

Lesson Plan: Your Digital Footprint

Teacher: Cynthia Campbell		Date: Summer/Fall 2013	
Subject: Computer Apps I, Computer Apps II, Business Communications			
Standards & Elements:		ISTE NETS-S: 1a, 1b, 1d, 2a, 2,a, 2d, 3b, 3d, 4a-c, 5a, 5b, BCS-CA1-2: a-e, BCS-CA1-7:a-c, BCS-CA1-9:c,d BCS-CA2-1: a-e, BCS-CA2-2:j, k, m, BCS-CA2-6: a BCS-BCP-1:b,e,f, BCS-BCP-2:d-g, BCS-BCP-3: a-f, BCS-BCP-5: a-d, BCS-BCP-6:b,c,e	
Learning Objectives: Students will be able to:		<p>Reflect on their previous knowledge of upcoming vocabulary and topics by filling out a questionnaire.</p> <p>Watch very short videos effectively by keeping head up, eyes on screen, and not talking.</p> <p>Learn about the 24/7 social nature of digital media and explore their own digital lives.</p> <p>Understand that it is important to act responsibly when online and give examples of what that means.</p> <p>Reflect on the positive and negative impact digital media have on themselves and on society by creating a brain map using popplet</p> <p>Evaluate the brain maps of their peers and offer constructive suggestions for improvements or describe in detail what they like about them.</p>	
Essential Question		<i>What is the place of digital media in our lives? What kind of digital footprint do I want to leave?</i>	
Describe how differentiation is addressed throughout the lesson:		Media and presentation variety: teacher guided presentation, posters, infographics, written directions and materials, audio, video, interactive game, Web 2.0 tools.	
Accommodations/Modification		Students with reading deficits will pair with peers who are good readers for the independent work session. Students can use Windows Narrator if needed.	
Materials: Tech-notebooks, pens, projector, computers, Got Media Smarts questionnaires, Today's Vocabulary sheets, flash drives, Digital Footprint Rubric, headphones with mics for Lab work		<p>Lesson Cycle:</p> <p>Opening: In the Classroom: Pass out Tech notebooks</p> <p>Upon arrival: Students copy the info from the <u>Tech-book Info Board</u> onto the designated page in their Media journals. Info includes links we will use in Computer Lab. Also - students staple the "Today's Vocabulary" sheet into their notebooks.</p> <p>Pass Out <u>Digital Footprint Rubric</u> and explain.</p>	

<p><u>Teacher Materials:</u> http://cgcatech.weebly.com/</p> <p>Today's Links: http://cgcatech.weebly.com/footprint.html</p> <p>www.popplet.com</p> <p><u>Apps and Websites:</u> Popplet, Cgcatech.weebly.com, Symbaloo</p> <p><u>Assessment:</u> Rubric for assessing this activity is located on the cgcatech.weebly.com on the Home page.</p> <p><u>Homework:</u> For Extra Credit the students can take the Digital Life Family Tip Sheet home and fill it out with their parents.</p> <p>Key Vocabulary –</p> <p>digital media: electronic devices and media platforms such as computers, cell phones, video, the Internet, and video games that allow users to create, communicate, and interact with one another or with the device or application itself</p> <p>simile: a figure of speech in which a comparison is made to show a similarity between two different things. A simile resembles a metaphor, but in a</p>	<p>- write on page 4</p> <p>If time is needed - SKIP the questionn are activity and give it for homework</p>	<p>Explain the expectations for video watching. (Listed below) Video to Open : Digital Life 101 (located @ http://cgcatech.weebly.com/index.html)</p> <p>Following the video,the teacher will lead a discussion about the students' digital lives and give the students an opportunity to talk about their digital activities. Discuss the Key Vocabulary term "digital media" - point out differences between traditional. one-way media (TV) and today's digital media.</p> <p>The teacher will tell the students that as part of their independent work today they will be filling out a survey on their digital experience, as well as, creating a popplet map. Segue into the next activity: The Got Media Smarts questionnaires.</p> <p><i>Explain the questionnaire activity:</i> The teacher will read the questions aloud and the students will follow along and circle the answer they think is best.- they may work in pairs if they like. If the pair disagree on the correct response, they will circle both answers. After the 14 questions have been read and answered, the teacher will pass out an answer sheet and the students will score their questionnaires.</p> <p><i>The class will discuss the questions:</i> Which one or two answers surprised you the most? Which one or two statistics most closely reflect how you use digital media in your own life? Which are the farthest from your own personal experience?</p> <p>Explain the expectations for video watching (yes, again.) (Listed below)</p> <p>SHOW the video, "Perspectives on Social Media" http://cgcatech.weebly.com/index.html Teacher will read aloud the questions that appear onscreen. Inform the students beforehand of this so they understand not to answer while the video is playing. After Video: Discuss; What are some of the upsides/downsides of digital media for the teens on the film? For you? For relationships? For the world?</p> <p>Teacher will use projector to quickly demonstrate popplet and how to use. Teacher will also give a quick view of the Tech Ed website and the Symbaloo sites they will visit and remind them what they will be doing at each. Explain to students that they will use the info just discussed to create a word map in popplet.</p> <p>GO TO COMPUTER LAB</p>
	<p>Work Session: In the</p>	<p>Students will visit http://cgcatech.weebly.com/footprint.htmlto get started on their independent work and follow the directions there.</p>

<p>simile the word <i>like</i> or <i>as</i> is used to make the comparison</p> <p>digital citizenship: navigating the digital world, safely, responsibly and ethically</p>	<p>computer lab:</p>	<p>Students will investigate the curated resources in the Footprint Webmix to get a more thorough feel and understanding of the importance of a positive digital footprint. More explicit directions are given to the students at the Weebly Site. http://www.symbaloo.com/mix/mydigitalfootprint1</p> <p>They will then create a popplet map on the topic of "Upsides/Downsides: Digital Media and My Digital Footprint."</p> <p>Record popplet link in their Tech-notebook.</p>
	<p>Closing: Back in the Classroom</p>	<p>Define the Key Vocabulary term simile and tell students they will be creating similes that express the role that digital media play in their lives.</p> <p>ASK:</p> <p><i>-How big a role do digital media (Internet, texting, video games) play in your life? What are your favorite and least-favorite things to do with digital media? Do you connect with others or create things with digital media? What are the positive and not-so-positive aspects of having digital media in your life?</i></p> <p>INSTRUCT students to complete one of the following statements in a way that captures and conveys the role of digital media in their lives. My media life is like a _____, because _____. My media life is as _____ as a _____, because _____.</p> <p>Sample responses: My media life is like a window onto the world, because it allows me to see all kinds of new things and imagine other possibilities. My media life is like a party where I meet a lot of different people, because it feels loud, out of control, and yet fun.</p> <p>DISPLAY: Students' Popplets. Lead the class in evaluation of everyone's Digital Life map. Students will offer constructive criticism. Tell students that in the future, they will be posting work to Voicethread and evaluating each other's work there.</p>
<p>NOTES:</p>	<p>ASSESSMENT</p> <p>A rubric for assessing today's activities is located @ http://cgcatech.weebly.com/</p>	

VIDEO VIEWING EXPECTATIONS: Read and explain these to the students EVERY TIME a video is shown.		
	Students will: Remain sitting up Keep eyes focused on screen No talking - short appropriate, positive exclamations are OK. For example, "wow," "cool," "ooh." No requests or questions - videos are very short - wait.	
	This lesson comes from Common Sense Media, www.commonsense.org/educators	