Digital Citizenship Lesson Plan

Social Smarts

General Topic (as defined in the Digital Literacy Framework)	DE3
Digital Citizenship e) Digital Footprint and Reputation	
Applicable Grade Range	
9-12	
Outcome(s) to be Addressed	
The student understands the benefits of sharing information online and the potential risks of sharing inappropriate information.	
Importance / Significance of Lesson	
Students share information and pictures on social media sites with little concern about privacy settings and the types of information that they share. Inappropriate comments and pictures can lead to safety issues and cyberbullying, providing details about their activities allows others to have access to the student's personal preferences and habits and befriending people that students don't know broadens the chance for cyber-attacks and the potential for having their information or accounts compromised. Students need to be aware of both the dangers and the benefits of sharing information about themselves online.	
Duration	
4-20 minute lessons	
Overview	
Students will read an online graphic story and discuss the events and information found within. Students will provide evidence of their knowledge by creating their own comic panel in a digital medium.	
Required Resources	
Computer hooked up to a projector Class set of laptops/access to the computer lab OR class set of iPads/iPods	

Lesson Plan and Extension Activities

Lesson 1 – Information travels fast

Have students read pages 2, 3 and 4 of the Social Media graphic story (https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_e.pdf).

Discussion: Ask students about their own social media practices. What do their photos and posts say about them? Could they be sharing information about who they are with people they don't know? Are they friends online with people they don't know in person? Do they know a lot about other people online that they don't know in person? What sorts of things do people post that tells a different story than they might intend?

Have students look at page 10 and discuss with them the 'tips to protect your privacy online.' You can also choose to look at photos (image search on google) and discuss what image is being portrayed or what the photo says about the person.

Lesson 2 – Sharing goes too far

Have students read pages 5 and 6 of Social Smarts.

Discussion: Ask students to discuss with a partner what happened and why. Have one partner report out answers to the following questions after they've had a chance to discuss each.

Can you give an example of a picture or video (or vine or??) that went 'viral'?

What does 'viral' mean in terms of internet content?

How would you feel if a compromising picture of you was seen by your friends? Your family? People you didn't even know?

Why is it important to be careful what sorts of pictures and information you share on the internet? (this speaks to the fact that it remains online forever and can be accessed by anyone – including the police, future employers or universities)

Have students read pages 7 and 8 of Social Smarts.

Have a discussion around passwords, why they are important and how to make a good password (not your nickname, a simple string of consecutive numbers or letters, etc.)

Lesson 3 – It's all in the details.

Have students read pages 9 and 10 of Social Smarts.

Note that details we share online, whether typing, texting, posting or speaking, say a lot about us. Have students work in small groups to plan a script for an online gaming session. Have half the groups write a script that shares a lot of personal information (area the student lives in, likes and dislikes, school name, grade, etc.) and have the other groups write scripts that share appropriate and safe information with gamers they might not know (general locations, ages, etc. – students can brainstorm these). Each group can share their skits with the class and general discussion around safe information to share can sum up the lesson.

Lesson 4 – Have students read pages 11, 12 and 13 of Social Smarts.

Ask students if they knew that every time they 'like' or 'share' or post information that their data is being mined for information about their preferences and habits. Most won't.

Present some scenarios to students and discuss what 'liking' each might say about them to companies that are mining their information (could be posts or ads for Disneyland, a band, a viral video or an online personality quiz). Review the tips for staying safe online (page 14)

Using a template or online program, have students choose one of the safety tips and create a comic strip page(s) teaching others about its importance.

Other lesson ideas and information can be found at: https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_index_e.asp

Adaptations

Younger students could read the graphic story as a class and discuss the concepts within. The students in the story are of a high school age so younger students might not relate to the context, but the content still applies.

Additional Resources
https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_e.pdf Social Smarts: Privacy, The Internet, and You https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_guide_e.asp Discussion Guide for Social Smarts
Cross-curricular Outcomes Also Addressed
Language Arts – reading for understanding, writing to communicate ideas Fine Arts – sketching and creating personal work (comic strips) (online or on paper) Health and Career Prep – self-image and identity, peer pressure

~developed by Kristin Sward, 2014