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**Please cite this publication as:**

THINKER project (2025). Unit 3, lesson 5.3 - Scenario B - Digital safety poster.

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**Scenario B – “Digital safety posters”**

In a Grade 7 Informatics class, Ms. Smith assigned a project on **digital safety and responsible online behavior**. Her goal was to raise awareness among students about internet privacy, cyberbullying, and respectful online communication.

While the topic was timely and relevant, the execution of the lesson didn’t fully engage students or tap into authentic learning principles.

### **Project** s**etup:**

Ms. Smith introduced the topic by showing a brief video on internet safety. She then asked students to create a **digital poster** using Canva or PowerPoint that included “at least 3 tips for staying safe online.”

Students worked alone or in pairs and were given two lessons time to complete the task. No real-world examples, case studies, or personal exploration of the issues were offered.

### **The** l**earning** e**nvironment:**

The classroom was quiet. Students spent most of the time choosing colors and fonts for their posters. The more design-savvy students focused on making their posters “look cool,” while others copied generic safety tips from Google.

Ms. Smith circulated the room but mostly commented on layout and formatting. Students were not asked to reflect on their own digital habits or think critically about the topic.

There was no discussion about:

* How different students experience online safety
* Cultural or gender-specific aspects of digital risk
* Real-life implications or personal stories
* How this knowledge applies to their lives or communities

### **Assessment &** o**utcome:**

Students submitted their posters as PDF files.  
There was **no rubric**, **no peer feedback**, and **no reflection** on what they learned or why it matters.

Most posters included general phrases like:

*“Don’t share your passwords”  
“Don’t share personal information online”  
“Be nice online*”

When asked how they felt about the project, one student said:

“*It was fine. I just Googled some stuff and added it to the template.”*

### **Results:**

* **Engagement was superficial**. Students were more focused on visuals than the message.
* **No personal connection** to the topic was encouraged.
* **No cross-disciplinary or real-world thinking** was required.
* **Reflection, discussion, or deeper learning** were missing.
* **No inclusion of personal stories or diverse perspectives.**

**Reflective activities:**

**#1 Reflective activity: Analyze the scenario and fill the table**

**Challenges:** Identify at least 4 missed opportunities or challenges that limited student learning, inclusion, or authentic engagement.

**Why it matters:** Explain why this challenge/missed opportunity matters

**THINKER principle:** Connect each issue to a principle of authentic learning or gender-inclusive teaching from the THINKER Framework

**Suggestions:**

* What could the teacher have done differently to make this project more effective and inclusive?
* Propose at least 3 strategies that would strengthen this lesson using the THINKER framework (e.g., real-world connection, student voice, scaffolding, feedback tools).

| **Challenge** | **Why it matters** | **THINKER principle** | **Suggestion** |
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**#2 Reflective activity:**

If you were Ms. Smith, how could you have measured whether students were engaged during this task?

* What would you look or listen for during the activity?
* What simple tool or strategy could you use to gather feedback and evidence?