

Lesson Plan

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| Grade/Class | SEVEN | Date | 04/11/20 |
| Topic | HOW MIGHT OUR DIGITAL FOOTPRINT CHANGE OUR FUTURE | Time | 50 MINUTES |
| Unit title | THE POWER OF DIGITAL FOOTPRINT | Designer | PAMELA SARFO |

| Lesson Outcomes | |
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| <p><u>Essential Understandings</u> <i>The students will know:</i></p> <ul style="list-style-type: none"> Basic terms like online and the internet. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> How might our digital footprint shape our future? | <p><u>Curricular Outcomes</u> <i>The student will be able to:</i></p> <ul style="list-style-type: none"> Define the term "digital footprint" and explain how it can affect our online privacy. Analyze how different parts of our digital footprint can lead others to draw conclusions -- both positive and negative -- about who we are. <p><u>Cross-Curricular/Real World Connections</u></p> <ul style="list-style-type: none"> Cross curricular: ELA: Student activity (reflection) Health: Knowing that your digital footprint can impact or affect the lives of others. (The need to care for others) Real world connection: As much as our footprint impact the environment, our digital footprint can impact our online presence. |
| Materials (ICT considered) | Differentiation Strategies |
| <p>Materials needed are;</p> <ul style="list-style-type: none"> Color note/paper for students to access themselves Power point presentation Print Student Activity Extra Pencils Get Digital footprint Video ready | <p>Consider cultural diversity, adaptations, and groupings</p> <ul style="list-style-type: none"> During the discussions, students will gain understanding of working and caring for others interdependently to reach a common goal. Presentation font will be made bigger so that students can see it clearly. Students will be asked according to their color codes to express themselves about the few examples that teacher will give |

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| Assessment Evidence | | |
| Assessment FOR learning Students will be asked to explain Digital Footprint in their own words. | Assessment AS learning Rate how you understand the terms associated with this presentation on a scale of 3-1. | Assessment OF learning Student activity will be marked. |
| Learning Plan | | |
| Activating Watch a Digital Footprint video + discuss. Students will be asked to explain what each image mean as associated with digital footprint. | | Timeline |
| Acquiring Students will explain the term digital footprint, persistent and invisible audience in their own terms. Teacher will show students the “Take a stand” Pdf where they will read about two individuals. After googling the names of these individuals, information was found about what they do. As a CEO, who would you employ in the end to be your presenter for your show. | | |
| Applying Students will answer the questions on the Student activity worksheet. | | |
| Reflections about the lesson: | | |
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