
GRADE 3

This Is Me



DIGITAL FOOTPRINT & IDENTITY

*We define
who we are.*

How does what I post online affect my identity?

OVERVIEW

From selfies to social media, many of us create unique online identities for ourselves, and our students are no different. But do kids always understand how others might perceive what they post? Help your students think critically about the online identities they're creating.

Students will be able to:

- Consider how posting selfies or other images will lead others to make assumptions about them.
- Reflect on the most important parts of their unique identity.
- Identify ways they can post online to best reflect who they are.

Lesson Snapshot

Estimated time: 45 mins.

Warm Up:	Introducing ... Me!	15 mins.
Interact:	How I See You	15 mins.
Wrap Up:	Selfie Do-Over	15 mins.

Key Standards Supported

What You'll Need

Spanish-language student and family resources available soon!

- Colored pencils, crayons, or markers
- Paper
- **Lesson Slides**
- Student Handout: Introducing ... Me!
 - **Student Version**
- Lesson Quiz
 - **Student Version**
 - **Teacher Version**

Take-home resources

- **Family Tips**
 - **Family Activities**
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LESSON PLAN

Key Vocabulary:

assumption

something that someone thinks is true, but in reality, may or may not be

identity

different parts of your culture, experiences, and interests that make you unique

selfie

a picture you take of yourself, usually with a phone

Warm Up: **Introducing ... Me!**

15 mins.

1. **Ask:** *When and where do people take "selfies"? Why do you think they take them? Take turns sharing your ideas with your partner.* If necessary, clarify that a **selfie** is a picture you take of yourself, usually with a phone. (**Slide 4**)

Invite students to share out. Responses might include *so they can see what they look like or to show people where they are or what they're doing.*

2. **Distribute** copies of the **Introducing ... Me! Student Handout**. Have a student read aloud the directions for Part 1.
3. **Allow** students 10 minutes to create their selfies. Encourage students to be as detailed and creative as possible, using images, props, or other creative elements. (**Slide 5**) Another option is to have students create a digital selfie using **Skitch** or **Sketch Guru - Handy Sketch Pad**.

Interact: **How I See You**

15 mins.

1. **Say:** *When we post selfies or other images for people to see, that will often lead them to make assumptions about who we are. An **assumption** is something that someone thinks is true, but in reality, may or may not be true. (Slide 6)*
2. **Distribute** the **How I See You Student Handout**, and arrange students with partners. Have a student read the directions out loud. Allow five minutes for partners to "read" each other's selfies and complete the handout.

For question two, emphasize that students should try to identify specific adjectives they'd use based on the selfie. Remind students to be kind and respectful in what they write.
3. **Direct** students to trade or share their handout with their partner. They should also return the **Introducing ... Me! Student Handout** to their partner. Allow students a few minutes to review the assumptions their partner wrote.
4. **Ask:** *What did you think about your partner's assumptions about you? Were they mostly right or mostly wrong? Call on a few volunteers to share out. Follow up with students by asking: How did your partner's assumptions make you feel?*

Wrap Up: **Selfie Do-Over**

15 mins.

1. **Say:** *How you felt about your partner's assumptions may have something to do with whether or not they matched your identity. Your **identity** is different parts of your culture, experiences, and interests that make you unique -- like your personality, where you live, or where your family is from. What are some other things that make you who you are? (Slide 7)*
2. **Say:** *Sharing things online that show your identity can feel good. It's like showing off who you are to the world! And we all have our own unique combination of things that make us who we are. But we should think carefully about what we share about ourselves online. And remember that others might make assumptions about us.*
3. **Prompt** students to look at Part 2 of the **Introducing ... Me! Student Handout** and have a student read the directions (**Slide 8**). Allow students 10 minutes to work on their brainstorm and selfie redo.
4. **Invite** volunteers to share out their new selfies, including what they changed and why.
5. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.



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