

# Digital Life 102

## Essential Question

*What is the place of digital media in our lives?*

## Lesson Overview


Students test their knowledge of digital media and learn some statistics about media use by taking the **Got Media Smarts? Student Handout** quiz. They then create written similes, collages, or digital animations to express the role media plays in their lives. After watching the video, “**Perspectives on Social Media**,” they draw conclusions about the positive and negative ways digital media affect them and influence the larger culture.

## Learning Objectives

*Students will be able to ...*

- learn basic statistics about the current digital landscape.
- explore the role that media plays in their lives.
- reflect on the positive and negative impact digital media have on themselves and on society.

## Materials and Preparation

- Copy the **Got Media Smarts? Student Handout**, one for each student.
-  Preview the video, “**Perspectives on Social Media**,” and prepare to show it to students.

## Family Resources

- Send home the **Digital Life Family Tip Sheet (Middle & High School)**.

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

**grades 9-10:** RI.4, RI.8, W.1a-e, W.2af, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.5, L.4a, L.4d, L.5a, L.6

**grades 11-12:** RI.4, RI.4, W.1a-e, W.2a-f, W.4, W.5, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.3, SL.4, SL.5, L.4a, L.4d, L.5a, L.6

**NETS-S:** 1a, 1d, 2a, 2d, 3b, 3d, 4a-c, 5a, 5b

## Key Vocabulary –

**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

**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 simile the word *like* or *as* is used to make the comparison

**digital citizenship:** navigating the digital world, safely, responsibly and ethically

## introduction

### Warm-up (10 minutes)

**DEFINE** the Key Vocabulary term **digital media**.

**ARRANGE** students in pairs, and distribute the **Got Media Smarts? Student Handout**. Let students know that the purpose of the quiz is to make them more familiar with some statistics on how people – and especially teens – use digital media in their daily lives.

**INSTRUCT** students to fill out the quiz, and then have them tally their scores and compare their responses with their partner's. Have them work in pairs to discuss the following questions and report their answers back to the class.

**ASK:** *Which one or two answers surprised you the most?*

**ASK:** *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?*

Students should recognize that the same kinds of principles apply in both places, but they play out in different ways.

## teach 1

### My Digital Life Similes (15 minutes)

**DEFINE** the Key Vocabulary term **simile**, and let students know that they will be creating similes that express the role digital media play in their lives.

**ENCOURAGE** students to reflect on the following questions, and to jot down some brief responses in preparation for creating their similes.

**ASK:**

- *How big a role do digital media (Internet, texting, video games) play in your life (a little, some, a lot)?*
- *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?*

**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 \_\_\_\_\_.

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.
- My media life is as tempting as junk food, because I don't always know when to say no.

**INVITE** students to share their similes with the class and explain how they chose the similes.

## teach 2

### Life in a Connected Culture (15 minutes)

▶ **SHOW** the video, “**Perspectives on Social Media**,” and discuss the following questions with students.

**ASK:**

*What are some of the upsides and downsides of digital life according to the teens in the film? What do you think the upsides and downsides are in your own lives?*

Sample responses:

Upsides	Downsides
<ul style="list-style-type: none"><li>• I learn a lot from the Internet.</li><li>• Projects in school can be more fun and interesting with technology.</li><li>• I have a good time playing video games or participating in virtual worlds.</li></ul>	<ul style="list-style-type: none"><li>• I don't like some of the things people send me.</li><li>• Some of the things I end up doing with digital media are a waste of time.</li><li>• I spend more time alone than I used to.</li></ul>

**ASK:**

*What are some of the upsides and downsides of digital media for relationships?*

Sample responses:

Upsides	Downsides
<ul style="list-style-type: none"><li>• People can connect with lots of others quickly.</li><li>• People are connected to a larger community than the people they know offline.</li><li>• People can get to know others who are geographically far away.</li></ul>	<ul style="list-style-type: none"><li>• People can say nasty things when they are anonymous.</li><li>• Sometimes it is easier to misinterpret what people mean online.</li><li>• Damaging information can spread quickly online.</li></ul>

**ASK:**

*What are some of the benefits of digital media for our country as a whole? What are some of the problems it might cause?*

Sample responses:

Upsides	Downsides
<ul style="list-style-type: none"><li>• People have access to more information and can learn about almost anything online.</li><li>• We produce innovative technologies for medicine and other important fields.</li><li>• Many tasks can be done faster with technology.</li></ul>	<ul style="list-style-type: none"><li>• People do not spend as much time talking face to face.</li><li>• People can get addicted to technology.</li><li>• People can become lazy and depend on technology instead of using their brains.</li></ul>

### Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

#### ASK:

*How did the statistics you learned in the quiz compare with the way you use digital media in your own life? Which digital media in media do you think you use the most and the least – and why?*

Students should have ideas about whether they use certain media more or less than average. They should also be able to describe, and speculate on the reasons for, their own use of various digital media.

*What did your simile indicate about the role that digital media plays in your life?*

Students should be able to explain their similes, including what it suggests about the role digital media plays in their lives, and its positive and negative effects.

*Can you describe one upside and one downside for yourself about living in a digital world? For your relationships with others? For society as a whole? Do you connect with others or create things with digital media?*

Students should be able to name and explain some of the positive and negative aspects of digital technologies discussed in Teach 2.

### Extension Activity

Encourage students to make collages illustrating their similes using words and images they either draw themselves or cut from magazines. Students can animate their similes, using free programs such as Pencil ([www.pencil-animation.org](http://www.pencil-animation.org)) or Animoto ([www.animoto.com](http://www.animoto.com)). The similes can be extended in video form, using images, video clips, sound, and more.

### At-Home Activity

At home or in the school library, have students watch any of the winning videos from the Trend Micro “What’s Your Story” contest (<http://whatsyourstory.trendmicro.com/internet-safety/Home.do>). The goal of the contest is for teens to make videos educating others about how to stay safe and secure online. Students should write a response to one of the videos or make a video of their own on one of the topics.

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## Directions

Complete this quiz on your own. The questions are difficult, so just make your best guess or estimate for each one.

After you have completed the quiz, trade handouts with your partner. Use the answer key to circle the correct answer to each question, and calculate how many correct answers your partner had. Then discuss which answers surprised you the most, and which answers were the closest to or farthest from your own experiences with digital media.

**1. What percentage of teens ages 12 to 17 say they have been in a car with the driver texting? (Pew Internet & Life, 2009)**

- A. 10 percent
- B. 18 percent
- C. 28 percent
- D. 48 percent

**2. About how many teens that have cell phones sleep with them on or near their beds? (Pew Internet and American Life, 2010)**

- A. One out of five
- B. Two out of five
- C. Three out of five
- D. Four out of five

**3. One-third of kids ages 12 to 17 send more than \_\_\_\_\_ texts each day. (Pew Internet and American Life, 2010)**

- A. 25
- B. 50
- C. 75
- D. 100

**4. As of February 2011, what was the most visited website?**

(Google, <http://www.google.com/adplanner/static/top1000/>)

- A. YouTube
- B. Wikipedia
- C. Facebook
- D. Twitter

**5. As of March 2010, approximately how many hours of video are uploaded to YouTube each minute?**

(Mashable.com, 2010: <http://mashable.com/2010/03/17/youtube-24-hours/>)

- A. 12
- B. 16
- C. 20
- D. 24

**6. Four in ten students in grades 7 to 12 say they do which type of media activity the most? (Kaiser, 2010)**

- A. Listening to music
- B. Using the computer (separate from listening to music)
- C. Watching TV
- D. Texting

**7. How many users did Facebook have as of April 2011?**

(<http://www.facebook.com/press/info.php?statistics>, retrieved 5/10/11)

- A. 200 million
- B. 300 million
- C. 400 million
- D. 500 million

**8. What percentage of kids ages 11 to 18 say they sometimes feel like a different person online than off? (Kidscape, 2011)**

- A. None
- B. One-quarter
- C. One-third
- D. One-half

- 9. Approximately what percentage of teens say they have received “sexts” -- sexually suggestive or partially naked pictures -- of someone they know online? (Pew Internet & Life, 2009)**
- A. 5 percent
  - B. 10 percent
  - C. 15 percent
  - D. 20 percent
- 10. What percentage of teens have made creations online (e.g., artwork, photos, stories, videos)? (Pew Internet & American Life Project, 2007)**
- A. One-quarter
  - B. One-third
  - C. One-half
  - D. Two-thirds
- 11. What percentage of teens on social networks say they use privacy settings to protect their information? (Common Sense Media, 2010)**
- A. One out of five
  - B. Two out of five
  - C. Three out of five
  - D. Four out of five
- 12. What percentage of teens ages 15 to 18 believe their friends share too much information online? (Common Sense Media, 2010)**
- A. 20 percent
  - B. 40 percent
  - C. 60 percent
  - D. 80 percent
- 13. What percentage of parents and legal guardians of kids ages 6 to 18 say they have talked to their children in the past year about how to be safe and smart online? (Cable in the Classroom/Common Sense Media, 2007)**
- A. 15 percent
  - B. 35 percent
  - C. 50 percent
  - D. 85 percent

## 14. What is included in your digital footprint?

- A. All of the information about a person that can be found online
- B. Software that measures the depth of one's footsteps
- C. The information about you in FBI files
- D. A record of your online searches

## Answer Key

1. D    2. D    3. D    4. C    5. D    6. A    7. D  
8. D    9. C    10. D    11. D    12. D    13. D    14. A



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1. Using the chart below, show whether the following sentences are an upside (positive) or downside (negative) of media life.

Upsides	Downsides

- a) Private information can be copied and sent to anyone
- b) You can stay in touch with friends easily
- c) Many fun things online are also free
- d) You may spend less time with others face to face
- e) Anything you do online leaves a permanent record
- f) You can look up information quickly

2. What does digital citizenship mean?

- a) Any information about you on the Internet
- b) Using digital media safely, responsibly, and ethically
- c) An online membership
- d) Not giving credit to someone else's work

3. Which is an example of digital media?

- a) Computers
- b) Social network sites
- c) Video games
- d) All of the above

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1. Using the chart below, show whether the following sentences are an upside (positive) or downside (negative) of media life.

*Answer feedback*

Upside	Downside
b) You can stay in touch with friends easily c) Many fun things online are also free f) You can look up information quickly	a) Private information can be copied and sent to anyone d) You may spend less time with others face to face e) Anything you do online leaves a permanent record

2. What does digital citizenship mean?

- a) Any information about you on the Internet
- b) Using digital media safely, responsibly, and ethically**
- c) An online membership
- d) Not giving credit to someone else’s work

*Answer feedback*

The correct answer is **b**. Digital citizenship means treating others respectfully online.

3. Which of the following is an example of digital media?

- a) Computers
- b) Social network sites
- c) Video games
- d) All of the above**

*Answer feedback*

The correct answer is **d**. Going online, working on the computer, talking and texting on cell phones, and playing online games are all examples of using digital media.