

# CITIZENSHIP

## Teacher's Guide: GRADE 9 - Lesson 4

### Pause Before You Post – Practising Values in the Digital World

#### Competency (according to TLS), Element and Performance Criteria

- **Element 2:** Develop and apply creative and critical thinking skills to generate ethically sound ideas and approaches, enabling effective adaptation to changes in society while upholding human dignity and social justice.
- **Performance Criteria Level 1:** Understand the principles of ethical decision-making.
- **Performance Criteria Level 1:** Distinguish fair and unfair situations in given scenarios.
- **Performance Criteria Level 1:** Recognise when someone is treated unfairly and explain why this matters.
- **Performance Criteria Level 2:** Apply critical thinking in real-world scenarios.
- **Performance Criteria Level 2:** Analyse societal issues affecting students' lives and propose practical solutions that uphold social justice.
  
- **Element 3:** Make responsible decisions that respond to societal changes with global ethical awareness.
- **Performance Criteria Level 2:** Discuss the challenges of making responsible decisions in a rapidly changing society.
  
- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria Level 2:** Explain the role of incorporating empathy and integrity in problem-solving strategies.
  
- **Element 5:** Communicate respectfully and sensitively across diverse situations to make meaningful connections.
- **Performance Criteria Level 1:** Listen attentively and respond to simple questions.
- **Performance Criteria Level 2:** Recognise the importance of respectful communication in building trust in diverse settings.

#### Purpose of activity:

This activity helps students reflect on their online behaviour and learn how to apply values like respect, empathy and responsibility when using social media. It promotes digital awareness and encourages thoughtful, kind and ethical online interactions.

#### Learning Outcomes:

By the end of the lesson, students should be able to:

- Recognise the impact of words and actions shared on social media
- Understand the importance of empathy and responsibility in digital communication
- Apply the THINK model (True, Helpful, Inspiring, Necessary and Kind) before posting online

**Resources and Materials:**

- Whiteboard
- Markers or pens
- Scenario cards (can be created by teacher or students)
- "THINK" Poster (optional visual aid)

**Teaching trajectories/Implementation guidelines:**

*This activity may be extended over 2 or more periods.*

**Step 1: Class Discussion**

- Start the activity by asking students the following questions:  
"What do you like about social media?"  
"What are some examples of harmful behaviour online?"
- Allow students time to reflect on each question and share their ideas with the class.
- Note students' responses on the whiteboard.

**Step 2: THINK Model**

- Introduce the THINK Model to students.
  - T** – Is it True?
  - H** – Is it Helpful?
  - I** – Is it Inspiring?
  - N** – Is it Necessary?
  - K** – Is it Kind?
- Give students some minutes to reflect individually on each point noted on the whiteboard according to the **THINK Model**.

**Step 3: Scenario Cards**

- Divide students into three groups.
- Assign each group one of the following scenarios to work on.
  - Receiving a rude comment
  - Seeing fake news
  - Being left out of a group chat
- Discuss within each group according to the guidelines provided below:  
"What would be the respectful and values-based response?"  
"What could be the consequence of reacting without thinking?"

**Step 4: Poster Activity – Create a 'Values-Based Posting Guide'**

- Create a poster titled "Pause Before You Post" in each group.
- Note that the poster should include the following details:
  - 3–5 tips for respectful and kind social media use
  - A slogan or quote promoting online empathy and safety

### **Step 5: Gallery Walk & Reflection**

- Affix each group poster in class.
- Assign the group leader the responsibility to explain their work.
- Organise a mini discovery tour in class so that each student can visualise and know more about their classmates' posters.

### **Step 7: Conclusion**

- End with a class reflection on how values can protect us and others in the digital world.

### **Assessment (Activity Sheet/Worksheet for Students):**

- Group participation and respectful discussion
- Creativity and relevance in poster content
- Demonstrated understanding of ethical digital choices

### **Extension of activity: -**

- Create a class digital citizenship pledge.
- Invite a local expert (e.g., ICT teacher or Cyber Security Officer) to discuss cyber safety.
- Organise a peer-led campaign on "Kindness Online Week."
- Extend the Gallery Walk at school level.