Lesson: Go Make a Difference

Curriculum Areas: ELA – Writing, Health

Curricular Outcome(s):
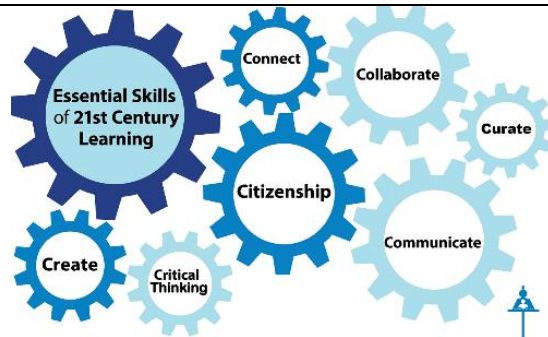
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Resources /Materials:
- LCD projector

Websites and Digital Resources & Sources:

Digital Leadership: http://georgecouros.ca/blog/archives/tag/digital-leadership
http://www.teachinctrl.org/
https://needhelpnow.ca/app/en/downloadable_resources-youth

21st Century Essential Skills:
- Create
- Curate
- Communicate
- Critical Thinking
- Citizenship

Digital Citizenship Concepts and Skills: RESPECT, EDUCATE, PROTECT
- EDUCATE
- RESPECT

Digital Citizenship Essential Questions:
- Are students aware of others when they use technology?
- Do students realize how their use of technology affects others?

Essential Knowledge - See Digital Fluency Continuum
- Knowledge: What will students understand?
    - There is a difference between digital and inter-personal communications and learn how to communicate respectfully.
    - Sometimes students act like bullies when using technology and there are actions I can take to deal with cyberbullying.
    - Being responsible and respectful is part of being a member of a digital com-munity.
    - My actions can make me an upstander in the face of cyberbullying.
- Skills: What will students be able to do?
    - Communicate appropriately and responsibly online.
    - Use actions that make them upstanders in the face of cyberbullying (including flaming, trolling, someone taking their work).

Essential Question:

How can I protect myself online?
How can I be a digital leader and positive digital citizen?
How can I use technology to make a difference? How can I use the internet to be a social activist?

Before:

Ask students how they are going to leave their mark in the world? What are they going to do to make a difference? Watch the Video that will change your life. I have no words left. (http://bit.ly/1kVHUtr) and discuss the different ways people made their mark and made a difference.

Explain that social media has the potential to spread negative stories and shame people (share some examples of cyberbullying, slut-shaming, etc), but it has also been used to spread awareness for the voiceless, build communities, and spread positive messages (for instance, the WestHigh Bros Sincere Compliment project, , a Calgary teen's social media campaign for mental health awareness, or #youmatter).

Tell students they will be creating an internet-based social activism project. You can steer this project to fit a curricular outcome you are working on (environmental awareness, cyberbullying, body image, etc). If you are doing something around cyberbullying, be sure to visit www.iamstronger.ca to apply for a grant.

During:

Students will participate in guided research (depending on the topic) to gather prior knowledge on the project you have chosen. As a class work to build a knowledge base on how your class will be upstanders. Also, make a plan on what you would like to do to make a difference. You could make a twitter hashtag campaign, create videos, write blog posts, etc. This is a very open-ended project and lesson depending on your comfort with technology, time, student needs, etc.

After:

Students will continue to be activists on social media. A successful project will have "no end date" as students will continue to carry out the campaign and be activists in their lives.

Assessment:

 Students will be able to pick a topic and create a campaign (including the steps of how they will be successful).