

Instructional Recipe

How Will Your Online Image Impact Your Future?

Grades 8-12
 Character Education & Technology Applications

Step 1 – Ask

Objectives: Students will analyze positive and negative consequences of the choices they make when using social network websites. Students will set personal guidelines to promote safety and responsibility to protect themselves today and in the future.

Introduction: Social network sites are great places to make friends, share ideas and experiences, and project an image of yourself. Are you the same person face-to-face and online? Are you making wise choices when meeting people online? To illustrate how important your online image is, you may want to know that many employers access social network sites such as MySpace and Facebook to complete background checks on job applicants. In many cases, applicants have some difficult things to explain when questioned about the content on their personal pages. Even embarrassing photos and words that you thought you deleted long ago are still archived somewhere and may be used by someone else without your permission. On the other hand, knowing how to interact safely and appropriately when meeting people online is crucial. Are you a responsible social network citizen?



Image source: "Participants at social networking sites do more than just type messages: they often share" Online Photograph. Encyclopædia Britannica Online School Edition. 25 May 2009 <<http://school.eb.com/eb/art-120690>>.

Ask:

- ★ What are the different kinds of social networks?
- ★ How many students in the classroom have a social webpage? What is published in it? How often is it updated?
- ★ Who do you think might view your webpage?
- ★ What are the advantages and disadvantages of having a social webpage?
- ★ Are you aware of anyone who regretted publishing something on his/her webpage?
- ★ What would you change in your page next year? Five years from now?
- ★ What happens to all the "stuff" that is deleted?
- ★ Have you heard of anyone who was approached by a stranger online? What happened?

Vocabulary: social network, digital citizenship, online predator, netiquette
 Identity theft

Character Education traits:

- (A) courage
- (B) trustworthiness, including honesty, reliability, punctuality, and loyalty
- (C) integrity
- (D) respect and courtesy
- (E) responsibility, including accountability, diligence, perseverance, and self-control
- (F) fairness, including justice and freedom from prejudice
- (G) caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
- (H) good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law
- (I) school pride

Technology Application TEKS:

(3) Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:
 (B) demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;
 (E) demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.

(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:
 (A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;
 (B) complete tasks using technological collaboration such as sharing information through on-line communications

National Education Technology Standards (NETS) for Students:

- 5. Digital Citizenship
 - 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.
 - c. demonstrate personal responsibility for lifelong learning.
 - d. exhibit leadership for digital citizenship.

Step 2 – Investigate

K-12 Databases Resources:

- ★ "[Social Networking—Making Connections on the Web](#)." Britannica Book of the Year, 2008. 2009. Encyclopædia Britannica Online School Edition. 13 May 2009 <<http://school.eb.com/eb/article-9439169>>.
- ★ "[media convergence](#)." Encyclopædia Britannica. 2009. Encyclopædia Britannica Online School Edition. 25 May 2009 <<http://school.eb.com/eb/article-275467>>.
- ★ Richardson, Will. "[Footprints in the Digital Age](#)." Educational Leadership 66.4 (Nov. 2008): 16. Middle Search Plus. EBSCO. 25 May 2009 <<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=35013890&site=src-live&scope=site>>.

Search Strategies:

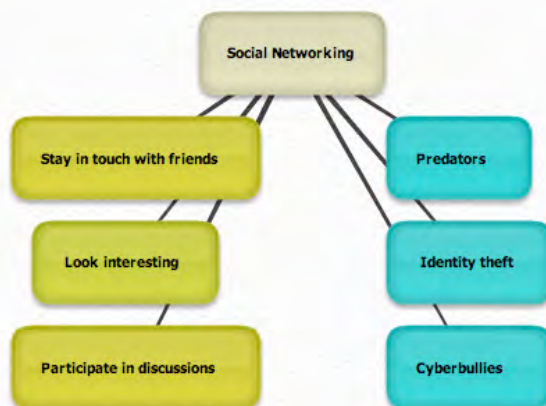
"social network" AND safety
social network* AND safety
facebook OR myspace AND "united states"


Other Web Links:

[Social Networking Sites: Safety Tips for Tweens and Teens](#) – published by the Federal Trade Commission at <http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>

Step 3 – Create

Students will list the positive and negative aspects of social networks.



 Technology Link – Students may create a table using a word processor or spreadsheet, or map their ideas using a web tool such as Bubbl.us or Webspiration.

Step 4 – Discuss

Student teams will choose one or more of the following projects:

- ★ Students will create a Public Service Announcement to promote positive social network behavior or etiquette.
- ★ Students will promote positive social network behavior through morning announcements, such as Tip of the Week.
- ★ Students will create a skit to demonstrate good and bad etiquette when using social networking.
- ★ Students will debate the positive and negative aspects of social networks.
- ★ Students will create a wiki to publish a personal social network code of conduct.
- ★ Create a game to teach younger students appropriate social network behavior.
- ★ Organize a discussion panel to educate parents and community members about the positive and negative aspects of social networking as well as safety rules.

🔗 Technology Link – Use video camcorder and video editing software (i.e., iMovie, Windows Movie Maker) to create the PSA and/or morning announcements. Use multimedia software (i.e., PowerPoint, Keynote, Flash, Prezi.com) to illustrate key points and examples in the debate and/or panel discussion.

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric Public Service Announcement

CATEGORY	4	3	2	1
Brainstorming Solutions	Students identify ten or more etiquette rules to interact in a social network environment.	Students identify 5 to 9 etiquette rules to interact in a social network environment..	Students identify less than 5 etiquette rules to interact in a social network environment.	Students' etiquette rules are not very reasonable or helpful.
Research/ Statistical Data	Students include high-quality data to support their campaign.	Students include good data to support their campaign.	Students include some good data to support their campaign.	Data to support student's campaign is not accurate.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate or does not address the issue.
Sources	Students adequately cite all their sources.	Students cite some but not all sources accurately.	Students include sources but are not cited accurately.	Students do not cite sources.
Script	Script is complete and it is clear what each student will say and do.	Script is mostly complete. It is clear what each student will say and do.	Script has a few major flaws. It is not always clear what the students are to say and do.	There is no script. Students invent what they say and do as they go along.
Teamwork	All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Some students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Some team members do not contribute a fair share of the work.

Rubric Multimedia Presentation

CATEGORY	4	3	2	1
Design and Originality	Creative and very attractive. Fonts and text size are appropriate. Backgrounds and colors enhance the presentation. Text, images, sounds, animation, and videos are carefully selected and enhance the presentation on social networks.	Text is easy to read most of the time. Occasionally it does not stand out with the background. Images assist in the understanding of the positive and negative aspects of social networks.	Text size is too small to read. Some slides include lengthy paragraphs. Backgrounds do not enhance readability. Most images are clipart. Sounds and animations are too many and distracting or irrelevant.	Too many fonts. Too much text in each slide. Background is busy and makes text difficult to read. Images, sounds, animation, and video are missing or distracting, or irrelevant.
Content and Coverage	Content was carefully researched. Logical progression of ideas and supporting details. All sources are cited.	Research of relevant information is evident. Ideas flow logically and details are provided. Most sources are cited properly.	Includes few researched facts. Some information does not seem to have a connection with the main topic. Few sources are cited.	Few sources were researched. Ideas are not sequenced in a logical fashion, and reading is hard to follow. Information is incomplete or inaccurate. Sources are not cited, or cited improperly.
Mechanics of Language	No errors in grammar, capitalization, punctuation, and spelling.	Little editing required for grammar, punctuation, and spelling.	Some spelling, punctuation, and grammar errors are present.	Errors in spelling, capitalization, punctuation, usage and grammar are repeatedly found.
Presentation	Student is very knowledgeable of the content. He or she is rarely reading from the slides. Slides are used to support and illustrate ideas clearly.	Student is familiar with the content. He or she sometimes reads from the slides. Slides support most ideas.	Student is somewhat familiar with the content. He or she reads from the slides most of the time. Slides support some ideas.	Student mainly reads from the slides. Ideas do not flow clearly. Presentation is disorganized. Slides don't have a clear purpose in the presentation.

Rubric Coe of Conduct Wiki

CATEGORY	4	3	2	1
Layout	The wiki has an exceptionally attractive clean and user-friendly layout. It is easy to locate important elements. White space, graphic elements and alignment are used effectively to organize information.	The wiki has an attractive and user-friendly layout. It is easy to locate important information.	The wiki has a usable layout, but may appear busy or boring. It is easy to locate most of the important information.	The wiki is cluttered looking or confusing. It is difficult to locate important information.
Links	All links are active and point to high quality, up-to-date, useful sites.	Links point to quality, useful sites.	Some links are inactive but point to quality, useful sites.	Links are either inactive or point to sites that have not been validated.
Content	The wiki has a well stated, clear purpose and theme. All information is accurate and relates to the main topic.	The wiki has a clearly stated purpose and theme, but may have one or two elements that appear not to be related to the main topic.	The purpose and theme of the wiki is vague.	The wiki lacks a purpose and theme, or information is unrelated to the topic.
Use of Language (grammar and mechanics)	There are no grammatical mistakes on the wiki. Rough draft has been edited. Capitalization and punctuation are correct throughout the wiki.	There are only minor grammatical errors on the wiki. Rough draft has been edited. There are very few errors in capitalization or punctuation.	There are some grammatical errors on the wiki. Rough draft has not been edited. There are some errors in capitalization or punctuation.	There are many grammatical errors on the wiki. Rough draft has not been edited. There are many more errors in capitalization or punctuation.