

The Influencer's Toolkit

Activity List #4

TEACHER NOTES

This is the “Teacher Notes” version of the student *activity list*. Student *activity lists* allow students to build responsibility, track time, and make some choices about their learning. Along the left side of the *activity list*, you’ll see the “Type” of activity, either required, choice, or optional.

- Required activities — Students must learn this skill in this way.
- Choice activities — Students must learn this skill, but they may choose the way in which they learn, providing an opportunity for students to make a decision about *how* they learn based on their learning style and/or preference.
- Optional activities — These are available for those who have the time and an interest. If students can do it, great; if not, that is okay, too!

If your students are able to work on their own, encourage and guide them to make a decision for the Choice activity. Otherwise, for Choice activities, you can just select the one you prefer and guide the whole class in it.

The standards addressed in this *activity list* can be found at the end of this document.

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Activity List #4

Type	Title/Description	Duration	Status
Ethical Decision Making			
Required	In your <i>Efficacy Notebook</i> , create an entry with today’s date and the heading Ethical Decision Making .	5 min	<input checked="" type="checkbox"/>
Required	Teacher’s Lesson — Ethical Decision Making You might like to share this video with the class and pause to discuss what they might do in that scenario. You might want to ask students to share their own experiences and understandings of what it means to make ethical choices.	15 min	<input type="checkbox"/>

Required	<p>Watch this video on relationships and risks to learn how to manage these during your online interactions. Then, in your <i>Efficacy Notebook</i>, respond to the following:</p> <ul style="list-style-type: none"> • How do you manage your online relationships? • What do you feel is safe to share about yourself? • What is not safe to share? • What can you do if someone asks you to share something you are not comfortable sharing? <p>You might like to encourage students to work together as they respond to these videos. They can take turns asking and answering questions and responding.</p>	10 min	
Required	<p>Watch this video about talking online to others. Then, in your <i>Efficacy Notebook</i>, respond to the following:</p> <ul style="list-style-type: none"> • How do you know with whom you are talking online? • What are the benefits of talking with others online? • What are the cautions you need to take when talking with others online? 	10 min	
Required	<p>Watch this video about what a girl named Sarah has been posting online. Then, in your <i>Efficacy Notebook</i>, respond to the following:</p> <ul style="list-style-type: none"> • What is most concerning to you about this clip? • If you were with Sarah, what might you say to her? • What advice does Sarah need to hear? • What do you think Sarah's next steps should be? 	10 min	
Choose 1 of 2	<ol style="list-style-type: none"> 1. With a partner discuss the following: <ul style="list-style-type: none"> • What are the causes and effects of online posts and chats? • What must you consider before engaging with others online? • How do your online choices impact yourself and others? 2. In your <i>Efficacy Notebook</i>, reflect on your discussion. What are your takeaways? 	15 min	

	<p>In your <i>Efficacy Notebook</i>, respond to the following:</p> <ul style="list-style-type: none"> • List the five most important concerns teens face today with online interactions. • What three things do you do to remain safe when interacting online? <p>This might be a nice time to facilitate a small group where students can work with you to respond to the following questions. You might like to provide them some examples of online interactions or scenarios to help them think about what they can do to remain safe.</p>	10 min	
Required	<p>Engage in a class discussion on online ethical decision making. Then reflect on the following questions in your <i>Efficacy Notebook</i>:</p> <ul style="list-style-type: none"> • How did the class discussion provide additional insights? • Did anything in your discussion surprise or concern you? <p>You might like to use these scenarios to foster healthy discussions about ethical decision making. Encourage students to discuss at least three of the scenarios and to share</p>	20 min	
Optional	Watch this video for some healthy social media tips.	2 min	
Your Campaign Message			
Required	In your <i>Efficacy Notebook</i> , create an entry with today's date and the heading Your Campaign Message .	5 min	
Required	<p>Teacher's Lesson - Your Campaign, Your Message</p> <p>Encourage students to think about the message you want to promote and what platform you want to use!</p>	15 min	
Required	<ol style="list-style-type: none"> 1. Return to your <i>Efficacy Notebook</i> campaign brainstorm. 2. Review your ideas. What message are you going to use? 3. Who is your targeted audience? 4. What connections can you make with your audience? 5. How will you convince your audience that your message is important? 	15 min	
Optional	Review these poster/infographic examples to gain some ideas.	5 min	

Required	<p>Create your campaign message. Be sure to include the following:</p> <ul style="list-style-type: none"> • A clear and concise message that conveys the importance of cyberbullying awareness • How cyberbullying looks and sounds • The effects and implications of cyberbullying • Statistics on cyberbullying • How to prevent it • A memorable/catchy slogan 	25 min	
Choose 1 of 2	<ul style="list-style-type: none"> • Share your campaign message with a peer. • Get feedback based on the rubric. • Revise your campaign message as needed, from the feedback. 	10 min	
	<ul style="list-style-type: none"> • Using the rubric, self-assess your campaign message. • Revise your campaign message as needed from your self-assessment. <p>Encourage students to use positive and affirmative language in their feedback with one another.</p>	10 min	
Required	<p>Engage in a class discussion to support and promote one another as positive influencers by sharing your campaign messages.</p>	15 min	

The *activity lists* provided offer coverage of the specified standards, albeit partially, within the context of Unit 1. However, it's important to note that these standards are just one component of the broader curriculum.

- 9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors (Information Technology).
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1) (Digital Citizenship).
- 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3) (Digital Citizenship).
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities (Digital Citizenship).