



Lesson Time: 25–30 minutes

Social Media and More

Objectives & Outcomes

Lesson Objectives: Students will name and compare various social media platforms and discuss how each is used. They will also review online safety and responsibility.

Lesson Outcomes: *Students will be able to...*

- define the term *social media* and recall how different platforms work.
- discuss online dangers and examine user requirements and responsibility.

Subject Area Connection: Language Arts, Information Technology

Background

A recent study shows that 90% of teens use social media, so it's obviously here to stay. It's also available 24 hours a day, so it can play a huge part in a student's life and schedule. Social media can be a great outlet for teens and even minimize feelings of isolation. But it can also be a distraction and academic hindrance if not understood and managed.

Students need to identify which social media platforms are most appropriate for them based on interests, age requirements, or the need for parental supervision. They also need to realize that implementing online safety measures is vital.

Students must learn to make wise choices and use social media responsibly. Used correctly it can be fun and enjoyable, but online rules and expectations should be established from the start.

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Getting Ready

Teacher Preparation: To prepare for this lesson, familiarize yourself with social media sites beyond the more well-known platforms. Newer sites are gaining popularity—especially ones that utilize mobile apps. Note how each site works, who uses it most, and the age requirements.

Materials Required:

- social Media Breakdown worksheet (attached)
- pencil with eraser
- blank index cards

Key Vocabulary

platform: a place, means, or opportunity for public expression of opinion.

privacy settings: settings that allow users to restrict or control the use of personal information.

Introduction and Modeling

Distribute the Social Media Breakdown worksheets. Ask students to define the term *social media* for question #1. What is it and how is it used? Ask students to name all the social media platforms they personally use for question #2. What are some others? List all of these on the board, and make tally marks for student usage of each. Compare the results. Which is the most popular? Which is the least popular? Which is the most time intensive? Discuss.

Do you (the educator) use social media as well? If so, which ones? Do the students use the same platforms or do they prefer different ones? Discuss the results. Do the students think age or gender play a big part in social media choice? Why or why not?

Procedure

1. Ask students to think about how much time they *think* they spend on social media each day and have them write down their estimation for question #3 on the Social Media Breakdown worksheet.
2. Have students refer to the social media list you wrote on the board and choose five platforms to analyze on their Social Media Breakdown worksheet.
3. Instruct students to write one social media title above each of the five circles. Individual choices for analysis may include Facebook, Twitter, Instagram, Pinterest, Snapchat, etc.
4. Next, ask them to briefly analyze or tell what they know about each platform, using bullet points. Have them consider user age requirements, ease of use, time requirements, privacy issues and risks, unique features or limitations, such as being allowed only 140 characters per tweet, etc.
5. Discuss the social media analyses results. What is the easiest platform to use? What is the most restrictive? What is the fastest? Are there any new social media platforms the students want to learn more about or try?
6. Use the additional discussion questions in the section further below to begin a brief dialogue about online interaction and safety, privacy, and time management. These concerns will also be covered in a later lesson.
7. Instruct students to do the 'Try It and See' activity on the Social Media Breakdown worksheet and compare their actual social media usage time to the answer they wrote down on question #3. Was their estimation correct or not? This activity may spark a new discussion about time management and social media distractions.

Discussion Questions

- The social media trend for teens seems to be moving away from platforms such as Facebook. Do you think this is true and why?
- Do you like social media that uses mobile apps or do you prefer basic online interaction? Why?
- What measures can you take to ensure your safety and privacy on social media sites?
- What do you know about Children's Online Privacy Protection Act (COPPA) and why is it relevant to children ages 13 and younger and their parents?
- Does social media usage interfere with your academics or time management? Why or why not?

Evaluation

Distribute blank index cards. Have students write down 2–3 social media platforms to research in greater depth. With parental supervision (if necessary), they will find out more about and list proper user requirements and responsibilities for each social media they chose. Personal awareness is important.

Tips for Tailoring this Lesson

For Higher Grade Levels

- Some teachers create classroom Twitter feeds in order to engage their students via social media. They tweet class information, due dates, assignments, and even current events. Consider creating a Twitter account (or another platform) to devote solely to classroom use. Involve students as much as possible and ask for their ideas on relevant content.

For Lower Grade Levels

- A great classroom resource to teach younger students about social media such as Facebook or Twitter can be found at classtools.net. On this site, students use Fakebook and Fake Twitter to post statuses and tweets on behalf of literary or historical characters. They can learn the basics of digital citizenship—without the worries of privacy issues.

Alignment to Standards and Frameworks

Common Core State Standards: College & Career Readiness

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Anchor Standards for Speaking and Listening

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards for Language

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Partnership for 21st Century Framework

Partnership for 21st Century Framework: the framework comprises the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. Partnership for 21st Century Skills www.p21.org

Flexibility and Adaptability

Adapt to Change

- Adapt to varied roles, job responsibilities, schedules and context
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Social and Cross-Cultural Skills

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work