Digital Citizenship

Lesson Plan | Middle and High School

Lesson Time: 20-30 minutes

How Do I Look Online?

Objectives & Outcomes

Lesson Objectives: Students will describe the importance of their online persona.

Lesson Outcomes: Students will be able to ...

- describe and give examples of how quickly information spreads online
- identify possible consequences of sharing information online

Subject Area Connection: Language Arts

Getting Ready

Teacher Preparation: To prepare for this lesson, write each of the questions listed in the procedure on the board or on chart paper, leaving space for students to respond. Obtain a picture for use in them initial activity.

Materials Required:

- whiteboard or large chart paper
- markers
- picture of a group of people

Key Vocabulary

digital trail: life story shown through online media.

persona: part of a person's character that is shown to others.

Background

Most young people participate in some form of online communication multiple times a day. Each time someone comments on a post, shares a photo, or writes a tweet, they add to their digital trail. Students rarely ask themselves: What does my digital trail say about me? What kind of person do I seem to be online? Am I proud of my online image?

Sometimes, students act impulsively and say things online that they would not say if they were face to face with another person. Once these posts are online, there is no way to take the words or pictures back. Because online information spreads fast and remains archived, other people can view this information and judge the student based on their online persona.

"**Students** rarely ask themselves: What does my **digital trail** say about me?"

Introduction and Modeling

Ask students to define and discuss the term "digital trail." Have they ever thought about their online image in that way? Does this image matter to other people?

Students know how fast information can spread on the Internet. Share with students this story: One teacher created a post to show her students the speed and range of online sharing.

She was amazed that her post was seen in several countries within 8 hours.*

To highlight how fast information can spread, hand a photo to one student. Using a timer, see how many people can see and hold the photo in 15 seconds. How much faster is sharing information online? Discuss as a class.

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Procedure

1. Form groups of two or three students.

2. Groups have 4–5 minutes to examine and respond to each scenario. Students may write comments, questions, and possible consequences in the space below each question.

3. At the end of the activity, all groups circulate and review all the comments.

Scenarios:

- Amy posts angry comments about how unfairly her boss treats her. What might readers of this post think?
- Joe posts the questions to the chemistry test he took. What could happen if this is reported to school?
- Rohan posts a photo of his award certificate. What kind of comments might people leave?
- Esha posts a critical comment of her teammate in their sports photo. How will her teammates respond?

Discussion Questions

- If two job candidates are equally qualified, but one person had a questionable online persona, who would get hired? Is this fair?
- What harm is there in posting critical comments about others as a joke?
- Can you think of any possible negative consequences of posting awards online?
- What conclusion would you make when reading someone's negative posts online?

Evaluation

Ask students to evaluate their online persona, including their email address. Give students a chance to think about what changes they can make. Is their email address an appropriate one to use when writing to a college or potential employer? Discuss options for professional email addresses.

Tips for Tailoring This Lesson

For Higher Grade Levels

- Students discuss the negative impacts of cyberbullying and how long your digital trail can last online.
- Students brainstorm a list of ways they can curate a positive online image.

For Lower Grade Levels

- Students brainstorm a list of dos and don'ts for their online posts.
- Students write and sign a pledge to refrain from negative online posts.

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Alignment to Standards and Frameworks

Common Core State Standards: College & Career Readiness

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Anchor Standards for Language

CCRA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Anchor Standards for Reading

CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and uantitatively, as well as in words.*

Partnership for 21st Century Framework

Partnership for 21st Century Framework: the framework comprises the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century. Partnership for 21st Century Skills www.p21.org

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.

ICT Literacy

Apply Technology Effectively

- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

Social and Cross-Cultural Skills

Interact Effectively with Others

- Conduct themselves in a respectable, professional manner.

International Society for Technology in Education (ISTE):

ISTE: Standards for learning, teaching and leading in the digital age

5. Digital Citizenship

Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.

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