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|  | **First Steps: Understanding the World of Work through Career Technical Education** is a standard-based, CTE focused, career development curriculum for students in grades 7-8. The First Steps logo indicates instructional resources are aligned to the [First Steps Standards](https://cte.idaho.gov/Resource_Catalog/Program_Areas/Middle_School/TheIdahoMiddleSchoolCTEInitiative.pdf) and IDCTE approved! |

**First Steps Standard(s):**Domain 1: Self-Evaluation (Who am I?) 4. Identify Skills (What am I good at?) C. Information Security (i) Evaluate presence on social media (ii) Evaluate the risk associated with presence on social media

**Career Activity Curriculum Topic:** How Important Is My Social Media?

**Learning Outcomes:** Student will be able to (SWBAT):

1. Evaluate their use of social media.
2. Evaluate and demonstrate understanding of the potential risks of using social media.

**Activity Summary:** This lesson will havestudents make observations about their own social media usage and the risks involved. They will consider not only the people who they are allowing to view their social media, but also the information they are posting. Ultimately, they will evaluate how their social media and online presence can have an impact on their career.

**Estimated Time:** Two 45-minute class periods

**Suggested Grade Level:** 7th or 8th Grade

**Materials Needed:**

* Teacher Materials: Computer/projector, slide deck, handouts (Assignment Sheet (1 per student)), Article (1 per student or class copy) **OPTIONAL:** space/materials for brainstorming posters or “parking lot”
* Student Materials: Pen/pencil, assignment sheet, **OPTIONAL:** access to devices to review their own social media, sticky note or small paper for Exit Ticket (Day 1)

**Academic Vocabulary:**

* + **Informational security**: protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction in order to provide integrity, confidentiality, and availability.
	+ **Social Media Platform:** Technology which allows the sharing and interaction of users who form an online community.
	+ **Profile:** A profile created by an individual or business to share information about themselves and to connect with others.
	+ **Presence:** refers to how an individual or company post and engages on all of their social media accounts.

\*\*Definitions from: <https://www.nist.gov/>

**Introduction**: Social media is a tool that is becoming more and more powerful in today’s world in both a personal and professional light. Due to the increasing influence that social media has on how people live and communicate, it is important to understand the risks and barriers that exist when using social media. This lesson will help you evaluate your own use of social media and give you the opportunity to implement new barriers to prevent risk or harm to your personal or professional life.

**Learning Activities/Procedures:** Use the slide deck.

**Day 1**

1. Have students complete the “Brain Dump” on their assignment sheet. Encourage them to think about social media from many different perspectives and write down as much as possible (no wrong answers here!).

**OPTIONAL:** Have students add one or two ideas to the whiteboard or a poster in class for what they think of social media. Use these ideas and discussion starters. For most, this will not be a new concept

Examples: How many of you have an account on social media? Who can give me a definition of social media? Do you feel social media is safe to use? Give some examples of how someone can use social media for good? For bad?

1. Go Through Slide Deck about “How Important Is Your Social Media”
2. **NOTE:** There are several opportunities for discussion, adding thoughts to the board, or partner work in this lesson. Use the ones that make the most sense for your students and classroom environment.
3. If time allows on slide 7 “How Many Social Media Platforms Are You On?” tally the number of students in your class that fall into each group and write them on the board. Discuss the implications of these numbers.
4. Allow time for students to answer the questions on slide 8/9 (and included on their assignment sheet). If desired, allow for an actual debate or discussion of the Debate/Discuss question (could also be saved until the end of the lesson).
5. If time allows, have students complete the “Exit Ticket” on a sticky note or slip of paper – they can stick it in the “Parking Lot” at the end of class.

**Day 2**

1. Have students complete the “Do Now” for the quote about social media. Provide opportunity for discussion if desired.
2. Answer any questions still remaining from yesterday’s lesson/content before moving forward.
3. Read the article by Business News Daily “Keep It Clean: Social Media Screenings Gain in Popularity” You can do this together as a class or have the students do it on their own. Highlight what stands out as interesting, or made you stop and think.
4. Give students 5-10 minutes after reading the article to answer the questions on their assignment sheet.
5. Discussion on the article: While/after reading allow for discussion including whether these screenings are an invasion of privacy, why they can be helpful OR hurtful for candidates, and whether they changed their initial opinion on them.
6. Exit Ticket: What are your biggest take aways from this lesson? Are there changes you want to make to your social media presence?

**Accommodations/Adaptations/Extensions:**

**Accommodation:** Provide definitions, print out slide deck, read article aloud and offer for peer/class support with highlighting or identifying content to support reading questions. Students without social media may work with a partner to supplement some activities. Students may opt out from sharing this information.

**Adaptation:** For Slides 6, 7, 10, 11 (Day 1) Slide 14 (Day 2): These slides were intended to be used with the website “Pear Deck” where students could scan the QR code and submit answers virtually. This is an easy adaptation for classrooms that are tech-based or a virtual learning environment.

**Extension:** Have students read additional article: **“**National Security Article on Keeping it Safe on Social Media” [Article 2](https://media.defense.gov/2021/Aug/06/2002824387/-1/-1/0/CSI_KEEPING_SAFE_ON_SOCIAL_MEDIA_20210806.PDF), when finished have them choose ONE of the recommended practices to increase security, and see if they can summarize the information. They will then practice sharing that tip with a partner/classmate.

**Evaluation:** Students will submit the completed assignment sheet and Exit Ticket(s) for the lesson’s content.

**Closing:** You have learned quite a bit about what it means to have safe and protected presence on social

media. It is important to be aware of who is viewing your information and what you are choosing to share on

public platforms. After reading the article on how employers are using social media to hire and fire employees,

what kind of things do you want to change about your social media presence? Is this something

you will share with your friends?

**Resources/References:** Business News Daily
<https://www.businessnewsdaily.com/2377-social-media-hiring.html>

Common Sense Education
<https://www.commonsense.org/education/articles/23-great-lesson-plans-for-internet-safety>