European Commission | European Schoolnet Transforming education in Europe | IFLA International Federation of Library Associations and Institutions | Save the Children | TACTICAL TECH

Media Literacy Case for Educators (MLCE) Lesson Plan

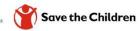|	
Your Name	Dijana Premuš
About your class *Provide a brief description of the class you are creating this lesson for. Make sure to mention the age and the number of learners, and any other information you find relevant for the reviewer to know.*	I work in an elementary school. My class has 20 students in the age of 13 to 14. Most of my students are acquainted with some media literacy issues but there is still a lot of topics that they have to be aware of.
Brief description *How would you summarize your lesson plan in 300 characters or less? In two or three lines briefly state the aim(s) of the lesson, the topics it covers, and the tools used.*	The aims of the lesson are to make aware my students how much time they spend online and that it could lead to internet addiction, explain what it internet addiction and how to deal with it.
MLCE themes *Which of the main themes covered in the MLCE MOOC are covered in this lesson plan? Check the relevant boxes or provide further information under 'Other'.*	☐ Persuasive design in gaming ☒ The impact of technology on behaviour and well-being ☐ Algorithms ☐ Large Language Models (LLMs) ☐ The material structure and cost of the internet ☐ The invisible labour force behind technology ☐ Other:
Learning outcomes *What are the goals of your lesson plan? Please, phrase them from the point of view of the learners: the **knowledge** learners would acquire, the **skills** they would gain, and the **attitudes** they would develop. Adhere to the SMART principle as much as possible and try to keep it simple with no more than three expected outcomes.*	• Outcome 1: Students will list and describe pros and cons of using internet. • Outcome 2: Students will develop a critical relationship towards internet usage. • Outcome 3: Students will develop skills to protect themselves from internet addiction.
Resources/Equipment *What type of resources or equipment are required to carry out your lesson plan?*	paper, pencils, color pencils, poster "My screen, my time", Canva or similar app, computer, questionnaire https://theglassroom.org/youth/everywhere-all-the-time/

Method Which type of facilitation method or activity do you use for this part? For instance, a discussion, a presentation, a role-play game, a collaboration game, an individual/group activity, What part of the lesson is this method used in? e.g. Introduction/warm-up, main teaching activity, plenary, etc.	Details and description Provide details of activity implementation. For instance, describe which materials are being used, whether students work individually or in groups (and the size of those groups), what the teacher is doing, which instructions the learners are given, what contents are being covered, etc.	Time Approximately, how long does this part of the lesson take?
Introduction - group activity - discussion	- Teacher asks students if they were online today and for what purpose. After brief discussion, students work in groups. - Students are divided in two groups. One group has to write down advantages of internet, other group has to wright down disadvantages. Some examples are in annex 1. - After few minutes, teacher and students discuss about their task and they comment and complement the list.	10 min
Main teaching activity - discussion - role-play game - filling poster - pair activity	- Teacher asks students: Can we be addicted to internet? In discussion, students will probably say YES. Internet addiction is uncontrollable desire to be online to the point where internet activities dominate daily routines, social connections, professional or academic performance or physical health. Teacher should than explain that we are actually not addicted to internet but to some specific activities such as: social networks, videogames, network pornography, …	10 min
	- Divided into smaller groups, students play a role-play game based on their experience (at home, in school, with friends, in bus, …) when somebody speaks to them but they are online. They try to recognize situations when they ware to drawn in by screen that they ignore or misunderstand other person.	15 min
	- In order to consecrate how much time each student spent on internet, students are asked to fill poster **My screen, my time** (downloaded from "Everywhere, All the Time"). The poster can be printed in A1 format and put in front where student	15 min

	puts stickers or magnets or it can be printed in A4 format so each student has its own poster.
	- Ask students to discuss among themselves in pairs: Do you see any patterns? What surprised you in your case and in the answers of others? Do you think that you should change any habits regarding time on internet?
	
	- When students became aware how much time they spent online, teacher starts discussion about ways of protection from internet addiction and reducing risks in virtual environment:
	  ✓ get out
	  ✓ set time limits for usage
	  ✓ stop using certain applications
	  ✓ block tempting websites
	  ✓ turn off your smart phone during social activities
	  ✓ do something creative
	  ✓ find a hobby (sport, dance, singing, …)
	  ✓ seek help…
		15 min

Final activity - making a poster (e.g. Canva) or paper poster - pair activity - questionnaire – individual **Challenge**	- Students are making posters (on paper or virtual) about chosen topic: Advantages and disadvantages of internet, Internet addiction – what is it, How to prevent internet addiction, …and presents them to others (next time) - In the end students will fill a questionnaire (annex 2.) Teacher challenges students to try to be without internet one day or at least two hours a day and to write about their thoughts when they are tempted to be online.	20 min 8 min 2 min

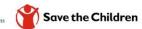| **Assessment** |
|---|
| *How will you know by the end of the lesson that your learning outcomes have been achieved? Briefly identify which activities you have integrated in the lesson that allow you to understand if student learning has occurred.* |
| During discussion, teacher can observe how students think about topics and elaborate their view. Also, questionnaire and posters allow teacher to understand if students learning has occurred and can be evaluated. |

Other

Are there any comments or details you would like to add regarding your lesson plan? Include them here:

Annex 1. Some advantages and disadvantages of internet usage

Advantages	Disadvantages
Learning and informing	Internet fraud
Conversation with friends virtually	Risk behaviour
Exchange of photos	Fake profiles
Entertainment	Fake news
Helping others	cyberbullying
School homework	Internet addiction
Travel organisation	Poor concentration
Digital literacy	Bad memory

Annex 2. Questionnaire

1. Can someone be addicted to internet?
2. What is internet addiction?
3. Where is the boundary, when internet usage is becoming addiction?
4. Name three pros and three cons for internet usage.
5. Name four ways to protect yourself from internet addiction.