Subject/Grade: Grade 8	Lesson Title: Social Media and Our Digital Footprints	Teacher: Nikol Ostrovski
Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

USC 8.7 Assess the social, cultural, and environmental influences on and support sexual health knowledge, attitudes, behaviors, and decisions.

e. Determine the possible consequences of not knowing and questioning community attitudes/norms.

CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).

a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).

m.Produce response journals and use interactive websites such as weblogs ("blogs" for short) that serve as journals.

Key Understandings: ('I Can' statements)	Essential or Key Questions:
- I can identify and analyze the social, cultural, and environmental factors that influence sexual health knowledge, attitudes, behaviors, and decisions. - I can evaluate the possible consequences of not understanding or questioning community attitudes and norms - I can analyze texts, including Becoming Myself, In Search of	- What benefits do you personally experience from using social media for communication and connection? - Have you ever encountered drawbacks or challenges related to sharing on social media? Share your experiences. - How do you define and understand the concept of a digital footprint? Why is it important to be mindful of it? - Reflect on a time when you or someone you know may have overshared on social media. What were the consequences? - What responsibilities do you believe you have to yourself when using social media?

Justice, and Building a Better World, to explore themes related to identity, social responsibility, and efficacy. - I can produce response journals and use interactive websites, such as blogs, to reflect on and respond to texts addressing diverse personal identities, worldviews, and backgrounds.	- How do these responsibilities relate to keeping a positive online presence? - Consider the Rings of Responsibility. How might your actions on social media impact yourself, your community, and the wider world? - How does social pressure influence your use of social media? How can you balance participating in online trends while maintaining a healthy life balance? - In what ways can social media be a tool for self-expression, and how can it contribute to shaping your digital identity? - Reflect on your understanding of community attitudes and norms related to social media. How do these influence your online behavior? - How can themes of identity, social responsibility, and efficacy be explored and discussed through various forms of multimedia, including videos and interactive websites?

Prerequisite Learning:

- Students should be familiar with basic digital literacy skills, including navigating and using various online platforms, understanding common digital terminology, and distinguishing between different types of online communication (e.g., posts, comments, messages).
- Students should have a grasp of fundamental internet safety practices, such as recognizing and avoiding online risks, understanding the importance of privacy settings, and differentiating between secure and insecure online behavior.
- Students should have developed critical thinking skills to evaluate information, discern the reliability of online sources, and analyze the potential consequences of their actions, both online and offline.
- A basic understanding of social interactions, peer relationships, and the influence of social norms is crucial. Students should be able to reflect on how their actions impact themselves and others within their social circles.

Instructional Strategies:

- Think-Pair-Share
- Video Analysis
- Circle Discussions
- Small Group Discussions

Stage 2: Determine Evidence for Assessing Learning

Formative assessment:
Exit ticket- 📄 Our Responsibilities Exit Ticket
3-2-1- Journal

Stage 3: Build Learning Plan

Set (Engagement): **Length of Time: 15 minutes**	**Materials/Resources:**

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Project Slide 2 and allow students a few minutes to reflect and write a response to the question. Invite students to share their experiences. Project Slide 3 and have students consider the questions on the slide as they watch the Teen Voices. After watching the video and taking notes, invite students to share their responses. I will then talk about the benefits and drawbacks of social media affecting our footprint and our responsibility.

Development   **Length of Time: 30 minutes**

I will then direct students to form a circle (move chairs and desks if necessary). I will divide the students into three smaller circles. I will explain that how you use social media has a big impact on both your digital footprint and the digital footprints of others. I will project slide 6 and say these are the rings of responsibility, which we use to think about the different people we have responsibilities to. Having responsibilities to someone means that you think about how your actions will affect them. Today we're going to have a circle discussion about digital footprints and the responsibilities we have related to them.

I will project slide 7 and review the directions. Read the question aloud and allow students one minute to reflect, I will also provide an example for students to follow. I will call on a volunteer to begin I will encourage all students to share when it is their turn, but if any are reluctant, they can just say pass. Emphasize that only one person should be speaking at a time and students must speak loudly enough for everyone in the circle to hear.

When all students are done sharing for the first 2 questions we will do a second round with a new question. I will project slide 8 and repeat Steps 3 and 4 using the new question. I will explain that your community includes people you know and interact with personally while your world includes people you don't know but who may see your social media posts or be affected by them.

Learning Closure: **Length of Time: 5 minutes**

Materials/Resources:
- Video-
  - ▶ Teen Voices…
- Journal entry 3-2-1
- slideshow

Management Strategies:
- Establish Clear Expectations:
- Circle Discussion
- Use a Signal for Attention
- Response Journal Check-Ins
- Clear Transitions

Safety Considerations:
- Privacy concerts
- Inclusive Environment:
- Inclusive Language
- cultural Sensitivity
- Adaptability for Unique Situations

I will present slide 9 and get students to answer this question on a piece of paper and hand it in. When students are done completing their exit ticket they will take out their journals and write the 3-2-1 for the day	

Stage 4: Reflection
(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)