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LESSON PLAN	**AGAINST ONLINE SLAVERY (**2019-1-FI01-KA229-060725)

Country + School:	**Romania/Scoala Gimnaziala Nicolae Romanescu**		
Teacher(-s)	**Tutuleasa Eugen**		
Subject / Course:	**ICT**		
Topic:	**Build Understanding**		
Age group:	12-15	**Lesson Duration:**	**50 minutes**

Lesson Objectives which the students acquire:

•   Students will develop a clear understanding of online-related vocabulary.

•   Students will explore how to use the Internet safely for a variety of purposes, with a focus on communication.

Summary of Tasks / Actions:

How I Use the Internet
Redistribute the students' lists of Internet use from Lesson 1 and ask them to revisit their five most common uses of the Internet and to be prepared to explain their rationale for these choices. Group them into learning teams of three and ask them to spend six minutes sharing their thoughts. Special focus should be paid to the commonalities amongst their responses.
Once there has been adequate sharing time, facilitate a class discussion on how people use the Internet. Through the discussion, help the students to co-create a chart that classifies their Internet usage.
(Possible guiding questions/chart column headers: Where are students going when online? Why do they go there, what is the purpose of their visit? How frequently do they visit certain sites? Is this a site with social connections or is it for individual use?)

Perspectives on Internet Use

Write on the board the word perspective, and ask students to define and explain it. The teacher will help to clarify that single perspectives are usually biased and don't share all of the information about a topic. By looking at multiple perspectives, people can get a better understanding of something -- all of its benefits and drawbacks.
Distribute the Six Perspectives handout and explain that each colour represents a single viewpoint with specific interests. Each viewpoint will look at the Internet in one specific way and when all of the different viewpoints are looked at together, the class will have a greater understanding of the Internet. Introduce each of the perspectives and read through the guiding questions connected to each.
Break the class into groups and assign each group a single perspective. Students may create some of the responses to their questions through discussion, but technology should be made available to research. Students should be guided on how to use appropriate websites to complete this research.
Once groups have filled in one side of the Six Perspectives organizer, ask them to bring their three most important ideas to the rest of the class. Through discussion, have students fill in the Six Perspectives chart.
Using the information on the chart, ask the students to create individual mind maps that show their understanding of what the Internet is and how it is used. The central bubble should be drawn on the board and named, "The Internet". Subtitles for each student's bubble should be brainstormed and created by the class prior to moving on to individual work.

• The first bubble off of the center should be labeled COMMUNICATING, with two bubbles branching off looking at WHY people communicate (reasons, purposes) and HOW people communicate (platforms, methods).
• Other important subtitles to include would be: GAMING, SHOPPING, WATCHING, SHARING, SAFETY, AUDIENCE, PRODUCERS, DEVICES. Refer back to the ideas presented by the Six Perspectives groups to complete the subtitles for each bubble, with a special focus on the ideas presented by the Black group (concerns about safety and security) and the Green group (possibilities for future uses of the Internet).

Give students time to complete their mind maps, which will be submitted for formative assessment and posting beside the charts.

Materials / Equipment:

- • Make sure students have their lists showing how they use the Internet (from Lesson 1).
- • Provide chart paper and markers.
- • Photocopy the Six Perspectives handout
- • Provide access to computers with Internet access.

References/ theories/ teaching methods used:

communication

Evaluation of the objectives acquired:

Students will identify and classify their own interactions with the Internet and will engage in a collaborative critical thinking activity that will have them examine the Internet from a variety of perspectives.

Six Perspectives

Below are six different lenses, or perspectives, to look through. List the ideas you come up with and hear in discussionon your chart below as you look at the Internet from these different viewpoints:

WHITE: INFORMATION	RED: EMOTIONS	BLACK: CAUTION
What facts and figures can we use to measure or understand the Internet? What information can we find about how the Internet is used?	How do you feel about the Internet? Are your emotions mild or strong? Are there things about the Internet you love? Hate? Fear?	What are the risks of using the Internet? What harm might it cause? What concerns are there for different people?
YELLOW: OPTIMISM	**GREEN: CREATIVITY**	**BLUE: ORGANIZATION**
What is good about the Internet? What are the benefits to humans? To the environment?	What new uses for the Internet could change the way we live? The way we communicate? What could be added to the Internet to improve its impact?	What subtopics could we use to organize our thoughts about the Internet? How could we rank these ideas by importance? How will this information be useful to us?

My Group's Perspective:	My Group Members:

My Initial Thinking:

Additional Ideas from My Group:	Our Three Most Important Ideas: