



Lesson Plan 2

Field	Content
Date	[Date]
Teaching staff	[Teacher Name]
Term	[Term]
Week	[Week Number]
Year Level	7th Grade (Age 13)
Time/length (in hours)	1 hour (60 minutes)
Key Learning Area	Civic Education / Media and Digital Education
Topic/focus	Responsible online behaviour, critical thinking before posting, cyber-ethics, and respectful digital communication.
Lesson Name	Think before you act online
Foreseen Outcomes	Students will be able to: <ol style="list-style-type: none">1. Explain why online actions have long-lasting consequences.2. Identify safe, respectful, and responsible online behaviour.3. Evaluate potential consequences before posting or sharing online.





	<ol style="list-style-type: none">4. Apply a decision-making model (THINK: True, Helpful, Inspiring, Necessary, Kind) to online scenarios.5. Demonstrate inclusive and respectful behaviour in digital communication.
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Lesson Description

Short description:

Students will explore the importance of thinking before acting online. They will learn how digital behaviour can impact themselves and others, how to evaluate their actions before posting, and how responsible communication builds a safer and more inclusive online community. Through a collaborative interactive exercise, students will practise applying the THINK decision-making model to realistic online scenarios.

Prerequisites to this lesson plan:

(needed digital devices, organisation of the group, etc.)

Organization

- Classroom arranged for group work (desk clusters or circles).

Digital Devices

- Optional: tablets/laptops.
- Printed version available if devices are not used.

Materials

- Projector/board
- Printed scenario cards
- THINK model poster
- Sticky notes
- Markers

Inclusive Education Considerations

- Provide multiple formats (verbal, written, visual).





- Assign group roles to encourage equal participation.
- Provide language scaffolds (sentence starters, simplified text).
- Encourage respectful listening and value diverse perspectives.
- Allow alternative methods of response (writing, drawing, verbal explanation)

Stages of the lesson	Timing	Objectives	Teacher's activity	Students' activity
1. Warm-up Discussion	5 minutes	To activate prior knowledge and start thinking critically about online choices.	Present a scenario (e.g., posting a friend's photo without permission). Ask: <i>"Would you post this? Why or why not?"</i>	Think-Pair-Share to form initial opinions about online behaviour.
Introduction to topic	10 minutes	To understand the concept of digital footprints and learn the THINK framework.	Define digital footprints Introduce THINK model with examples (T-True H-Helpful I-Inspiring N-Necessary K-Kind)	Listen, take notes, ask clarifying questions. Give examples of posts they think meet or fail the THINK test.
Interactive Group Exercise	25 minutes	to apply the THINK model ,to analyse scenarios and make responsible choices.	Provide scenarios, guide groups, monitor inclusion & participation.	Work in groups, analyse scenario with THINK, document decisions.
Sharing and reflection	10 minutes	To articulate their reasoning, compare decisions, and reflect on responsible behaviour.	Invite each group to share their scenario and final decision. Ask probing questions: "Why	Present decisions and reflect on similarities & differences.





			<p>was that the best choice?"</p> <p>Provide positive feedback and highlight strong THINK reasoning.</p> <p>Facilitate presentations; encourage respectful discussion.</p>	
Individual Reflection: My online choices	5 minutes	To encourage personal commitment to responsible online behaviour.	<p>Ask students to write down:</p> <ol style="list-style-type: none"> 1. One online behaviour they already do well. 2. One behaviour they want to improve using THINK. 	Write short reflective responses.
Closing	5 minutes	To summarize key lessons and reinforce the THINK strategy.	<p>Review the importance of thinking before acting online.</p> <p>Remind students to pause and apply THINK every time.</p>	Listen and ask final questions.

