REFLECTING AND PLANNING

Central Idea

Digital etiquette facilitates positive online communication

Key and Related Concepts

- Function (communication): How does it work?
- Connection (relationships): How is it linked to other things?
- Perspective (citizenship): What are other points of view?

Lines of Inquiry

1. Ways we communicate with technology
2. Factors to remember when communicating
3. Consequences when communicating digitally

Learner Profile Attributes

Thinker: developings critical thinking skills; motivated and takes responsible action

Communicator: expresses ideas confidently; listens to different perspectives

Caring: kind; shows understanding and respect; makes a positive difference in the world.

Approaches to Learning

Thinking Skills

Application: gains specific facts, ideas, vocabulary

Evaluation: makes judgments or decisions based on chosen criteria

Social Skills

Respecting others: makes decisions based on fairness and equality; recognizes that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating opinion without hurting others

Resolving conflict: reacts reasonably to the situation; accepts responsibility appropriately; is fair

Group decision-making: listens to others; discusses ideas; asks questions; works towards and obtains consensus

Communication Skills

Reading: comprehends what has been read; makes inferences and draws conclusions

Self-Management Skills

Safety: engages in personal behaviour that avoids placing oneself or others in danger or at risk

Codes of behaviour: knows and applies appropriate rules or operating procedures of groups of people

Informed choices: selects an appropriate course of action or behaviour based on fact or opinion

Action

Students will use their knowledge when writing comments on their classmates' Seesaw feeds.

Teacher Questions/Provocations

1. How do people communicate?
2. What factors are important to remember when communicating?
3. What can be some consequences of communicating using a digital device?

Learning Goals and Success Criteria

1. Students will co-create digital etiquette agreements
2. Students will successfully use the agreements when writing comments to their peers over Seesaw

Assessing Prior Learning

- Learning will be transferable throughout subjects, as well as their units of inquiry

Connections: Transdisciplinary and Past

- Conversation about use of technology (who is using what, and for what purpose)
- Has anyone used a device to text another person before? What kind of device did you use? Are there other ways to communicate through text that you know about?

Ministry Curriculum Connections

- Use materials, tools, and technologies in a safe manner in both physical and digital environments (ADST 3)
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (ELA 3)
- Exchange ideas and perspectives to build shared understanding (ELA 3)
- Describe and apply strategies for developing and maintaining positive relationships (PHE 3)

DESIGNING AND IMPLEMENTING

Designing Engaging Learning Experiences

- Citizenship - Review what it is and brainstorm "What is a good citizen?" Discuss manners/etiquette. Circle the responses that directly link to etiquette. Ticket out the door: "Etiquette is…" statement.
- Scenario Cards - In partners, students are given a scenario card based on general playground incidents. Discuss their reactions with the whole group. Does everyone agree? What is important to remember even though you might feel upset?
- Begin draft agreements on etiquette.
- Sticky Note Posts - various pictures are posted around the room (see list in resources). Students are given stickies to write down their reactions to them and post them to the pictures. Discuss the reactions as a group. Did anyone feel anything that WASN'T written down? Why? How do you think that person would feel? Discuss problems that arise when you cannot see the person's face. Add suggestions to draft agreements.
- Seesaw group account - students are given access to the class group account. Students post comments on some of 4-6 pictures posted there by teacher. Discuss whether comments meet etiquette agreements and approve comments as a group. Make additions to the etiquette agreements (Lesson x 2)
- Students are asked to post a piece of their work on the group Seesaw account. Students post comments on classmates' work that meet the etiquette agreements. Review as a class. Can be a partner activity where students come up with comments together first, then solo in next lesson. (Lesson x 2)
- Make final adjustments to draft criteria.
- Individually, students are asked to post a comment on a classmate's work. Student then takes screenshot and posts on their personal Seesaw account describing in an audio post how their comment meets the criteria and what improvements they could make for next time.
- Next Steps: Seesaw account is open for students to make comments in their free time at school.

Assessment for Learning (formative: to inform teaching and promote learning)

- Scenario Cards - encouraging students to share their thoughts about their feelings, and how they are able to deal with them
- Posted pictures - first attempt to have their comments some from someone "anonymous"

Assessment as Learning (students setting goals and reflecting)

- Writing draft, and then accepted, agreements on etiquette.
- Working with a partner to discuss comments that would meet the etiquette agreements.

Assessment of Learning (summative: to report on learning progress)

- Individually, students are asked to post a comment on a classmate's work. Student then takes screenshot and posts on their personal Seesaw account describing how their comment meets the criteria.
- Ongoing commenting in the group account, with students sharing their comments and reflecting on how they meet the criteria

Supporting Student Agency

Student agency will be supported through the co-constructing criteria activities, as well as throughout the unit with the release of responsibility regarding posting comments.

Making Flexible Use of Resources

- Student iPads
- Student Seesaw account
- Unsplash for images

Student Questions

- "Why do games have texting?"
- "What can I do when I cannot think of anything to comment on?"

REFLECTING

Teacher Reflections

See reflections in Digital Etiquette Project.

Student Reflections

- Students thought the activities were fun.
- It was important to think of something kind
- They enjoyed learning about etiquette and the draft agreements. They thought it was fun to hear the ideas they all had.
- "We also got kind comments about our posts that made us feel good."
- "We also learn from our draft agreements of what we should change. We could change them ourselves because we could follow the agreements."
- The sticky note activity was fun to see their classmates' thoughts.
- The class thinks I should teach this to the other class of Grade 3s, too.
- "Positive things - people will learn how to behave on the internet and how to react if people don't behave safe with you."
- "I feel safe and we can have a good community to do it with now."

Assessment Reflections

- "I liked how we had to prove our comments were good and matched the criteria."