Plan lekcji jęz. angielskiego (45 min.)

Małgorzata Bres

Wspieranie obywatelstwa cyfrowego (digital citizenship) na lekcji języka angielskiego (na podstawie materiałów ze szkolenia w Dublinie pt. „Using technology in the classroom")

Intermediate / B1

Materiały:

- Komputery bądź inne urządzenia z dostępem do internet

- Materiały ze strony:

- https://educators.brainpop.com/lesson-plan/digital-citizenship-lesson-plan-digital-compass/

Cele

- umożliwienie uczniom zapoznania się z autentycznym językiem

- poszerzenie wiedzy w zakresie leksykalno-gramatycznym na poziomie B1

- rozwinięcie umiejętności krytycznego myślenia

- rozminięcie umiejętności prowadzenia dyskusji w języku angielskim

Metody pracy

- burza mózgów

- praca w parach

- praca z materiałem wizualnym

- rozumienie ze słuchu

ETAPY LEKCJI

1. Begin the lesson by asking students what they think when they hear the words "digital citizenship." Write their responses on the whiteboard. Once everyone has had a chance to respond, share Common Sense Education's definition of digital citizenship: "the ability to be a safe, responsible and respectful citizen online." Now ask the class why being a digital citizen is so important today, or more specifically what kind of issues kids are dealing with today that require being a digital citizen. Some answers may include cyberbullying, digital cheating, and internet safety.

2. Display Digital Compass on the whiteboard. Play the introduction for the whole class. When the introduction ends, explain to students that in small groups they will play through the perspective of one of eight main characters, each of whom is facing a different digital citizenship dilemma. As a group they will work together to make decisions about what actions their character should take.

3. Divide the class into groups of three or four and assign each group a character/story. Have the group watch a BrainPOP movie(s) associated with their topic as follows:

Digital Compass Story	BrainPOP Movie
Hack-a-wrong	Ethics
Digital Heartbreak	Cyberbullying; Adolescence
Break it Down	Online Safety
Insta-slammed	Social Networking
Me, Me, Meme	Digital Etiquette
Citation Infestation	Ethics; Stress
Sticky Situation	Information Privacy
Kung Fu Fibber	Ethics; Peer Pressure

4. Then have the group go through the story together. As they come to each decision point, encourage them to consider the options, weighing the pros and cons of each. If students have individual logins through My BrainPOP, encourage them to use the SnapThought® tool to take snapshots while they're making their decisions. Review Digital Compass: SnapThought Prompts for suggested prompts.

5. Circulate the classroom as students are working. Listen to their conversations. As needed, encourage them to listen to each other and make sure that every student in a group is participating by sharing his or her opinion about what decision to make in the story.

6. After all the groups have completed their stories, bring the class together. Have each group present to the class. Have one student in the group summarize the story; another student or two can share some of the decisions they made, including an example of what they agreed upon and where they disagreed. They can use the whiteboard to share some of their SnapThoughts. Finally, have another student describe the end result of their decision making.

7. You may repeat this lesson on another day, keeping the same groups, but assigning different stories. They can compare and contrast the decision they make with the group that had previously played the same story.

8. **Extension Activities:**

Reflective Writing Prompts. Choose one or more of the Reflective Writing Prompts on page 8 of the [Digital Compass Educator Guide](). You may decide to give the same prompts to the whole class and compare and contrast their responses. Or, you can assign different prompts to different students. You may use the Reflective Writing Rubric on page 9 to assess students' responses.