Digital Citizenship Lesson Plan

Fact Finding Mission

General Topic (as defined in the Digital Literacy Framework)	RB4
Research and Information Literacy b) Information Processing and Management	

Applicable Grade Range
6-9

Outcome(s) to be Addressed
The student gathers relevant digital information, e.g. other users' experiences, and assesses the quality of goods based on that information.

Importance / Significance of Lesson
When gathering information, it is important to discern what good information from a reliable source looks like. This fact finding mission will help students gather information en masse and determine its validity or certainty based on the number of times similar information is collected by different students.

Duration
45 minutes

Overview
The class will gather facts about a particular topic and record the information that they research in a common feed. After the facts are collected, the class will review the information for common themes and facts to develop a larger knowledge base on the subject. Prior to using this tool teachers will need to set up a 'room'. Students will then need to type the name of the room into the internet browser on their own computers and enter their names before they can start contributing.

Required Resources
Computer hooked up to a projector Class set of laptops/access to the computer lab OR class set of iPads/iPods Room set up on todaysmeet.com

Lesson Plan and Extension Activities

Teachers will open a room using https://todaysmeet.com/ by typing a name of the room and choosing the duration they would like the room to remain open for (options range from one hour to one year). Provide the link to students who can then type their name and then comment in the room. Choose a topic of study and have students open another internet tab on their computers to gather information.

As students research facts on their computer, they can then switch back into the discussion strand in 'todaysmeet' and type in their information (entries are limited to 140 characters). When they press the 'say' button once they have finished typing, their response will join other responses in the feed along with their name so that you know who has contributed what fact. It is important for students to know where they got their information from, so keeping track of websites that they've used in a word processing document is a good idea in case they need to go back and check their source. Often times students cannot see all of the comments in their own feed, but the master feed on the computer where the room was set up (easily projected onto a screen for all to see) will be continually updated. Continue your fact finding for approximately 20-30 minutes or until student interest or engagement is starting to wane.

Next, spend some time scrolling through the responses with students. You will find a number of similar or repeated entries, an indication that the information contained within is likely true based on the number of sources in which it was found. This is also a good time to question information that the teacher or a student thinks might not be correct. Teachers can use another internet tab to look up a specific fact, modelling how they would check that information they had received is true or not. Reviewing the feed allows for further discussion and validates students' role in sharing their knowledge.

Though the room can be kept open for longer periods of time, once the room expires the information is lost. A good strategy to keep the information is to highlight all of the entries in the feed and copy and paste them into a document which can be saved for sharing and safe keeping (typically the document will be many pages long and not suitable for printing off as a reference for each individual student).

Adaptations
Younger students might work with older buddies to collect and record information. Older students can collect information over a longer period of time (rooms on https://todaysmeet.com/ can be left open anywhere from one hour to one year), using it as a repository of information and referencing it for their work long term.
Additional Resources
https://todaysmeet.com/
Cross-curricular Outcomes Also Addressed
Language Arts – compiling ideas, sharing opinions or connections, asking questions during a lesson Science – great for fact finding and sharing knowledge when studying specific topics

~developed by Kristin Sward, 2014