

## Genius Hour Lesson Plan • EDCI 338

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### PREFACE

This lesson was created with the questions of "How can we strengthen collaboration & connectedness in our classrooms?" as a guide.

### TOPIC

**Title:** Social Media and Current Events

**Proposed Duration:** 50 mins

**Grade Level/s:** 5/6

### OVERVIEW

Class will discuss how we read media then move into an activity where students analyze news media articles (or videos) in groups of four. After the analysis, students will take to Twitter for research and voice their opinions. A brief discussion about support and respect on social media will happen before students comment on peers' tweets. Lastly, they will individually reflect on this experience using FlipGrid.

### LEARNING OUTCOMES

Students will be able to...

- Discuss ways to approach news media
- Break down articles to critically analyze the intent of the author.
- Identify important points the article is making
- Navigate Twitter
- Explain how reading the article made them feel or changed their mind
- Comment on peers posts with compassion and respect
- Reflect on their collaborative and individual learning

## PREPARATION AND MATERIALS

- Projector/smart screen
- Tablets - with Twitter accounts
- News media articles (class set or more to give students options)
- Dictionaries
- Padlet
- Google Classroom with FlipGrid
- Print handouts (included in the appendix section)

## CURRICULAR CONNECTIONS

- **Big Ideas.**

“Developing healthy relationships helps us feel connected, supported, and valued.” (Physical and Health Education 5)

“Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.” (English Language Arts 5)

“Natural resources continue to shape the economy and identity of different regions of Canada.”, “Immigration and multiculturalism continue to shape Canadian society and identity.”, “Canadian institutions and government reflect the challenge of our regional diversity.” (Social Studies 5)

- **Content.**

“Strategies and processes: reading strategies, oral language strategies, metacognitive strategies, writing processes” (English Language Arts 5)

“The development and evolution of Canadian identity over time”, “past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments”, “levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding”, “resources and economic development in different regions of Canada” (Social Studies 5)

- **Curricular Competencies.**

“Describe and assess strategies for responding to discrimination, stereotyping, and bullying”, “Describe and apply strategies for developing and maintaining healthy relationships”, “Describe and apply strategies that promote a safe and caring environment” (Physical and Health Education 5)

“Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text”,

“Consider different purposes, audiences, and perspectives in exploring texts”,

“Respond to text in personal and creative ways”, “Exchange ideas and perspectives to build shared understanding” (English Language Arts 5)

“Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments”,

“Demonstrate a willingness to learn new technologies as needed” (Applied Design, Skills, and Technologies 5)

“Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions”,

“Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present

(continuity and change)”, “Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about

alternative outcomes (cause and consequence)”, “Take stakeholders’ perspectives on issues, developments, or events by making inferences about

their beliefs, values, and motivations (perspective)”, “Make ethical judgments about events, decisions, or actions that consider the conditions of a particular

time and place, and assess appropriate ways to respond (ethical judgment)”

(Social Studies 5)

The curricular connections are taken from: <https://curriculum.gov.bc.ca/>

## STRATEGY

### **Discussion** (10mins)

Start the lesson with a class discussion about how we read media, critical thinking, what messages are they sending, why was this created, and the author's point of view.

Ask students to reflect on these questions when deciphering media.

- Who created this?
- Why did they make it?
- Who is the message for?
- What techniques are being used to make this message credible or believable?
- What details were left out, and why?
- How did the message make you feel? (Common Sense Media, n.d.)

### **Analyze Articles & Research** (20mins)

Have students form groups four, and each group pick a news article from a curated list of current events.

Example articles from July 2021

- <https://www.cbc.ca/news/science/oldest-animal-fossils-sponge-1.6120659>
- <https://www.cbc.ca/news/canada/british-columbia/mourning-photo-getty-images-1.6120168>
- <https://www.cbc.ca/news/canada/british-columbia/bc-wildfire-update-jul-27-1.6119987>
- <https://www.ctvnews.ca/canada/heartbreaking-video-of-marineland-s-last-surviving-orca-renews-calls-to-free-her-1.5526343>
- <https://www.ctvnews.ca/sports/here-s-what-canada-did-while-you-were-sleeping-on-day-5-of-tokyo-olympics-1.5525857>
- <https://www.ctvnews.ca/entertainment/i-m-about-to-be-rude-lizzo-asks-fans-to-keep-their-distance-during-pandemic-1.5526269>
- <https://globalnews.ca/news/8066485/bc-wildfire-update-july-28-2021/>

- <https://globalnews.ca/news/8064151/fairy-creek-protest-bc-first-nation/>
- <https://globalnews.ca/news/8032427/malahat-skywalk/>
- <https://www.cbc.ca/radio/asithappens/as-it-happens-the-tuesday-edition-1.6119262/canadian-youtubers-build-the-world-s-brightest-flashlight-1.6119263>

Each person in the group will take on a role they are responsible for. The Predictor will make assumptions about the article, using the title, images, and prior knowledge, before the group reads it. The Clarifier will clarify any words that are unfamiliar to students, they may need a dictionary (digital or otherwise) for this role. The questioner enhances engagement by focusing on asking questions about the article. The summarizer notes all the essential details about the article to help identify what the tweet should be focused on (Baker & Emerson, 2014). With this information, the group will also fill out their News Article Analysis Worksheet (see Appendix B).

Once groups have completed their news article analysis worksheet, they will use Twitter to search out other information about the news article topic.

### **Tweet Out** (10mins)

Have a brief class discussion on how to support and respect people on social media. Cover how we communicate with respect, kindness, and thoughtful wording. Cover what a powerful comment looks like (like, connect, question).

Groups will draft a tweet for the teacher to approve (print out in Appendix A) for the classroom Twitter account (or accounts for each group if possible). Students will be instructed that the tweet must contain the class hashtag (#schoolnamediv2), a hashtag that connects to their article, and they must @ a person that relates to their topic. This activity will add to previous or start a class Twitter chat that can be expanded in other lessons.

If the class only has one Twitter account, share tweets on Padlet and have students make powerful comments to peers' tweets (minimum of two comments each).

Otherwise, use Twitter for students/groups to make powerful comments on each other's tweets.

Example Padlet Link (password: Div2rocks):

<https://padlet.com/carlaajscott2/xvwwk2nzqd5fqwyn>

**Closing Activity** (10mins)

Have students use FlipGrid in Google Classroom to make individual reflections on their articles, reading classmates' tweets, and how making powerful comments made them feel.

<b>ASSESSMENT</b>				
	Expert	Accomplished	Capable	Beginner
Following direction	All directions were followed	Most directions were followed	Some directions were followed	None of the directions were followed
Completion	All of the assigned work is completed	Most of the assigned work is completed	Some of the assigned work is completed	The student did not turn in the assignment
Understanding	Understanding of concept in the article is clearly evident	Understanding of concept in the article is evident	Understanding of concept in the article is limited	Understanding of concept in the article is lacking
Behaviour in class	The student was respectful and well behaved	the student behaved well for most of the lesson	The student misbehaved during some of the lesson	The student misbehaved and was not respectful to the learning environment
Timeliness	Work was done before, or as class moved on	Work was mostly completed before the class moved to the next activity	The student was behind in completing activities	The student was so behind that not all activities were completed in the given time
Powerful comments	The comment stated something they liked, a connection, and a question	The comment stated two of the components of a powerful comment (a like,	The comment stated one of the components of a powerful comment (a like,	The comment stated none of the components of a powerful comment (a like,

		a connection, a question)	a connection, a question)	a connection, a question) or was not posted at all
Reflection	the student reflected on the article they read, reading classmates' tweets, and how making powerful comments made them feel	The student reflected on two of the following - article they read - reading classmates' tweets - how making powerful comments made them feel	The student reflected on one of the following - article they read - reading classmates' tweets - how making powerful comments made them feel	the student's reflection did not include any of the class activities

### SOURCE / REFERENCE

\*Note this lesson plan template was adapted from a template provided by Rachel Hellner in EDCI 307 at the University of Victoria

Baker, J., & Emerson, L. M. (2014, May/June). *Reciprocal teaching: Seeing is believing*. William & Mary School of Education. <https://education.wm.edu/centers/ttac/resources/articles/teachtechnique/reciprocalteaching/index.php>

British Columbia Ministry of Education. (n.d.). *Applied Design, Skills, and Technologies 5*. BC's curriculum. <https://curriculum.gov.bc.ca/curriculum/adst/5/core>


British Columbia Ministry of Education. (n.d.). *English Language Arts 5*. BC's curriculum. <https://curriculum.gov.bc.ca/curriculum/english-language-arts/5/core>

British Columbia Ministry of Education. (n.d.). *Physical and Health Education 5*. BC's curriculum. <https://curriculum.gov.bc.ca/curriculum/physical-health-education/5/core>

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Common Sense Media. (n.d.). *What is media literacy, and why is it important?*. <https://www.commonsensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important>

Appendix A



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For a page of three printable "Tweets" visit:

<https://islandpedagogy.opened.ca/2021/07/28/genius-hour-lesson-plan/>



## Appendix B



News Article Analysis

Name:

Who created this?

Why did they make it?

Who is the message for?

What techniques are being used to make this message credible or believable?

What details were left out, and why?

How did the message make you feel?



For a full page printable please visit:

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