

### Inquiry Demonstration Plan

Being social media safe- TikTok  
(Facebook, Instagram, and  
Twitter)

**Lesson Title:** \_\_\_\_\_ **Lesson #** 1 **Date:** March 14, 2021

**Name:** Runtong Lu (Cecily) **Subject(s):** Physical and Health Education **Grade(s):** 7

#### Lesson Rationale & Overview

##### Why does this topic matter to students?

Social media has become a part of life for teenagers, and social media has affected many aspects of teenagers' lives. Social media facilitates our online education and helps us communicate and share remotely. Social media improves student cooperation's quality and speed; however, some useless blogs may affect young people who may become violent and adopt certain inappropriate behaviors (Siddiqui & Singh, 2016). Therefore, social media have a negative impact on young people. First, overuse of social media software may affect the physical and mental health of young people. Second, misunderstanding of information on social media can affect the behavior and think of young people. On the other hand, learning the safe use of social media can help students build a sense of civic responsibility and rights. (Same as inquiry project plan)

##### How does this lesson fit within the larger inquiry project?

First, this class helps students have a general understanding of social media and helps students explore their ideas. Second, activities in class allow students to share stories and feelings about using social media. In analyzing their feelings about using social media, students can understand the strategies for healthy use of social media and realize what they should do as responsible users. Third, students can collect their thoughts and questions about social media such as TikTok, Facebook, and Instagram to expand their thinking on the topic of group research projects.

##### How does this lesson incorporate the inquiry cycle?

This project is centered on the core questions, helping students to explore the answers step by step, and build social awareness in this process. In the Ask and Investigate parts, this project provides students with activities to discuss and share with their peers, thereby helping students find problems and solve problems. Then, students and group members design their own research projects and plans together. Students also have plenty of time to interview residents of the local community to collect information and data. Finally, students report their achievements and conclusions to other students in the class and get feedback. This part is important for students to deep understanding the new learning outcomes and doing critical thinking. Moreover, combined with the experience of the project, students will reflect on learning outcomes and the way to improve themselves. (Same as inquiry project plan)

#### Key Questions For Inquiry About the Topic of Study

Core Question for Inquiry Project	Supporting Question(s) in This Lesson
As citizens in society, what are our rights and responsibilities for the use of social media, and what are the relationships between them?	How does social media affect our relationship?  What kind of users have a sense of social responsibility in TikTok (other applications)?  How to know that using TikTok (other applications) in a healthy way?



### Inquiry Approach/Style and Rationale

Brainstorming can help students expand their ideas and collect ideas. Therefore, in this lesson, asking different questions help students generate more knowledge and understanding, thereby broadening their thinking. Moreover, watching videos and case studies allows students to further think about the strategies of using social media and lays a foundation for students to think about social, civic responsibility and rights.

### Core Principles of Effective Teaching. Describe two or more core principles in each lesson.

<b>Core Principle 1:</b> Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.	This lesson explores the impact of social applications on relationships, helping students identify their mental health status when using social applications and learn how to describe their feelings. In addition, through classroom activities, students can explain and apply strategies for developing and maintaining healthy relationships through reflection.	<i>**How is the inquiry focused on building disciplinary knowledge and understandings?</i>
<b>Core Principle 2:</b> The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.		<i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>
	Social applications such as TikTok are increasingly used in the process of building relationships among young people. Understanding the impact of these social applications on relationships provides young people with opportunities to think about strategies for healthy using social applications. At the same time, in the process of thinking about strategy, the student's social awareness and responsibility have also been cultivated.	
<b>Core Principle 3:</b> Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.		
<i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>		
<b>Core Principle 4:</b> Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.		
<i>*How do I connect students with each other, with</i>		

<i>experts in the field, with larger communities and nature, and across disciplines?</i>	
<b>Core Principle 5:</b> Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	

### BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
Communicating		Social Awareness & Responsibility

### BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Learning about similarities and differences in individuals and groups influences community health.
--

### BC Curriculum Learning Standards (STUDENTS DO)

### (STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<b>Physical and Health Education 7</b> Describe and apply strategies for developing and maintaining healthy relationships	Social and community health

### BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

<i>How will I incorporate Indigenous knowledge and principles of learning?</i> "Learning is included in history, memory, and story" (First People Principles of Learning, n.d.) According to this learning principle, I will let students share their own or their family members' story related to social media. They also can share their best or worst memory of using social media.
---

### Respectful Relations: Inclusion, Personalization and Diversity

<i>How will I invite students of all backgrounds, interests and skills into the inquiry?</i> I will incorporate Universal Design for Learning (UDL) in this lesson and follow the Three Principles of UDL: multiple means of engagement ; multiple means of representation; multiple means of action and expression to ensure that everyone can participate in the activity and show their ideas.
--

### Lesson Activities

Time Allotted	Teacher	Students	Assessment Activities
Invitation: Ask 20 mins	Warm-up part: Providing questions to help students think: 1. What social media do you use most when connecting with friends ? 2. What is your first impression of social media ? 3. Some social media will limit the age of registration. Do you think this practice really helps? What percentage of teens in Canada do you think are on social	Connecting to their own life experience and answering the questions raised by the teacher. Watching the videos provided by the teacher and participate in talking circles and jamboard to think and share.	Warm up: using jamboard share first impression of social media Watch and think: 1. Talking circle 2. Using jamboard share new opinions

		<p>media?</p> <p>Providing data on the use of social apps by teenagers.</p> <p>Watch and think part: Letting students watch videos and provides talking circle and jamboard activities to allow students to do the reflection.</p>		
Create & Discuss	15 mins	<p>Providing handouts about scenario analysis cases and questions for students to create and discuss.</p> <p>The following questions:</p> <p>Identify: Who are the different people involved in the project? What difficulties or challenges do they face?</p> <p>Feel: How do you think everyone in the dilemma feels? Why is everyone's situation difficult or challenging?</p> <p>Imagine: How to deal with this situation, please suggest as many ideas as possible. Then, highlight which option might bring the most positive results, and most people will feel good or be cared for.</p> <p>Say: Think more about your choice of handling the situation, such as face to face talk, email, or call. What will the relevant person say?</p>	Completing the handout and discuss with peers.	Handout (for online course use Padlet)
Reflect	10 mins	<p>Letting students reflect on what they have learned by assigning writing tasks.</p> <p>The content for students writing:</p> <p>Write two things you learned about how social media affects your relationships.</p> <p>Write two strategies to help you use social media actively and</p>	Completing the content that needs to be written, if time permits, they can share out their responses.	Using menti for students to complete their writing task, and teacher will check and sharing results from menti.

		healthily and get the most benefits.		
--	--	--------------------------------------	--	--

### Materials and Resources (use APA citation format)

Anthony, K. (2020, January 17). *How Gen Z's social habits differ from older Canadians*. Media in

Canada. <https://mediaincanada.com/2020/01/17/want-to-attract-gen-z-on-social-get-visual/>

Common sense education. (2020). *Grade 7 my social media life*.

<https://www.commonsense.org/education/digital-citizenship/lesson/my-social-media-life>

Common Sense Education. (2019, January 11). *Teen voices: Friendships and social media* [Video].

YouTube. <https://www.youtube.com/watch?v=fBWQTb5WLg4&t=52s>

First People Principles of Learning, (n.d.), retrieved from: [http://www.fnesc.ca/wp/wp-](http://www.fnesc.ca/wp/wp-content/uploads/2020/09/FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf)

[content/uploads/2020/09/FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf](http://www.fnesc.ca/wp/wp-content/uploads/2020/09/FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf)

Mendoza, K. (2020, July 30). *Quick digital citizenship activities for middle and high school distance*

*learning*. Common sense education. [https://www.commonsense.org/education/articles/quick-](https://www.commonsense.org/education/articles/quick-digital-citizenship-activities-for-middle-and-high-school-distance-learning)

[digital-citizenship-activities-for-middle-and-high-school-distance-learning](https://www.commonsense.org/education/articles/quick-digital-citizenship-activities-for-middle-and-high-school-distance-learning)

TEDx Talks. (2016, May 21). *Friendships in the digital age* [Video]. YouTube.

<https://www.youtube.com/watch?v=i09FPtEs00E>

### Extensions

This lesson creates accumulated ideas and key information for the second module of the whole inquiry project. Students can increase their understanding of social media and its impact on life in this lesson. Then, those understanding can provide information for students to make questionnaires later. Besides, through the analysis of social strategies in this class, students will have a preliminary understanding of social responsibility.

### Reflections (to be completed after the Lesson Demonstration ONLY)

According to my peers' feedback, the slides for this lesson are good and interesting, and the slides help participants better understand what they need to do. Moreover, videos used in classroom activities can connect with young people. My peers feel engaged and impressed by this lesson. The questions raised in the classroom activities can help students think about the impact of social applications on their lives in combination with their own lives, and at the end of this lesson, they can come up with strategies to actively use social applications. Through students' participation and response in Jamboard, Menti and group discussions, it can know whether students understand what is being said. During the course presentation, I found that some questions need to provide samples to participants, and sometimes clear explanations need to be given to help participants understand what they need to do.

On the other hand, according to my peers' suggestion, this lesson needs to control the time required for classroom activities and show the questions that need to be considered before playing the videos. Besides, the questions asked may be to need to be easier to read and understand. I also need to use

some online meeting and online activities tools proficiently and improve the ways for providing students to respond. In order to help participants better interact with teachers, I need to provide more expression ways to help some participants with special needs.