
GRADE	TIME	TOPICS
5	45 mins.	• •

Finding My Media Balance

What does media balance mean for me?

Helping kids learn what makes different media choices healthy or not is a good start. But how do we help them actually make responsible choices in the real world? Give your students the opportunity to create a personalized media plan.

See the U.K. version of this lesson plan

Students will be able to:

- Reflect on how balanced they are in their daily lives.
- Consider what "media balance" means, and how it applies to them.
- Create a personalized plan for healthy and balanced media use.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Video: My Media Balance
- My Perfect Day Handout
- My Media Plan Handout
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Warm Up: **My Perfect Day**

15 mins.

Before the lesson: As an optional activity before the lesson, have students play the **Twalkers** game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the **Digital Passport Educator Guide**.

1. **Distribute the **My Perfect Day Student Handout**** and allow students 10 minutes to complete it. **(Slide 4)**
2. **Invite** students to share out. For each student who shares, follow up by highlighting any activities involving:
 - Digital media (TV, movies, video games, texting, etc.)
 - Non-digital media (books, magazines, etc.)
 - Friends and/or family
 - The outdoors
 - Alone time
 - Hobbies
3. **Ask:** *Now imagine that your perfect day will be granted -- it's going to happen -- but it has to happen for a week straight. For seven straight days, you will do the same thing -- all the things in your perfect day. Given that, would you change anything in your perfect day? If so, what? Share your ideas with your partner. (Slide 5)*
4. **Invite** students to share out. Highlight any changes that result in more balance between the types of activities listed in step 2. For students whose perfect days involve only one or two types of activities, follow up by asking how they'd feel missing out on the other types. For example, how would they feel not seeing their family for a week? Or not having any alone time? Or not spending time outdoors?

Watch: **What Is Media Balance?**

15 mins.

Note: This activity includes the **My Media Balance** video, which is also included in the Grade 4 Lesson **My Media Choices**. Even if students have previously seen the video as part of that lesson, it still may be useful to show it again, as the discussion question and context are different in this lesson.

1. **Project Slide 6** and ask: *What do you think of when you see these images? What do they show?* Share your ideas with a partner.

Invite students to share out. Explain that they show **balance**, which is when all of the parts are in the correct -- though not necessarily equal -- proportions. For example, for a scale to be balanced, it needs to have equal weights on both sides. Or, for life to feel balanced, it might mean spending time doing different things (time with friends, time with family, time for work, time for hobbies, etc.) but maybe not all in the exact same amount. (**Slide 7**)

2. **Say:** *Today we're going to talk about balance in terms of how we use media. This includes how we use devices, like phones or laptops or television, and also things that are non-digital, like books or magazines. **Media** includes all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.).*
3. **Show the My Media Balance** video on **Slide 8** and ask: *According to the video, what is media balance? Take turns sharing your ideas with a partner.*

Invite students to respond. Prompt students to support their answers by referring to the *What? When? How Much?* framework (**Slide 9**) and considering how different activities make them feel. Define **media balance** as *using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.).* (**Slide 10**)

4. **Ask:** *Do you think your perfect day -- which you'll be experiencing for a week -- was balanced? Why or why not?*

Invite students to share out. Prompt students to support their answers by referring to how much they included different types of activities:

- Digital media (TV, movies, video games, texting, etc.)
- Non-digital media (books, magazines, etc.)
- Friends and/or family
- The outdoors
- Alone time
- Hobbies

You can also ask students to support their answers by referring to whether or not their choices made them feel positive and healthy.

Create: **My Media Plan**

15 mins.

1. **Distribute** the **My Media Balance Student Handout** and say: *Now that we've talked about balance and the activities that make you feel positive and healthy, you're going to make a media balance plan.*
2. **Read** the directions from the handout and allow students time to work individually to complete their media plan, including the reflection questions. **(Slide 11)**

If time permits, invite a few students to share their media plan with the class.

3. **Collect** handouts and use them to assess student learning.
4. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

Additional Resources:

1. **Extend the lesson:** Have students design and create a poster-like version of their media plan to share with parents, post on their refrigerator, etc.



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Lesson last updated: August 2018



GRADE	TIME	TOPICS
5	45 mins.	• •

You Won't Believe This!

What is clickbait and how can you avoid it?

The internet is full of catchy headlines and outrageous images, all to make us curious and get our attention. But kids don't usually realize: What you click on isn't always what you get. Show your students the best ways to avoid clickbait online.

[See the U.K. version of this lesson plan](#)

Students will be able to:

- Define "the curiosity gap."
- Explain how clickbait uses the curiosity gap to get your attention.
- Use strategies for avoiding clickbait.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- [Lesson Slides](#)
- [Avoiding Clickbait Handout Teacher Version](#)
- [What's "The Curiosity Gap" Handout Teacher Version](#)
- [Lesson Quiz](#)

FOR FAMILIES

- [Family Activity](#)
- [Family Tips](#)
- [Family Engagement Resources](#)

Lesson Plan

Warm Up: Which Would You Click?

10 mins.

1. **Project** the examples of clickbait headlines to students on **Slide 4** and ask: *Which of these headlines would you click first? Why? Take turns sharing your answer with your partner.*
2. **Say:** *All of these are very clickable headlines, but we're going to vote to see which headline the most people would click first. When I read each headline, raise your hand if it's the one you'd click first.*
3. **Read** through each example and tally the number of votes for each one. Then, reread the headline with the most votes and say: *For those who chose this one, why? What got your attention?*

Invite students to share why they'd click. Try to get them to pinpoint what information specifically they'd hope to find.

4. **Explain** that all of these headlines were created to try to get you to click on them. They do this using something called The Curiosity Gap. **The Curiosity Gap** is *the desire people have to figure out missing information.* (**Slide 5**)
5. **Say:** *For example, think about your favorite actor or singer. Have you ever wondered where they were born? Or what they like to do in their spare time? Why do you think you're interested in that? It's because your mind doesn't like to have missing pieces, or "gaps" in things we know about. Each of these headlines is making your brain think that there's a gap in something you already know about.*

Analyze: What's the Curiosity Gap?

15 mins.

1. **Distribute** the **What's the Curiosity Gap? Student Handout** to students and read the directions aloud. Explain that they will be looking at examples of headlines that use the curiosity gap to get your attention.
2. **Read** example 1 to the class, "Go Ahead and Play that Video Game: It's Might Actually Be Good for You." Ask: *How does this image and headline refer to something you already know about? Take turns sharing your ideas with your partner.*

Allow students one minute to pair-share and invite them to share out. Prompt them to identify specific words in the headline that they already have some knowledge about. As they share answers, model writing or typing them into the handout.

3. **Ask:** *What knowledge gap does this headline say it will fill? Take turns sharing your ideas with your partner.*

Allow students one minute to pair-share and invite them to share out. Prompt them to identify specific "holes" in their knowledge of the topic, like "why playing video games is good for you." As they share answers, model writing or typing them into the handout.

4. **Have** students complete the rest of the handout in pairs. (Slide 6)

Evaluate: **Avoiding Clickbait**

15 mins.

1. **Ask:** *Lots of different kinds of headlines and images use the curiosity gap to try to get you to click on them, including many news sites. But not all are the same. Some are "clickbait." What do you think the word "clickbait" means? Take turns sharing your idea with your partner.*

Allow one minute for pairs to share, and invite students to share out. Point out that the word **clickbait** is a compound word made up of "click" (following a link on the internet) and "bait" (something used to get fish to bite on a hook). These are clues to the meaning: *an online image or headline that tries to get you to click on it, usually for **advertising** purposes.* (Slide 7)

2. **Say:** *By getting you to "bite on the hook," or click the link, clickbait headlines help advertisers make more money. When lots of people click on a link, an advertiser gets more traffic and can charge companies more money for their ads. It doesn't matter if the people who click find what they're looking for. In fact, when you click on clickbait, it can:*

- Potentially lead to sites you didn't want to go to. This can be confusing and frustrating!
- Infect your device with computer viruses.
- Lead to someone stealing your information.

So, if you come across a headline that you think might be clickbait, avoid clicking it. Instead, do a search on the headline to see if there are other sources that provide the information you're looking for.

3. **Distribute** the Avoiding Clickbait Student Handout student handout and say: *Sometimes it can be hard to tell if a headline is just clickbait or if it is something actually worth clicking. But there are a few things you can look for. Take a look at the top of the handout.*
4. **Review** the directions for Part 1 and the suggestions for identifying clickbait. (Slide 8)

Complete the first example on the handout together. Allow students in pairs one minute to decide, and invite students to share out. Have students complete the rest of the handout in pairs.

5. **Invite** students to share out their answers for the examples on the handout. Use the Teacher Version to support students in using specific details from each example.
-


Wrap Up: Is It Clickbait? Review

5 mins.

1. **Direct** students to Part 2 of the Avoiding Clickbait Student Handout and read the directions. Allow students three minutes to write down a clickbait headline of their own, and one sentence explaining why it's clickbait. If you have more time, students can draw or find an image to accompany the headline.
 2. **Collect** handouts to assess student understanding.
 3. **Have** students complete the Lesson Quiz. Send home the Family Activity and Family Tips.
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ADDITIONAL RESOURCES

For related lessons, check out the Essential News & Media Literacy Skills for Students lesson collection.

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Lesson last updated: August 2018



GRADE	TIME	TOPICS
5	45 mins.	• •

Digital Friendships

How do you keep online friendships safe?

Kids make friends everywhere they go -- including online. But are all of these friendships the same? How can kids start online friendships and also learn ways to stay safe? Help your students understand both the benefits and the risks of online-only friendships.

Students will be able to:

- Compare and contrast different kinds of online-only friendships.
 - Describe the benefits and risks of online-only friendships.
 - Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable.
-

What You'll Need

Some resources below are available in Spanish

IN CLASS

- [Lesson Slides](#)
- [Finish the Story Handout](#)
- [Heart's Online Friendships Handout](#)
[Teacher Version](#)
- [Lesson Quiz](#)

FOR FAMILIES

- [Family Activity](#)
- [Family Tips](#)
- [Family Engagement Resources](#)

Lesson Plan**Warm Up: Who Do You Chat With?**

5 mins.

1. **Ask:** *Have you ever chatted with someone online? Who do you chat with? How often? Take turns sharing your responses with your partner. (Slide 4)*

Invite students to share out. Follow up with students who share by asking if the people they chat with are online-only friends or if they also know the friends in person.

2. **Say:** *Today we're going to talk about online friendships, and some of the benefits and risks that go with them. Before we get started, can anyone tell me: What does the word "benefit" mean?*

Invite volunteers to define **benefit**, and if necessary, clarify that it means *something positive that you get from a situation* -- in this case, online friendships.

3. **Ask:** *What about the word "risk"? What does that mean?*

Invite volunteers to define **risk**, and if necessary, clarify that it means *something negative or dangerous that comes from a situation* -- in this case, online friendships.

Compare and Contrast: Two Scenarios

20 mins.

1. **Distribute** one copy of the **Heart's Online Friendships Student Handout** to each student. Read aloud the directions for reading "Heart's Story." (Slide 5)
2. **Give** students seven minutes to read the two scenarios independently. If you are concerned about students' ability to complete the reading independently, consider reading it aloud while they follow along silently.
3. **Ask:** *What are some words that you circled?*

Invite students to share unknown words, and prompt other students to attempt definitions. If necessary, support discussion by providing an example sentence that includes the unknown word.

4. **Draw** a large Venn diagram on the board or project the Venn diagram from the **student handout**.

Say: As a class, we're going to use this diagram to compare and contrast the two scenarios that you just read about. Copy the class answers into the Venn diagram on your handout as we discuss. Put details that are only true about Scenario 1 in the left square. Details that are only true about Scenario 2 will go in the right square. Details that are true about both will go in the middle.

5. **Ask:** *What happens to Heart in these two scenarios? How do her feelings change? Take turns sharing your ideas with your partner. (Slide 6)*

Invite students to share out. Prompt them to support their answers with details from the story. As students provide answers, add them to the appropriate place in the Venn diagram. If students make statements about CJcool11's gender or age, make sure to clarify that Heart has never seen or met CJcool11 in person and doesn't really know those details about him or her.

Evaluate: **Benefits and Risks**

10 mins.

1. **Ask:** *What are some of the benefits and risks of these relationships for Heart? Take turns sharing your ideas with your partner. (Slide 7)*

Invite students to share out answers with the class. Add any new information to the diagram and add + or - symbols next to the benefits and risks. If necessary, make sure to clarify three important benefits and risks:

- Heart gets to learn about someone who lives in a different country and who has different experiences. (Kaia friendship) (+)
- Heart can talk to someone she can share things with. (Both friendships) (+)
- Heart has never seen or spoken to CJcool11. When you have only chatted online with someone, you don't really know if they are who they say they are. (CJcool11 friendship) (-)

2. **Say:** *Heart does not know for sure if CJcool11 is who he or she claims to be. This means Heart should be careful about what she shares. She should not share any **private information**. Private information is information about you that can be used to identify you because it's unique to you (e.g., your full name or your address). (Slide 8)*

Explain to students that sharing private information with online-only friends is risky because such friends may have a different age, gender, or personality than they led you to believe. Their intentions for the friendship might also be different from what they say. They may also want to use your private information in ways that negatively impact you. Students should "play it safe" and always protect private information, especially from online-only friends.

- Ask:** *So, what are some ways that you could respond if an online-only friend asks you a question you don't feel comfortable answering? What could you say back? Take turns sharing your ideas with your partner. (Slide 9)*

Invite students to share their ideas with the class, and capture ideas on the board. Answers could include:

- Say it's a personal preference: "Sorry, I prefer not to give out information like that over the internet."
- Change the subject: "Oh man, it better not rain today."
- Say what really matters: "It doesn't matter what the name of my street is. What matters is that it's cool."


Wrap Up: Finish the Story

10 mins.

- Distribute** one copy of the **Finish the Story Student Handout** to each student and read the directions aloud. Allow students the remaining time to write. (Slide 10)
- Have** students turn in their assignments.
- Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

Additional Resources:

- Quick activity alternative:** Common Sense Education has partnered with **Book Creator** to develop a free, **interactive e-book** for this lesson. The interactive e-book covers essential topics from the lesson. You can assign it so your students work on it independently or you can read it together during class.

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Lesson last updated: August 2018



GRADE**TIME****TOPICS****5****45 mins.**•
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Is It Cyberbullying?

What is cyberbullying and what can you do to stop it?

Let's face it: Some online spaces can be full of negative, rude, or downright mean behavior. But what counts as cyberbullying? Help your students learn what is -- and what isn't -- cyberbullying, and give them the tools they'll need to combat the problem.

Students will be able to:

- Recognize similarities and differences between in-person bullying, cyberbullying, and being mean.
- Empathize with the targets of cyberbullying.
- Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.

What You'll Need

Some resources below are available in Spanish

SUPPLIES

Blank index cards · Markers or crayons

IN CLASS

- [Lesson Slides](#)
- [Video: What's Cyberbullying?](#)
- [Sondra's Story Handout Teacher Version](#)
- [Lesson Quiz](#)

FOR FAMILIES

- [Family Activity](#)
- [Family Tips](#)
- [Family Engagement Resources](#)

Lesson Plan

Warm Up: [Is It Cyberbullying?](#)

5 mins.

Before the lesson: As an optional activity before the lesson, have students play the [E-volve](#) game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the [Digital Passport Educator Guide](#).

1. **Ask:** *Is there a difference between joking, being mean, and bullying? What is it? Take turns sharing your idea with your partner.* ([Slide 4](#))

Invite students to respond, and capture examples offered by students in the three columns on [Slide 5](#).

2. **Say:** Today, we're going to watch a video that talks about these different behaviors, as well as another behavior called cyberbullying. Show the video [What's Cyberbullying?](#) and ask: Based on this video, what do you think the term cyberbullying means? ([Slide 6](#))

Call on students to respond. Guide students to define **cyberbullying** as using digital devices, sites, and apps to intimidate, harm, and upset someone. ([Slide 7](#))

Expand: **Who's Involved?**

15 mins.

1. **Say:** Bullying or cyberbullying situations always include a **target** (the person being bullied) and a **bully** (the person doing the bullying). The bullying or cyberbullying can occur for many different reasons. Has anyone here ever seen or experienced a situation involving bullying? What happened? Take turns sharing your ideas with a partner. ([Slide 8](#))

Invite students to share their answers. Using their answers, fill out the first two columns on [Slide 9](#). Answers will vary, but they can include:

Reasons why cyberbullying occurs	ways to respond if you are cyberbullied	ways to be an upstander
Someone acts or looks differently than others.	Ignore the messages.	
Someone is angry or resentful toward another person.	Block the bully.	
Someone is jealous of another person.	Use reporting tools.	
Someone feels bad because he or she has been bullied.	Take a screenshot of messages.	
	Talk to a friend.	
	Tell a trusted adult.	

2. **Say:** *The target and the bully are usually not the only ones involved in a cyberbullying situation. There are also the people who see it. These people can either be bystanders or upstanders. A **bystander** observes a conflict or unacceptable behavior, but does not take part in it. An **upstander** does try to stop it. (Slide 10)*

What do you think are some ways to be an upstander if you see a bullying or cyberbullying situation?

Invite students to share their answers. Using their answers, fill out the third column on **Slide 9**.

Responses might include:

reasons why cyberbullying occurs

Someone acts or looks differently than others.

Someone is angry or resentful toward another person.

Someone is jealous of another person.

Someone feels bad because he or she has been bullied.

ways to respond if you are cyberbullied

Ignore the messages.

Block the bully.

Use reporting tools.

Take a screenshot of messages.

Talk to a friend.

Tell a trusted adult.

ways to be an upstander

Reach out to the target to see how he or she is feeling and listen to him or her.

Inform a teacher, a coach, a parent, or another trusted adult.

Encourage the target to not respond or retaliate.

Encourage the target to reach out to a trusted adult.

3. **Say:** *These are all important to know in case you experience or see a cyberbullying situation. Another really important thing to know about is empathy. **Empathy** is when you imagine the feelings that someone else is experiencing. Ask: Why do you think this is important if there's a situation involving cyberbullying? Why would it be helpful to have empathy? (Slide 11)*

Invite students to answer. Students may say that it's important because if the bully empathizes with the target, the bully would stop. Explain that it is also important because:

- Empathy could motivate someone to be an upstander instead of a bystander.
- If you try to empathize with the bully, it could help you understand why the bully is acting that way.

Analyze: **Sondra's Story**

15 mins.

1. **Distribute** the **Sondra's Story Student Handout** and invite students to read the scenario out loud. Ask: *Is this an example of cyberbullying? Why or why not? Take turns sharing your ideas with a partner.*

Invite students to share out. Prompt students to refer to the definition of cyberbullying in their answers.

2. **Say:** *Now you're going to analyze the story. Work with your partner to answer the questions on your handout.* (**Slide 12**)

Allow students 10 minutes to work.

3. **Invite** students to share their answers from the handout. Use the teacher's version of the handout to clarify possible answers.

Wrap Up: **Upstander Cards**

10 mins.

1. **Distribute** blank index cards and markers or colored pencils to students. Say: *We've talked a lot about bullying and ways to respond to it. To wrap up, you're going to create upstander cards. Your card can be for any of the roles in a cyberbullying situation: the target, the bully, or someone who sees it.*

Read the directions from **Slide 13** and allow students the rest of class to work on their cards. Allow students to create cards individually, in pairs, or in groups.

2. **Collect** student cards and post them up in the room.
3. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.



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Lesson last updated: August 2018



GRADE	TIME	TOPICS
5	45 mins.	• •

Reading News Online

What are the important parts of an online news article?

Kids find and read news in lots of different ways. But studies show they're not very good at interpreting what they see. How can we help them get better? Teaching your students about the structure of online news articles is an important place to start.

Students will be able to:

- Understand the purposes of different parts of an online news page.
- Identify the parts and structure of an online news article.
- Learn about things to watch out for when reading online news pages, such as sponsored content and advertisements.

- Family Activity

What You'll Need

- Family Engagement Resources
- Some resources below are available in Spanish

SUPPLIES

Scissors and glue • Blank paper

IN CLASS

- Lesson Slides
- Video: Reading News Online
- Label A News Page Handout
- Mix & Match Cards Handout
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Warm Up: The News You Know

5 mins.

Before the Lesson: For the Explore activity, print out two Mix & Match Student Handout. Cut out and shuffle all of the cards from one copy, and keep the other copy as reference.

As an optional activity before the lesson, have students play the Search Shark game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the Digital Passport Educator Guide.

1. **Ask:** *When you want to get the latest news, where do you look?* Students may say they get news from their parents, teachers, television, newspapers, etc.

Define **news** as *new information about recent or important events*. (Slide 4)

2. **Project** the example online news page on Slide 5. Ask students to raise their hand if they've ever seen a news site like this before.

Invite two to three students to share where they saw it. Follow up by asking whether they remember which news article they read on the news page. If necessary, clarify that an **article** is a written story in a newspaper, in a magazine, or on an online news website.

4. **Say:** *Every part of an online news article has a name and a purpose. Reading news online can be tricky because there's a lot of stuff that may look like news, but it's not. So it's important to learn the difference!*

(**Tip:** Use this warm-up as an opportunity to gauge students' prior knowledge of the elements of an online news article and to get a sense of their overall level of news literacy.)

3. **Point** to the news article's headline. Ask for a volunteer to read the headline aloud to the class. Ask: *What do you think the purpose of a headline in a news article is? Take turns sharing your idea with your partner.*

Invite students to share out. Sample responses: It tells what the news article is about, it summarizes the article, it makes you want to read more, etc.

Explore: The Parts of a News Site

20 mins.

1. **Hand out** the shuffled stack of Mix & Match Student Handout cards, one per student.

(**Tip:** Consider handing the cards out strategically, as some are harder to figure out than others.)

2. **Project Slide 6** and say: *We're going to do a mix-and-match activity. You're going to identify the parts of an online news article and of a news website. Each part of an article has three elements. Your job is to use the clues on the cards to find your two other partners to form a group of three.*

1. *Each of you has a card that says either the **name** of a part of a news article, the **description**, or the **purpose**.*
 2. *There is one of each type of card (name, description, and purpose) for each part of the article. For example, headline has a name card, a description card, and a purpose card.*
 3. *To find your group, pair up with people and take turns reading your cards aloud to each other. Look for clues on your cards (like similar words or ideas) to help you decide if your cards belong in the same group.*
 4. *Once you've found a match, work together to try to find the third person who belongs in your group.*
 5. *Once you've found your group of three, sit down together and get ready to read your information to the class.*
- Confirm that students understand directions and then have them begin. Allow students five minutes to find their groups.

(**Tip:** If students have difficulty finding their group, use the clue icon on the card in the lower-right corner. These are unique to each group and can help students confirm that they've found the right match.)

3. **Say:** *We're going to review each name, description, and purpose of an online news article and website that surrounds it. When we review your term, you'll be asked to read your card to the class.*

Refer to your copy of the **Mix & Match Student Handout**. For each term, locate the group of students and have them read the name, description, and purpose from their cards.

4. **Explain** that it's important to know the difference between a news article and other parts of a news website that represent commercial interests. Define **commercial** as *intended to make money*. Point out that advertisements and sponsored content are parts of a news website that are commercial. (You could even invite these groups to stand up.)

Watch: **How to Read News Online**

10 mins.

1. **Ask:** *Why do you think it's important to know the different parts of an online news article and website?*
Answers may include *to help you understand the article, because they tell you what the article is about, or so you know which parts are the article and which aren't*. Emphasize the importance of being informed and understanding how online news articles work.
2. **Distribute** a blank sheet of paper to each student. Show the **Reading News Online** video on **Slide 7**. Ask students to record two or three things that the video says to look out for when reading news online.

3. **Invite** students to share their notes on what to look out for when reading news online. Answers can include:
- **URL:** Always double-check to make sure you're actually on the page you're looking for.
 - **Headlines:** They sometimes exaggerate or say something different from the article to get you to click on them.
 - **Sections:** If you want the facts, just be sure you're not on an opinion article.
 - **Byline:** If there's no byline or **date**, the article might not be trustworthy.
 - **Images** (or videos): Might be too crazy to be true, or misleading, or might be advertisements.
 - **Related articles:** Could be opinion pieces or other things that aren't news articles.
 - **Sponsored content:** Can include shocking headlines or wild images to get you to click on them.
 - **Advertisements:** Can be disguised to look like news articles. Don't let them fool you.
 - **Comments:** Are open for anyone to post, even if what they have to say is mean or completely untrue.
-

Wrap Up: Label a News Page

10 mins.


1. **Hand out** the **Label a News Page Student Handout**, scissors, and glue. (You can have students complete this step individually, in pairs, or in groups.) Read the directions aloud and circulate to assist any groups that may need help. Allow students 10 minutes to work. (**Slide 8**)
 2. **Collect** students' labeled sheets. If there's time, go through the correct answers and clarify any mislabeling. (**Slides 9-18**)
 3. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
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Additional Resources:

1. Use the **Deceptive Detective Poster** as a springboard for further discussion about how to identify trustworthy news sources online.
 2. Visit our **News and Media Literacy Resource Center** for more articles, activities, and tools.
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ADDITIONAL RESOURCES

For related lessons, check out the **Essential News & Media Literacy Skills for Students** lesson collection.

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Lesson last updated: August 2018



GRADE

TIME

TOPICS

5

45 mins.

- Digital Footprint & Identity
- Digital Citizenship

Beyond Gender Stereotypes

How do gender stereotypes shape our experiences online?

Kids encounter all kinds of stereotypes in the media. But are kids always aware of what they're seeing? Help your students think critically about how gender stereotypes can affect the ways they view themselves and others.

Students will be able to:

- Define "gender stereotype" and describe how they can be present online.
- Describe how gender stereotypes can lead to unfairness or bias.
- Create an avatar and a poem that show how gender stereotypes impact who they are.

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Stereotype Avatar Handout
- "Just Because" Poem Handout Teacher Version
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Warm Up: Gender Stereotypes

10 mins.

Say: *I'm going to read aloud some statements about boys and girls. What do you think when you hear them?*
(Slide 4)

Read aloud the below statements.

- Boys are competitive and like to win.
- Girls worry about how they look.
- Boys are aggressive and loud.
- Girls are all drama queens.

Invite students to share their reactions and prompt them to identify their feelings and why they think the statement makes them feel that way.

Say: *The statements that were just made are examples of **gender stereotypes**. Gender stereotypes are oversimplified ideas about how women and men are or should be. These ideas or beliefs are often part of our culture, and it can be easy for any of us to be influenced by them. They can come from many places, including the people in our lives, like our family, friends, and community. They also often come from the digital media that we see online, such as from YouTube, Netflix, online magazines, music, and social media.*

Ask: *Think about your experiences online. What examples of gender stereotypes have you seen or heard? It could be a character in a show, something from a music video, or even a message someone posted. (Slide 5)*

Invite students to respond. Capture their answers by adding them to the original list of statements on **Slide 4** in the appropriate column. Prompt students to include what kind of digital media they saw the example in.

Note: Students may feel reluctant to express stereotypes for fear that peers will think they believe those stereotypes. Emphasize that just because we've heard a stereotype doesn't mean we believe it, and that the point of the discussion is to bring up as many examples as possible, regardless of how true or not true we think they are.

1. **Project Slide 4** and ask: *Look at our list of stereotypes. Which, if any of these, do you think is true? Can you think of any examples that show that it's true? Take turns sharing your ideas with your partner.*

Invite students to share out their responses. For any that someone says are true, follow up by asking if anyone can think of a counterexample -- an example that shows how it's not always true.

Note: If students are reluctant to say any are true because they think it would be the "wrong" answer or because they're fearful of being judged, consider playing devil's advocate and suggesting that one or more of them might be true, and giving an example that supports your assertion. This could serve as an opening to get students discussing.

2. **Say:** *What's important to remember about gender stereotypes is that they are oversimplifications. In other words, it's not that they're never true. It's that they're not always true, and it's unfair and biased to expect someone to be a certain way because of their gender. A **bias** is an unfair belief about a person or group based on a stereotype. Everyone deserves a chance to figure out what works for them. (Slide 6)*

1. **Say:** *As we discussed, stereotypes can come from many places. One place we often see gender stereotypes is when we're online -- when we play online games, watch online videos, and communicate with others through comments, photos, and even avatars. An **avatar** is an image or character that represents a person online. (Slide 7)*
2. **Distribute Stereotype Avatar Student Handout** and read the directions. Project **Slide 4** to support students in choosing stereotypes to follow or challenge. Allow students 15 minutes to complete the handout. After 10 minutes, prompt them to move on from creating the avatar to answering the reflection questions.

Note: Students can either hand-draw their avatar on the handout or use an avatar creator app, such as **Pixton** or **Bitmoji**. Both apps offer a free option but will require either you or your students to log in.

3. **Have** two to four students share out their avatar with the class, explaining the different characteristics of the avatar and identifying how they might challenge gender stereotypes.
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1. **Distribute** the "Just Because" Poem Student Handout and read the directions aloud. Allow students 5 to 10 minutes to complete their poems.

If time allows, call on volunteers to share their poems with the class.

2. **Collect** the poems and, with student permission, post them up in the room.
3. **Have** students complete the Lesson Quiz. Send home the Family Activity and Family Tips.

Additional Resources:

1. Have students use a video app like Flipgrid to record themselves performing their "Just Because" poems. Allow students to view each other's performances.

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