

UNDERSTANDING: Lesson 10 (9-12)**Understanding: Know Yourself:**

Increase Self-Awareness
 Know Your Strengths and Weaknesses
 Develop Critical Thinking Skills

Example Practices That Address Self-Awareness:

- Clearly state classroom rules
- Provide students with specific feedback regarding academics and behavior
- Offer different ways to demonstrate understanding
- Create opportunities for students to self-advocate
- Check for student understanding / feelings about performance
- Check for emotional well-being
- Facilitate understanding of student strengths and challenges

The Goals:

As an Arkansas graduate, I am:

- Able to clearly articulate information I want to share
- Growth-minded, curious, and inquisitive
- Reflective
- Resourceful

Personal Competency Addressed: In high school, I can:

- ☐ Recognize my own personal learning style and find ways to incorporate my style in school and out of school
- ☐ Set priorities in building on strengths and identifying areas for improvement
- ☐ Advocate for my own needs related to my identified strengths and areas for growth
- ☐ Explore possible career and volunteer opportunities based on identified interests and strengths
- ☐ Identify organizations in my community that provide opportunities for me to develop my interests or talents
- ☐ Evaluate how behavior choices can affect goal attainment
- ☐ Analyze and use resources for problem solving
- ☐ Implement a plan to build on a strength, meet a need or address a challenge
- ☐ Seek out and identify adult role models and support systems that contribute to my school and life success
- ☐ Recognize physiological responses to emotions and identify strategies I can use to relieve stress
- ☒ Demonstrate responsible social media use
- ☐ Distinguish and appropriately dress for casual, social, and business situations

Learning Objectives:

I can differentiate between safe and unsafe social media practices.

Materials and Preparation:

- [Be Internet Awesome Tips](#)
- [Digital Citizenship Document](#)
- [Social Media Safety Tips YouTube Video](#) (Length - 3:33)
- Device and internet access for digital media

Key Vocabulary:

Compassion: caring about others and behaving toward others with affection, generosity, and concern

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Empathy: understanding the feelings and perspective of another person; putting yourself in their shoes
Integrity: speaking the truth; acting in a sincere manner; treating people equally and taking responsibility for your feelings and actions
Safety: the condition of being safe from undergoing or causing hurt, injury, or loss
Social Media: forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)

Introduction (2 Mins):

We live in a world of social media. Information of all types is accessed through this format which can be a wonderful thing if done so in a safe manner. Through this lesson, students will begin exploring safety tips to protect themselves online both now and for the future. Have students view the Social Media Safety Tips video to introduce them to this topic.

Explicit Instruction/Teacher Modeling (5 Mins):

Distribute the applicable pages from [Digital Citizenship Document](#) to students to use as a case study for driving discussion related to safety when using social media, focusing on topics such as cyberbullying, pg. 5, sexting and nude photographs, pg. 8, privacy, surveillance, and self-exposure, pg. 14, or sexual imagery and the internet, pg. 17.

Review the [Be Internet Awesome Tips](#) document and distribute that as needed to students.

Explain that students will be determining how the student in the scenario could have been safer using the Be Internet Awesome Tips.

Lesson Activities (10 Mins):

Group students, as allowed, into small groups assigning them a scenario in the [Digital Citizenship](#) document. Ask students to review the scenario and apply the Be Internet Awesome tips to a solution for the student involved.

Ex. Group 1 reviews cyberbullying scenarios on page 5, reviews the [Be Internet Awesome Tips](#), and writes a description of how the student in the scenario could have been “SMART” with their use of social media.

Guided Practice (10 Mins):

Have student groups share out the scenario and their proposed solutions to the class.

Independent Work Time (3 Mins):

Make note of the challenges such as cyberbullying, time management and self disclosure. Brainstorm how ignoring online safety tips could have an affect on your future self.

Differentiation:

If a student needs additional support understanding the material (such as English Language Learners or Special Education), you could consider:

- Allowing the students to use a printed version of the handout(s)
- Explain and describe some vocabulary before starting the activity
- Allow the students to work individually while completing the activity
- Read specific categories out loud to the class
- Eliminate scenarios that may be inappropriate for specific age groups

Assessment (3 Mins):

Have students answer these questions to reflect on their learning on social media safety as an exit ticket:

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1. What is one thing that I understand better about myself after this activity?
2. How will this understanding help me in the future?
3. What is one step I can utilize to stay safe online?

Review and Close (2 Mins):

Social Media Safety Tips

Revisit the key points of the lesson: The purpose of this activity is to reiterate the importance of using THINK (see graphic below) before you post something to a social media platform.

before you



think

t = is it **true**?

h = is it **helpful**?

i = is it **inspiring**?

n = is it **necessary**?

k = is it **kind**?

Enrichment/Extension (Optional Activities):

- This lesson can be spread out over several days instead of broken up into jigsaw groups. One option would be to read one category in the handout per day and discuss.
- Students could create a poster using the scenario and their solution to be distributed as a social media safety campaign.

Teacher Self-Care:

Draw or paint a picture. Talent not required. It is good to enjoy making art and to surround yourself with the art you make.

Sources:

1. Adams-Hands, Isaac. 2019. "Social Media Safety Tips." YouTube Video. *YouTube*.
<https://www.youtube.com/watch?v=vPIWDFtP0T0>
2. Be Internet Awesome. 2019. "Be Internet Awesome Digital Citizenship Safety Tips." Be Internet Awesome. Google. 2019.
https://storage.googleapis.com/gweb-interland.appspot.com/en-us/hub/pdfs/Google_BeInternetAwesome_DigitalCitizenshipSafety_Tips_EN.pdf
3. "Digital Citizenship & Social and Emotional Learning with the Generous Support Of." n.d.
<https://www.commonsense.org/education/sites/default/files/tlr-blog/cse-digitalcitizenship-sel.pdf>

Teacher Reflection:

To Ask with Students:

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If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?