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**Lesson Plan**

Social Media

MODULE 11

This **lesson plan** was written for the Florida Public School System DIGITAL INFORMATION TECHNOLOGY (8207310) course. Funded by the Cyber/IT Pathways Program, Cyber Florida, and the Florida Department of Education.

**Digital Information Technology (8207310)**

This Lesson Plan is designed to aid high-quality instruction through the identification of components that support learning and teaching. Each section of this Lesson Plan is modeled after 2022-2023 CTE Standards and Benchmarks for Digital Information Technology (8207310) as published by the Florida Department of Education Student Performance Standards.

Social Media

# Module Overview

This module discusses different aspects of digital identity. Students will learn how to properly establish a digital identity and how to avoid negative aspects of social media, such as cyberbullying, online predators, and online scammers.

## DIT Textbook Chapter Overview

The *Social Media* chapter in the accompanying DIT textbook supports the conceptual understanding of the content covered in this module*.*

## CTE Standard and Benchmark

**Standard 15.0:** Use social media to enhance online communication and develop an awareness of a digital footprint. The student will be able to:

* **15.01** Create and develop a professional social media presence (e.g., LinkedIn) to connect with potential employers, follower influencers, enhance networking opportunities, develop soft skills through written communication, and establish a professional business image.
* **15.02** Cultivate and manage awareness of digital identity and reputation.
* **15.03** Develop awareness of the permanence of actions and social awareness in the digital world.
* **15.04** Develop awareness of data-collection technology contributing to their digital footprint.

# Continuity

Students will have read all content included in the textbook chapter titled *Social Media* to prepare for all lessons in this module.

Table 1 Continuity

| **Standard** | **Recommended Previous Lesson/Knowledge** | **This Lesson** | **Recommended Upcoming Lessons** |
| --- | --- | --- | --- |
| 15.01 | Students should read the *Social Media* chapter. | Students discuss (in small groups) how they use social media to post videos and communicate with friends. Students will create a social media presence. | Students will use the knowledge from this lesson to learn future DIT modules. |
| 15.02, 15.03 | Students should read the *Social Media* chapter. | Students will create a social media strategy for a concept/idea or product. | Students will use the knowledge from this lesson to learn future DIT modules. |
| 15.04 | Students should read the *Social Media* and chapter. | Students will research how Google or TikTok collects user data and write a 2-3 paragraph summary of their findings. | Students will use the knowledge from this lesson to learn future DIT modules. |

# Student Learning Outcomes

**Standard 15.01**

Students will be able to create a professional digital identity on a social media platform.

**Standard 15.02 and 15.03**

Students will be able to distinguish between positive and negative aspects of social media platforms.

**Standard 15.04**

Students will research how social media companies collect data and how those companies use personal data.

# Materials Needed

**Standard 15.01, 15.02, 15.03, 15.04**

The standards are best met with each student having access to a computing device (personal computer, laptop, smart phone, or tablet) to explore LinkedIn, Canva, and use a search engine for research.

# Use of Space

Activities associated with all standards will require a classroom space that includes computing devices. If the space does not have computing devices, the teacher can consider the use of student personal devices (ex. smart phones, tablets, laptops). If the student does not have a computing device, the teacher can consider using a device for class demonstration purposes. For instance, the teacher could use their own school-supplied or personal computing device to demonstrate to all students. Consideration should also be given to where furniture and students are placed within the classroom to accommodate diverse needs.

# Prepare for the Lesson

Table 2 shows how the teacher and students should prepare for this lesson.

Table 2 Preparations

| **Teacher** | **Student** | **Assessment/Assignment** |
| --- | --- | --- |
| The teacher should read the *Social Media* chapter.  The teacher should be familiar with social media websites such as LinkedIn and TikTok, and how to use Canva to create a social presence.  The teacher should review the *Module 11 Online Presence and Social Media Awareness* presentation to provide conceptual understanding of the topics in this module.  The teacher should consider if a computing device should be used for instruction if computer devices are not available for all students.  The teacher should read the chapter case and consider how to receive feedback from the students. | The student should read the *Social Media* chapter and study all terms.  Additionally, the student should read the case at the end of the chapter. | Standard 15.01: In-class group discussions are designed for the students to work together and then summarize to the class.  Standard 15.01, 15.02, 15.03, 15.04: The social media profile activity is designed to let the students create a profile on paper, then create it in either LinkedIn or Canva if they have access to the Internet.  Worksheets will assess the student’s ability to perform the activities in class.  The teacher will review the chapter case in class. The teacher will conduct a verbal discussion to solicit student responses and participation. Students will be assessed on the chapter case based on their written responses to the chapter case questions and in-class discussion.  An answer key and/or rubric is provided for all student activities. |

# Activities

Table 3 shows the student workload effort for each activity in this module.

Table 3 Student Activities and Workload

| **Activity** | **Description** | **Estimated Student Completion Time** | **DIT Standard Alignment** |
| --- | --- | --- | --- |
| Social Media Presence | Students discuss (in small groups) how they use social media to post videos and communicate with friends. | 15 minutes for small group discussion  5 minutes per group to present a summary of their discussion | 15.01 |
| Professional Social Media Profile | Student will create a professional digital identity using a social media platform. | 45 minutes x 2-3 classes | 15.01 |
| Social Media Strategy | Student will create a social media strategy for a concept/idea or product. | 45 minutes x 2-3 classes | 15.02  15.03 |
| Data Collection Research and paper | Student will research how Google or TikTok collects user data and write a summary of their findings. | 45 minutes x 2-3 classes | 15.04 |
| Chapter Case: Ken’s Social Media Safety Research | Student reviews the case from the *Social Media* chapter and answers critical thinking questions. | 45 minutes in-class | 15.02  15.03 |

# Assessments

The teacher will evaluate the student’s completed social media presence, awareness, and data collection activities and in-class discussions.

Additionally, the teacher will evaluate the student’s critical thinking ability as they work in the chapter case. The teacher will use the assessment for formative purposes and will provide feedback on the accuracy of the student’s response and on means to promote student success.

The teacher will score assignments on a scale of 1-4 measuring the level of understanding the student is able to communicate about the subject.

# Accommodations

Please adhere to the [Florida Department of Education (2018) Accommodations Assisting Students with Disability Guidelines](https://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf).

To reduce anxiety while completing activities, provide students with support while completing their assignments and sufficient time to complete their assignments in class.

Students can be encouraged to work with a peer to identify appropriate responses for the case scenario.