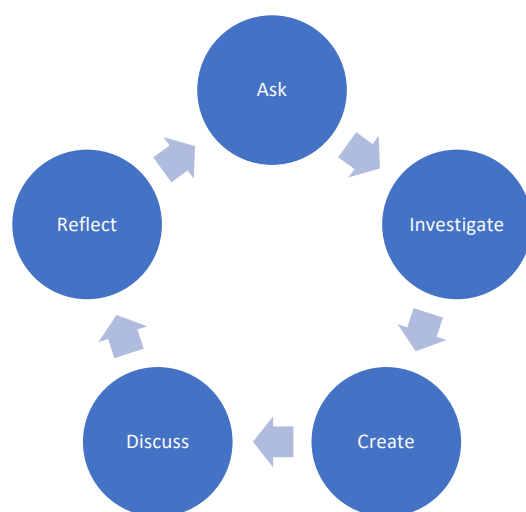


Grade(s): 7



Inquiry Approach/Style and Rationale

Students can verify the conclusions drawn by their own research projects during the exploration process of this lesson and solve problems through their own thinking. In addition, students do experiments by themselves and use their own research data to find answers so as to cultivate students learning ability. Classroom activities provide students with opportunities for communication, discussion, and debate, cultivating students' social skills. Throughout the inquiry process, students can increase their motivation to learn through their own ability to get answers.

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

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.	This lesson enables teachers to explore the use of safety and data security of TikTok and other applications with students and provides activities for students to reflect so that they can build an understanding of social self-perception. Moreover, this lesson also provides students with a deep understanding of TikTok and other social media applications and actively applies them to their lives. By reflecting on the research results, students will also understand social responsibility and civil rights.
<i>**How is the inquiry focused on building disciplinary knowledge and understandings?</i>	
Core Principle 2: 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.	The safety of social media is vital for the physical and mental health and social development of teenagers. I think students should understand and learn how to actively use social media to connect with society during the learning process. Besides, some applications are very popular among young people, and social media is used as a topic to increase students' interest in exploration. Students can also use their own life experiences as a reference because the topic of social media is close to life.
<i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i>	
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.	This lesson will evaluate the student's success based on the student's handout and peer assessment. Moreover, the teacher will also use assignments to understand the students' understanding of this lesson.
<i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	

Core Principle 4: 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 experts in the field, with larger communities and nature, and across disciplines?</i>	
Core Principle 5: 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.
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BC Curriculum Learning Standards (STUDENTS DO)

Learning Standards - Curricular Competencies	Learning Standards - Content
Applied design, Skills, and Technologies 7 Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use	Applied design, Skills, and Technologies 7 Applied Technologies Digital Literacy

(STUDENTS KNOW)

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. “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)” (First People Principles of Learning, n.d.) According to this learning principle, I will help students establish a connection with life experience and society through holistic learning classroom activities.
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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	10 mins Warm-up part: Provide students with some questions about data collection by social media companies. 1. If you design a new	Conduct group discussions based on questions and select representatives to make presentations in the class. (10 mins)	Group discussion Sharing in the class

		social application for teenagers, how would you collect information? 2. How do you think social apps understand people's preferences? 3. What kind of information do you think social media companies' value most?		
Create & Discuss	25 mins	Provide a video to help students to know being safe on social media. Then, instruct students to make safe using social application brochures based on videos and data collected by group research projects.	Watch the video (3 mins), then making the brochure with group members. (22 mins)	Group activity: make safe using social application brochures
Reflect	10 mins	Let students show and explain the brochures produced by the group. Assign students homework of personal journal.	Introduce the brochure made with the group members. (10 mins) After class, complete a personal journal about introducing their own security strategy and rights for using social media.	Group sharing Personal journal

Materials and Resources (use APA citation format)

Amaze org. (2017, June 22). *Being safe on the internet* [Video]. YouTube. <https://www.youtube.com/watch?v=HxySrSbSY7o>

Common sense education. (2020). *Grade 7 Big, big data*. <https://www.commonsense.org/education/digital-citizenship/lesson/big-big-data>

Extensions

To a certain extent, social media is also related to social responsibility. I think that an individual's performance on social media can show a person's understanding of social responsibility and citizen right. From social media users' perspective, using social media as a public communication platform, social media users with a sense of social responsibility should share accurate and reliable information and create a positive communication environment. (Same as inquiry project plan)