

**Unit Title:** Building Healthy and Balanced Technology Habits

**Grade Level:** 6th Grade

**Subject Area:** Digital Citizenship

**Duration/Length/Number of class periods:** 5 days

**Description:**

Students will learn about how to balance technology in their lives and develop healthy technology habits. They will journal about their technology use, interview family member(s) in order to create a pledge, and share information with others about how to lead a healthy, balanced life using technology.

**Established Goals (National, State, Local):**

1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
  - a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
  - a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
  - b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - b. (d)Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
4. (5) Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
  - a. (b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

5. (6) Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- a. (d) Students publish or present content that customizes the message and medium for their intended audiences.

**What Enduring Understandings are desired?**

I can and practice indicate healthy and balanced technology habits.

**What Essential Questions will be considered?**

What are healthy technology habits and how do I balance these habits in my own life?

**Students will know / be able to:**

By the end of these lessons, students should be able to define what a healthy and balanced use of technology is and what it means for them. They will collaborate with others to set practical ground rules for healthy and balanced technology use. Also, they will share what they learned and advice about a balanced use of technology with others.

<u>Description</u>	<u>Formative</u>	<u>Summative</u>	<u>Introductory Activity</u>	<u>Learning Activity</u>	<u>Student Technology Used</u>	<u>Teacher Technology Used</u>	<u>ISTE Standards</u>
<b>Lesson #1</b> 1. Students will make a copy of a Google Slides presentation to journal about the activities they participated in the previous day that included technology use and non-technology use. a. They will journal for a number of days.	X		X		- Google Slides (iPads)	- Google Slides and Google Applied Skills curriculum (iPad)	1a
<b>Lesson #1</b> 2. They will add an emoji about how the above activities made them feel.							1a
<b>Lesson #1</b> 3. They will reflect on how the different activities made them feel.	X						1a

They will also set a goal to make some change to their activities based on their daily “emoji” reflections and final summary.							
<b>Lesson #2</b> 1. Students will identify an adult in their life they want to interview. They may choose to interview more than one adult. It will be preferred they interview the adult in person to promote communication and professional skills.			X	X	- Google Docs (iPad)	- Google Docs (iPad)	5b
<b>Lesson #2</b> 2. Students will review the pre-made questions as well as add AT LEAST one question of their own to add to the questionnaire.	X			X	- Google Docs (iPad)	- Google Docs (iPad)	5b
<b>Lesson #2</b> 3. Students will use the information they got from the questionnaires to formulate their own guidelines for their own technology use. In the questions asked in the interview, the students asked and discussed with adults about the adult’s technology use as well as suggestions this trusted adult would give them for their use. The student will sign the guidelines. <ol style="list-style-type: none"> <li>a. They need to include at least 3 guidelines.</li> </ol>	X			X	- Google Docs (iPad)	- Google Docs (iPad)	2a, 2b
<b>Lesson #2</b> 4. Students will share the guidelines as a pledge to others for accountability and will have others sign it, also.	X			X	- Google Docs (iPad)	- Google Docs (iPad)	

<p><b>Lesson #3</b></p> <p>1. Students will get into groups. They will make a copy of the Project Planning Starter Questions. They will collaborate with each other to tweak the questions based on what audience they will be interviewing.</p> <p>a. Students will be interviewing younger students, the principal, or another teacher/adult in the building.</p>			X		<ul style="list-style-type: none"> <li>- Google Docs (iPad)</li> </ul>	<ul style="list-style-type: none"> <li>- Google Docs (iPad)</li> </ul>	<b>5b</b>
<p><b>Lesson #3</b></p> <p>2. After gathering the information, group members will decide what information is most important to include in their final product. They will also decide what the best way to deliver the message is: video, poster, skit, etc.</p> <p>a. Groups will come up with a rough draft of their product idea.</p>	X			X	<ul style="list-style-type: none"> <li>- Google Docs (iPads)</li> <li>- Other tool or app of their choosing (iPad)</li> </ul>	<ul style="list-style-type: none"> <li>- Google Docs (iPad)</li> </ul>	<b>5b</b>
<p><b>Lesson #3</b></p> <p>3. Group members will create the final product using the important information.</p>		X			<ul style="list-style-type: none"> <li>- App or tool of students' choosing</li> </ul>	<ul style="list-style-type: none"> <li>- App or tool of students' choosing</li> </ul>	<b>6d</b>

**Materials, tools and resources**

Students will need their iPads in order to access the templates. Templates have been provided by Google's Applied Digital Skills curriculum. Students will access templates through Google Classroom. Students will use adults in their lives to interview as a resource in lesson 2, as well as others in our building as resources for lesson 3.

**Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)**

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**Additional credit given to**

Google's Applied Digital Skills: Build Healthy Digital Habits [Unit Plan](#)