

4565: Computing Foundations for a Digital Age

Unit 5

Day 10 Lesson Plan: Reflection & Real-World Application

Objective

Students will reflect on their personal technology use and apply what they've learned to real-life ethical decisions.

Warm-Up: Tech Ethics Inventory

Ask students to rank the following from *most ethical* to *least ethical* based on what they know now:

- Online shopping algorithms
- Facial recognition tools
- Social media platforms
- Self-driving cars
- School surveillance tools
- AI-generated art
- Fitness apps that track personal health data

Prompt: “Which one do you trust the least? Why?”

Optional: Allow students to justify rankings with a partner before sharing out.

Mini-Lesson & Socratic Seminar Setup

Introduce the essential question:

“What does an ethical future of technology look like?”

Briefly revisit key ethical themes from the unit:

- Fairness and bias
- Privacy and consent
- Usability and access
- Legal protections
- Societal impact

Discuss Socratic seminar norms (speaking respectfully, backing ideas with evidence, listening actively). You might display sentence starters like:

- “I agree with you, and I’d add...”

- *“Can you say more about why you think that?”*
 - *“One example we learned about was...”*
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Activity: Socratic Seminar

Students participate in a class discussion using their Ethical Tech Case Study project, personal reflections, and daily lessons as reference points.

Suggested guiding questions:

- What surprised you the most in this unit?
- What’s one area of tech you think needs stronger ethical guidelines?
- Who should be responsible for making sure tech is ethical—companies, users, governments, or someone else?
- Is it okay to use something that’s helpful, even if it might be unfair or biased to others?

Tip: Teachers may use an inner/outer circle format if class size is large, or allow smaller group discussions first.

Reflection Writing

Students respond to the prompt:

- **“How will you use what you’ve learned about tech ethics in your life or future career?”**

Encourage specific connections to:

- Their own technology use
- Career goals or personal interests
- Ethical decisions they might face as creators or consumers of tech

Optional extension: Students write a “Tech Ethics Pledge” or “Letter to My Future Self” summarizing their key takeaways.

Exit Ticket

Prompt:

- *“One thing I’ll do differently because of this unit is...”*
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Word Bytes (Vocabulary Review)

(Optional extension or station activity)

Have students revisit and sort key vocabulary from the unit into categories like:

- **Privacy & Data** (e.g., consent, data mining, implicit data)
- **Design & Usability** (e.g., accessibility, ergonomics, inclusive design)
- **Legal & Ownership** (e.g., copyright, fair use, IP)
- **Ethics & Impact** (e.g., bias, trade-off, unintended consequence)

They can use index cards or sticky notes to create visual word maps or groupings.