

GRADE 8

Social Media and Digital Footprints: Our Responsibilities

How does using social media affect our digital footprints?



DIGITAL FOOTPRINT & IDENTITY

We define
who we are.

OVERVIEW

Social media can be a place to connect, learn, and, most of all, share. But how much do kids know about what they're sharing -- and not just about themselves but each other? Help students think critically about their digital footprints on social media.

Students will be able to:

- Identify reasons for using social media and the challenges that often come along with it.
- Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media.
- Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.

Lesson Snapshot

Estimated time: 50 mins.

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|----------|-------------------------|----------|
| Warm Up: | Views on Social Media | 15 mins. |
| Discuss: | Rings of Responsibility | 30 mins. |
| Wrap Up: | Takeaways | 5 mins. |

Key Standards Supported

Common Core ELA

L.8.1, L.8.3, L.8.6, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.6, W.8.4, W.8.9, W.8.10

CASEL

1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

I.A.1, I.A.2, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.3, V.A.2, V.A.3, V.C.1, V.D.1, V.D.2, V.I.A.2, V

ISTE

1d, 2a, 2b, 3c, 3d, 7b

What You'll Need

Spanish-language student and family resources available soon!

- Blank paper
- **Lesson Slides**
- Video: Teen Voices: Oversharing and Your Digital Footprint **Watch**
- Lesson Quiz **Editable Google form Answer Key**

Take-home resources

- **Family Tips**
- **Family Activity**
- **Family Engagement Resources**

LESSON PLAN

Key Vocabulary:

digital footprint

all of the information online about a person, either posted by that person or others, intentionally or unintentionally

oversharing

sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful

Warm Up: **Views on Social Media**

15 mins.

Before the lesson: This lesson includes student discussion about social media, which includes platforms such as Snapchat, Instagram, etc. You can use a broad definition of social media to include any way that students communicate and post online, such as livestreaming, live gaming, YouTube comments, fan communities, or even communicating through Google Docs.

1. **Project Slide 4** and allow students a few minutes to reflect and write a response to the question. Invite students to share out their experiences.
2. **Project Slide 5** and have students consider the questions on the slide as they watch the **Teen Voices: Oversharing and Your Digital Footprint** video. After watching the video and taking notes, invite students to share out their responses.
3. **Use** the following key points to guide the discussion. Be sure to emphasize both the benefits and drawbacks of sharing on social media:

Benefits:

- Communication: It's a way to stay in touch and stay connected to friends and family.
- Expression: You can post your personal opinions and ideas about important topics.
- Entertainment: It's fun to share things you're interested in.
- Future: It's an opportunity to present a curated version of yourself for the public or for colleges and employers.

Drawbacks:

- **Oversharing:** *when people share something they later regret (Slide 6)*
- Permanence: Embarrassing or regrettable posts, including those that "disappear" (Snaps, Stories, etc.), become part of your permanent **digital footprint**, which might have a negative impact. Define **digital footprint** as *all the information online about a person posted either by that person or others, intentionally or unintentionally. (Slide 7)*
- Social pressure: When everyone else is posting, you feel pressure to participate.
- Life balance: Managing multiple platforms and accounts requires a lot of time.

Discuss: **Rings of Responsibility**

30 mins.

1. **Direct** students to form a circle (move chairs and desks if necessary). Be sure every student can see each other.

For large classes, consider dividing students into two or three smaller circles. Smaller circles allow students more chance to talk and increased comfort but also may present management and facilitation challenges.

2. **Explain** that how you use social media has a big impact on both your digital footprint and the digital footprints of others.

Project **Slide 8** and say: *These are the Rings of Responsibility, which we use to think about the different people we have responsibilities to. Having "responsibilities to" someone means that you think about how your actions will affect them. Today we're going to have a circle discussion about digital footprints and the responsibilities we have related to them.*

3. **Project Slide 9** and review the directions. Read the question aloud and allow students one minute to reflect. Encourage students to include an explanation in their responses. If students struggle with this question, consider providing an example:

- *One responsibility I have to myself when I use social media is to keep my posts positive. I know I'm more likely to regret it later if I post something negative or mean, even if I delete the post. So by keeping my posts positive, I know I'll feel OK about them later.*

Call on a volunteer to begin. Encourage all students to share when it is their turn, but if any are reluctant, they can just say "pass." Emphasize that only one person should be speaking at a time and that students must speak loudly enough for everyone in the circle to hear.

4. **Facilitate** a discussion by telling students they can now respond to each other's comments. They should remember that only one person speaks at a time, and they should raise their hand before speaking. You can have students call on the next speaker after they've made their comment, or you can call on students to speak. To help generate discussion, consider posing the following questions:

- *What comments from other students do you agree with? Which would you want to challenge?*
- *What comments stand out to you or surprise you? Why?*
- *Are there any comments that you have clarifying questions about?*

5. **Say:** *Thank you for sharing your ideas. We're now going to do a second round with a new question.* Project **Slide 10** and repeat Steps 3 and 4 using the new question. Explain that your *community* includes people you know and interact with personally while your *world* includes people you don't know but who may see your social media posts or be affected by them.

For example, you may feel you have a responsibility to your *community* to not post embarrassing pictures of those people without their permission. And you may feel a responsibility to your *world* to not post or spread gossip or hateful things.

Wrap Up: **Takeaways**

5 mins.

1. **Project Slide 11** and allow students a few minutes to write their Exit Ticket response.

Collect sheets to assess student learning.

2. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.



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