Lesson Plan: Your Digital Footprint

Teacher: Cynthia Campbell		Date: Summer/Fall 2013			
Subject: Computer Apps I, Computer Apps II, Business Communications					
Standards & Elements: Learning Objectives: Students will be able to:	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 Reflect on their previous knowledge of upcoming vocabulary and topics by filling out a questionnaire. Watch very short videos effectively by keeping head up, eyes on screen, and not talking. Learn about the 24/7 social nature of digital media and explore their own digital lives. Understand that it is important to act responsibly when online and give examples of what that means. Reflect on the positive and negative impact digital media have on themselves and on society by creating a brain map using popplet Evaluate the brain maps of their peers and offer constructive suggestions for improvements or describe in detail what they like about them.				
Essential Question	What is the place of digital media in our lives? What kind of digital footprint do I want to leave?				
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,	Lesson Cycle:				
pens, projector, computers, Got Media Smarts questionnaires, Today's Vocabulary sheets,	Opening: In the Classroom:	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.			
flash drives, Digital Footprint Rubric, headphones with mics for Lab work	Pass out Tech notebooks	Pass Out <u>Digital Footprint Rubric</u> and explain.			

http://cgcatech.weebly.com/ 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. If time is medied - 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. <i>Apps and Websites:</i> Popplet, Symbolo SkIP the questionnaire activity: The Got Media Smarts questionnaires. Segue into the next activity: The Got Media Smarts questions aloud and the students will segree 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. Homework: For Extra Credit he students can take the Digital. If i out with their parents. The class will discuss the questions: 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? Explain the expectations for video watching (yes, again.) (Listed below) SHOW the video, "Perspectives on Social Media" http://cgeatech.weebly.com/index.html Teacher will use projector to quickly demonstrate popplet and how to use. Teacher will also give a quick video game stand divide games that alpone or other or while divide games.		- write on	Explain the expectations for video watching. (Listed below)
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communicate, and interact with one another or with the device 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	video, the Internet, and video		
one another or with the device they will be doing at each. Explain to students that they will use the info just discussed to create a			
f they will be doing at each. Explain to students that they will use the into just discussed to create a			
	or application itself		they will be doing at each. Explain to students that they will use the info just discussed to create a
word map in popplet.			
	simile : a figure of speech in		GO TO COMPUTER LAB
	which a comparison is made to show a similarity between two	Work	
	different things. A simile	Session:	Students will visit http://cgcatech.weebly.com/footprint.htmlto get started on their independent work and
	resembles a metaphor, but in a	In the	

		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.
		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.
		<i>Sample responses</i> : My media life is like a window onto the world, because it allows me to see all kinds of new things
		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
	Classroom	ASK: -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?
	Closing: Back in the	Record popplet link in their Tech-notebook.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.
safely, responsibly and ethically		They will then create a popplet map on the topic of "Upsides/Downsides: Digital Media and My Digital Footprint."
simile the word <i>like</i> or <i>as</i> is used to make the comparison digital citizenship: navigating the digital world,	computer lab:	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. <u>http://www.symbaloo.com/mix/mydigitalfootprint1</u>

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