piece of paper and commit to tracking the amount of time that they spend doing these activities over a three day period (perhaps over a weekend for discussion the following Monday). Have them predict the amount of time that they are 'distracted' and write it down at the bottom of their page.

Have students complete the data collection over a set period of time.

Lesson 2 – driven to distraction

Ask students for input on the data that they collected. Possible topics of discussion could be:
- Did anything surprise you?
- Did you spend more or less time than you predicted being digitally distracted?
- What sorts of activities took up most of your time? The least amount of your time?
- Are your parents aware of how much time you spend using technology in this way?
- How do your results compare to those of your classmates?
- Do you think this indicates a problem?

Share with students the following article: http://www.nirandfar.com/2013/10/how-to-break-5-soul-sucking-technology-habits.html Discuss that the internet (and technology) is a new form of addiction that people are coping with and why (habitual, compulsive, continual updates, don't want to miss any news items, think you can pass the level this time, trained ourselves to use it as a brain break). Emphasize that technology is an amazing tool and that it should be put to good use, however, we can get carried away with how much we use it. Also emphasize that you need to allow yourself some breaks and down time and that it is okay to fill that time using technology.

Now that we have identified it as a problem, how will we fix it?

Have students research ways to limit their dependency on technology and identify a list of class goals around technology use. Challenge students to cut down on their technology use and look for alternative sources of information or entertainment. If students are willing, they can re-track their usage rates after a few weeks to see if they have gone up, down or stayed the same.

A number of sites listed in 'Additional Resources' provide tips for regulating technology use and can be used by students to develop their goals.

Adaptations
Younger students will need adult help to track their usage. The article will not be relevant or appropriate for their age group. Older students may resist regulating their usage and may not be open to cutting down on their digital distractions.
Additional Resources
http://www.wikihow.com/Avoid-Distractions-Online   http://www.wikihow.com/Stop-Getting-Distracted-when-Trying-to-Get-Things-Done   http://blog.bayt.com/2013/01/easily-distracted-5-ways-to-reduce-online-distraction-at-work/   http://www.mindtools.com/pages/article/distractions.htm   http://education-portal.com/articles/5_Ways_Students_Can_Avoid_Computer_Distraction_During_Lecture.html   http://conversations.nokia.com/2013/11/19/pay-attention-avoiding-digital-distraction/

Cross-curricular Outcomes Also Addressed
Health and Career Prep – goal setting, healthy lifestyles, time management skills
Math – data collection

~developed by Kristin Sward, 2014