| **Instructional Lesson Plan-Career Readiness** |
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| Content Area(s)/Course/Grade:Library -Grade 3 | Unit: Digital Citizenship |
| Lesson Topic: This is Me | Approx. Date/s: Week of March 27 |
| Career Readiness Core Idea:Digital identities must be managed in order tocreate a positive digital footprint. | NJSL Standard/s: 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lastingimplications of online activity. |
| Textbook, Materials, Resources: Common Sense Media Digital Citizenship Slides- This is Me! and handout |
| **Lesson Objective:** |
| -The students will be able to: * Consider how posting selfies or other images will lead others to make assumptions about them.
* Reflect on the most important parts of their unique identity.
* Identify ways they can post online to best reflect who they are.
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| **Instructional Delivery** |
| Procedures:1.**Ask**: *When and where do people take "selfies"? Why do you think they take them? Take turns sharing your ideas with your partner.* If necessary, clarify that a **selfie** is *a picture you take of yourself, usually with a phone.* ([**Slide 4**](https://docs.google.com/presentation/d/15FytSG7SxdDg2zOZBXFUNDSzP3PsIvHO9642xbAXpmg/edit#slide=id.g3cf350ac24_1_0))Invite students to share out. Responses might include *so they can see what they look like or to show people where they are or what they're doing*.2.**Distribute** copies of the [**Introducing ... Me! Student Handout**](https://docs.google.com/document/d/1Pms22mZ3fIEC8mS0gO1H5brV2j-oIXhfG2r_7vQNSYI/edit?usp=sharing)**.** Have a student read aloud the directions for Part 1.3.**Allow** students 10 minutes to create their selfies. Encourage students to be as detailed and creative as possible, using images, props, or other creative elements. ([**Slide 5**](https://docs.google.com/presentation/d/15FytSG7SxdDg2zOZBXFUNDSzP3PsIvHO9642xbAXpmg/edit#slide=id.g3cf350ac24_1_89)) Another option is to have students create a digital selfie using [**Skitch**](https://www.commonsense.org/education/reviews/skitch) or [**Sketch Guru - Handy Sketch Pad**](https://www.commonsense.org/education/reviews/sketch-guru-handy-sketch-pad).4 **Say**: *When we post selfies or other images for people to see, that will often lead them to make assumptions about who we are. An* ***assumption*** *is something that someone thinks is true, but in reality, may or may not be true.* ([**Slide 6**](https://docs.google.com/presentation/d/15FytSG7SxdDg2zOZBXFUNDSzP3PsIvHO9642xbAXpmg/edit#slide=id.g3bde474a81_0_128))5. **Distribute** the [**How I See You Student Handout**](https://docs.google.com/document/d/1RYWCyuVU_VRyPpLFF_1kFQ4NMv2XHx8qa-iDUyuhHkM/edit?usp=sharing), and arrange students with partners. Have a student read the directions out loud. Allow five minutes for partners to "read" each other's selfies and complete the handout.For question two, emphasize that students should try to identify specific adjectives they'd use based on the selfie. Remind students to be kind and respectful in what they write.6. **Direct** students to trade or share their handout with their partner. They should also return the [**Introducing ... Me! Student Handout**](https://docs.google.com/document/d/1Pms22mZ3fIEC8mS0gO1H5brV2j-oIXhfG2r_7vQNSYI/edit?usp=sharing)to their partner. Allow students a few minutes to review the assumptions their partner wrote.7. **Ask**: *What did you think about your partner's assumptions about you? Were they mostly right or mostly wrong?*  Call on a few volunteers to share out. Follow up with students by asking: *How did your partner's assumptions make you feel?**8.****Say****: How you felt about your partner's assumptions may have something to do with whether or not they matched your identity. Your* ***identity*** *is different parts of your culture, experiences, and interests that make you unique -- like your personality, where you live, or where your family is from. What are some other things that make you who you are? (*[***Slide 7***](https://docs.google.com/presentation/d/15FytSG7SxdDg2zOZBXFUNDSzP3PsIvHO9642xbAXpmg/edit#slide=id.g3b037fe8d8_1_103)*)**9.* ***Say****: Sharing things online that show your identity can feel good. It's like showing off who you are to the world! And we all have our own unique combination of things that make us who we are. But we should think carefully about what we share about ourselves online. And remember that others might make assumptions about us.**10.* ***Prompt*** *students to look at Part 2 of the* [***Introducing ... Me! Student Handout***](https://docs.google.com/document/d/1Pms22mZ3fIEC8mS0gO1H5brV2j-oIXhfG2r_7vQNSYI/edit?usp=sharing) *and have a student read the directions (*[***Slide 8***](https://docs.google.com/presentation/d/15FytSG7SxdDg2zOZBXFUNDSzP3PsIvHO9642xbAXpmg/edit#slide=id.g3cf350ac24_1_187)*). Allow students 10 minutes to work on their brainstorm and selfie redo.**11.* ***Invite*** *volunteers to share out their new selfies, including what they changed and why.**12.****Have*** *students complete the* [***Lesson Quiz***](https://www.commonsense.org/education/digital-citizenship/quiz/this-is-me-lesson-quiz)*.* |
| **Assessment/Evaluation**  |
| Students will be assessed on the lesson quiz 8/10 correct |
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[weekly lesson plan template](https://edutechspot.com/lesson-plan-template-google-docs/)

**Teacher’s Name submitting plan: Amy Klinger**

**Date submitted:2/27/23**