

GRADE 6

Who Are You Online?

What are the benefits and drawbacks of presenting yourself in different ways online?



DIGITAL FOOTPRINT & IDENTITY

We define
who we are.

OVERVIEW

What does it actually mean to "be yourself" or to "be "real"? Those are deep thoughts for any middle-schooler. For kids today, these questions matter online, too. Help your students explore why some people create different or alternate personas for themselves online and on social media.

Students will be able to:

- Reflect on reasons why people might create fake social media accounts.
- Identify the possible results of posting from a fake social media account.
- Debate the benefits and drawbacks of posting from multiple accounts.

Lesson Snapshot

Estimated time: 45 mins.

Warm Up:	Why "Finstas"?	10 mins.
Explore:	Which Me Should I Be?	15 mins.
Debate:	The Finsta Debate	20 mins.

Key Standards Supported

Common Core ELA

L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10

CASEL

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

AASL

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

ISTE

2a, 2b, 2d, 7b, 7c

What You'll Need

Spanish-language student and family resources available soon!

- Blank paper
- **Lesson Slides**
- Video: Teen Voices: Presenting Yourself Online **Watch**
- Student Handout: The Finsta Debate **Student Version**
- Lesson Quiz **Editable Google form Answer Key**

Take-home resources

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

LESSON PLAN

Key Vocabulary:

affinity group

a group of people linked by a common interest or purpose

anonymous

without a name or other information that identifies who you are

curate

to select, organize and look after a collection (e.g. content posted to a social media profile)

finsta

a fake Instagram account used for posting to a specific group of people or to post anonymously

Warm Up: **Why "Finstas"?**

10 mins.

Note: This lesson uses the terms "finsta," which may or may not resonate with your students. They may use a different term, such as "spam account." You can change the language depending on your students or just use "fake social media account." See this **brief explanation of finstas** from TheTechieGuy.

1. **Ask:** *Have you heard the term "finsta"? What does it mean?*

Call on students to share out answers. Project **Slide 4** and read the definition of **finsta**: *a fake Instagram account used for posting to a specific group of people or to post anonymously*. Explain that **anonymously** means *without anyone knowing who you are*. (**Slide 5**)

2. **Distribute** the **Finsta Debate Student Handout** and ask: *What are the reasons someone might have for creating a fake social media account (i.e., a "finsta")? Why post messages or images only to certain people or post them anonymously?*

Invite students to respond. Capture the responses on the board and have students capture them in the left column of their handout. Reasons may include:

- *To post about topics that only certain people will be interested in (e.g., video games, soccer, skateboarding, etc.).* Explain that these are called **affinity groups**. (**Slide 6**)
- *To post messages and images that are more casual or personal for close friends and family. Some people prefer to keep their main account more carefully curated.* Explain that to **curate** means *to select, organize, and look after a collection*. (**Slide 7**)
- *To post messages or images that are hidden from certain people (i.e., parents, teachers, grandparents, etc.).*
- *To post things that they don't want to be associated with in real life (private thoughts, inappropriate jokes, mean comments, etc.).*

Explore: **Which Me Should I Be?**

15 mins.

1. **Explain** that there can be different results when people post from fake social media accounts -- some intended, some not. Project **Slide 8** and review the examples.2. **Call on** students to share out the reasons and results they see related to these fake social media accounts. Capture responses on the board and have students add to the two columns on their handouts. Results may include:

- Connecting with people who have the same interests as you.
- Having fun posting and sharing messages and photos with close friends.
- A lot of time spent using and managing multiple accounts.
- Accidentally posting from the wrong account or to the wrong group.
- A message or photo getting shared more widely than intended.
- Teasing, insults, or cyberbullying from anonymous accounts.

3. **Explain** to students that they're going to watch a video that shows people's experiences with social media and finstas. Show the **Teen Voices: Presenting Yourself Online** video on **Slide 9** and invite students to share out their responses to the two discussion questions.4. **Call on** students to share out the reasons and results they noticed in the video. Add to reasons and results on the board and on handouts.Debate: **The Finsta Debate**

20 mins.

1. **Explain** to students that they will be having a class debate on whether it's worth it or not to create and use fake social media accounts. They will argue for the benefits or argue the drawbacks. To prepare for the debate, they will take a few minutes to reflect and write. Project **Slide 10** and read the directions. Allow students five minutes to capture their ideas on the handout.2. **Divide** the class up into two teams, one for the "yes" position and one for the "no." Each team should form a line facing the other team. Project **Slide 11** and read the directions aloud. Allow students 10 minutes or as much time as possible to debate.

Note: If time allows, consider adding these elements to the debate activity:

- Post and review specific norms for debate, including how to disagree respectfully, be an active listener, ask clarifying questions, etc.
- Require all students to participate at least once and award participation points.
- Offer an incentive for the team that wins.

3. **Ask:** *So what reasons and evidence were most convincing? Did anyone start to change their opinion based on what they were hearing?*

Call on students to share out. Students can use the sentence starter: "I hadn't thought about ..."

4. **Point out** questions students can ask themselves about creating and posting to fake accounts. (**Slide 12**) Have students read each section out loud.5. Have students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.



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