

<b>EPISODE: THREE</b>	<b>TITLE OF LESSON: The New Age Magazine (Social Media)</b>
<b>AUDIENCE:</b> 4-12th Grade	<b>DURATION:</b> 60 Minutes
<b>LEARNING OUTCOMES:</b> <ul style="list-style-type: none"> <li>• Identify Safe, Legal, Ethical, and Positive social digital content</li> <li>• Apply cross-platform use of hashtags to discover information</li> <li>• Create Safe, Legal, Ethical, and Positive social digital content</li> <li>• Explain the value of Safe, Legal, Ethical, and Positive social digital content</li> </ul>	
<b>LEARNING OVERVIEW:</b> <p>The majority of students know how to use social media. But not many students are aware of how to engage with others online in safe, legal, ethical and positive ways. In this lesson, students will learn what it means to practice Safe, Legal, Ethical and Positive (S.L.E.P.) online behavior.</p> <p>This lesson will also utilize concepts drawn from the <a href="#">ISTE Student Standards</a>, specifically standard 2, Digital Citizen.</p>	
<b>IN THIS LESSON:</b> <p>Students will learn how to identify safe, legal ethical, and positive online behavior and be asked to categorize posts that either fit those categories or do not fit those categories. Students will also learn how to provide evidence for their claims as it relates to why a post is or is not safe, legal, ethical and positive. Additionally, students will practice using hashtags (#) to find information on different social media sites.</p> <p>On the tail end of this lesson, students will be challenged to begin working on their digital identity by working with a team to create a social media post that best represents them.</p>	
<b>FINAL PRODUCT:</b> <p>Students create a unique social media post that represents their team/tribe.</p>	
<b>FACILITATOR RESOURCES:</b> <a href="#">SLIDES LINK:</a> <a href="#">Instructional Content Video &amp; Video Guide</a>	<b>ADDITIONAL MATERIALS NEEDED:</b> <a href="#">4 Quadrant Sheet</a> <a href="#">S.L.E.P Quiz</a>
<b>FLOW OF LESSON:</b> <ul style="list-style-type: none"> <li>- <b>Open with introduction activity listed in the section below</b></li> <li>- <b>Have the students record their responses to the introduction questions</b></li> <li>- <b>Give students the list of “Questionable Posts” and have them complete the Questionable Posts Activity(sort them into good and bad categories) (Part A)</b></li> <li>- <b>Allow students to share their results</b></li> <li>- <b>Transition into teaching the content by introducing the concepts of Safe, Legal, Ethical, and Positive online behavior</b> <ul style="list-style-type: none"> <li>- <b>Teaching on Safe, Legal....</b></li> <li>- <b>Teach students how to use hashtags (#)</b></li> </ul> </li> <li>- <b>Go back to the list of “Questionable Posts” and ask the students to place the questionable posts in new categories using what they have learned about S.L.E.P. Given what we know now, where should we place each quote/post? (Part B)</b></li> <li>- <b>Give your students the 4 quadrants (Safe, Legal, Ethical, and Positive)</b></li> <li>- <b>Exit Ticket (Part C)</b></li> </ul>	

- Ask the groups to make a post that meets all of the criteria and have them explain how it meets that criteria
- Optional Exit Ticket: Students can take the [S.L.E.P. Quiz](#)

**INTRO:**

Ask your students the following questions and log their responses on a white board or large sheet of paper.

How do you determine if a social media post is good or bad?

Students may say:

- It's bad
- Someone's being mean
- It may have bad punctuation
- It may have bad spelling
- It has cursing in it
- It says something bad about someone

Once the list is created. Encourage the students that this is a good list.

Then instruct the students that you are about to show them a list of questionable social media posts and you want them to sort them into good and bad categories. (Part A of the Activity)

**INSTRUCTION:**

Follow the Flow of Lesson and slidedeck presentation.

**ACTIVITY:****Overview:**

- This activity is a little different than many of the other activities. It is split up into 3 different parts scattered throughout the instructional content. So make sure to follow the lesson flow in order to introduce each part of the activity at the correct place

**Objective:**

- The objective of this activity is to allow the students to get hands-on experience in identifying both S.L.E.P and non-S.L.E.P. content as well as generating their own content that exhibits good digital citizenship skills and standards

**Activity Set Up:**

- Provide the students with additional materials (Listed in the materials section)
  - Print out the "4 Quadrant Sheet" or draw a replica on your whiteboard/blackboard
- Prepare to display the Episode 3 Presentation Slides

**Part A**

Provide the students with the Questionable Posts list and allow them to categorize the posts into two sections: Good vs. Bad. Then allow the students to explain/share why they made their choices.

**Part B**

After the instruction related to S.L.E.P. is given, challenging students to match the items in the list of "Questionable Posts" to the 8 new categories as listed in the "[4 Quadrant Sheet](#)". Either Print out the sheets or draw the quadrants on a whiteboard/blackboard.

Safe

Legal

Ethical	Positive
Unsafe	Illegal
Unethical	Negative

If time permits, ask the students to explain their reasoning behind why they placed posts in those areas.

### Part C

Challenge the students to begin their “Digital Identity” by creating their first tribe social media post that matches the following criteria.

- Must include a picture of your group
- Must be safe, legal, ethical, and positive
- Must include your tribe name
- Must include a statement(s) that your entire group has collaborated on creating

#### CONCLUSION:

Allow the students to share their newly created Digital Identity Posts.

#### Vocabulary

- **Safe** - Online behavior that keeps you out of harm’s way
- **Legal** - Online behavior that is mindful of the law and does not break it
- **Ethical** - Online behavior that aligns with one's moral code and reflects honesty and truth
- **Positive** - Online behavior that is kind, respectful, and conveys the way you want to be seen. This also deals with healthy behaviors and habits with technology

#### Discussion Questions - Set A

Why is good digital citizenship important?

What are some ways to avoid illegal activity online?

What are some ways we can practice ethical behavior online and encourage others to do the same?

#### Discussion questions - Set B

Which social media site would you use if you were:

- Searching for photos?
- Searching for local news and local information?
- Searching for social commentary & opinions?
- Searching for the status of live events?

S.L.E.P. Quiz Answers

#### Differentiation Tips:

The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through the challenge, but rather give them the scaffolding necessary to reach their own conclusions.

- Depending on the grade level, some students may not have parental permission to engage independently with social media. If this is the case, re-frame some of the questions to, “What have you noticed on a friend or family member’s social media page?”
- For the sorting activity, you can also use [painters tape](#) on the floor or on their desk to make the quadrant.
- Review all sample posts in the teacher’s instructional slides to determine age/grade appropriateness. Feel free to adjust or create completely new Social media posts if needed.
- Stop frequently to check for understanding through the instructions related to S.L.E.P.
- When you begin the activity, consider flexible grouping and have one student read the post and ask the group to discuss what it means in order to ensure students understand the post prior to categorizing.