



Social Media Do's and Don'ts Lesson Plan

Student Learning Objectives: After completing the social media etiquette activities the student will...

1. Identify activities on social media that can damage his or her public image.
2. Create a visual to share best practices related to social media use.
3. Discuss the importance of maintaining an appropriate public image via social media.

Time Required: 15 to 30 minutes for Interest Approach/Introductory Activities; 90 to 180 minutes for student project/activity

Resources: **FFA.org-My Journey**

Equipment and Supplies Needed:

1. Copies of the handout "Social Media Dos and Don'ts Infographic: Tips and Rubric" for each student.
2. *Optional:* Download infographic templates and distribute to students via class website, email or a shared folder.

Aligned to the following standards:

AFNR Performance Element

- CS.01 Premier Leadership: Acquire the skills necessary to positively influence others.

NASDCTEC

- AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core- Literacy in Science & Technical Subjects: Writing

- WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core- Math

- MP3: Construct viable arguments and critique the reasoning of others.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Productivity and Accountability
- Social and Cross-cultural skills
- Work Creatively with Others

Lesson Plan:

1. *Interest Approach:* Show the video "Do you really have a private life online?" (<http://youtu.be/-e98hxHZiTg>). You can also have students watch this on their own; the video is available on the Student Connect page of My Journey under the heading "Social Media Etiquette." Start a class discussion around the consequences of posting inappropriate items on social media sites. For more examples of the consequences of posting the wrong stuff on social media review these articles:
 - a. <http://www.cnn.com/2013/06/06/living/buzzfeed-social-media-fired/>
 - b. <http://www.digitaltrends.com/social-media/yes-for-the-last-time-your-potential-employers-are-judging-you-by-what-you-put-on-facebook/>
 - c. http://www.academia.edu/4248379/Social_Media_and_Networking_The_Good_the_Bad_and_the_Ugly





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- d. *Activity Modification:* With classes of older students, divide them into small groups and have them read these articles before class discussion.
2. *Activity:* Divide students into small groups and have them research social media dos and don'ts for students. Much of the research and articles online are geared towards college students, but there are some specifically speaking to high school students. *Use your discretion to determine if students need to focus on items specific to high school students.*
3. Students will use their research to develop an infographic to share with the class. Provide each student with the handout "Social Media Do's and Don'ts Infographic: Tips and Rubric." This will provide students with tips for their research and guidelines for completing the infographic.
 - a. Students can create their own layouts for the infographic, but five templates are available at <http://blog.hubspot.com/marketing/free-ppt-infographic-templates-designs-ht?source=hspd-outbrain-create-infographic-in-an-hour-20140923>. However, to get the templates an adult needs to enter information about the company for which they work. *Suggested use: Download the templates ahead of time and email or otherwise distribute them to students the day of the project.*
4. *Follow-up:* Have students share their infographics with the class. Discuss the overall themes discovered by students related to mistakes to avoid on social media. Post the infographics around the classroom to remind students to use social media responsibly.



Name: _____

Social Media Dos and Don'ts Infographic: Tips and Rubric

Directions: Research proper social media etiquette for students. Create an infographic of “do’s and don’ts” for social media. Use the rubric below to guide your research and creation of your infographic.

Suggested Resources:

- <http://www.dailytitan.com/2014/05/the-ten-commandments-of-social-media/>
- http://education-portal.com/articles/10_Things_High_School_Students_Should_Never_Post_on_Facebook.html
- <http://studentcompetitions.com/posts/social-media-dos-and-donts>
- <http://www.usnews.com/education/articles/2010/05/12/5-dos-and-donts-for-college-students-using-social-media>
- There are thousands of other articles and infographics available about this topic. Do an Internet search for “social media etiquette” or “social media do’s and don’ts.”

Infographic Rubric				
Category	Inadequate (0 – 4 points)	Below Average (5 – 10 points)	Average (11 – 15 points)	Above Average (16 – 20 points)
Content	Fewer than 3 accurate facts are displayed. Very few details are provided for the main ideas and understanding is limited.	3 accurate facts are displayed, but more is needed for understanding. Some items are distracting without providing information.	4 accurate facts are displayed. Details are added to support facts with minimal clutter.	At least 5 accurate facts/concepts are displayed in the infographic. Details support the main ideas without distracting clutter.
Graphics	Graphics do not relate to the topic. Color, shape, size and arrangement are distracting or misleading.	All graphics relate to the topic, but do not represent appropriately. Color, shape, size and arrangements are present, but do not add to the information.	Most graphics represent the information appropriately. Color, shape, size and arrangement are eye catching and contribute some meaning.	The graphics used represent information appropriately. Color, shape, size and arrangement of graphics contribute meaning to the overall message.
Design/Layout	Distractingly messy, unattractive or very poorly designed.	Acceptably attractive though it may be a bit messy.	Attractive in terms of design, layout and neatness.	Neat, clear and visually appealing.
Grammar/ Spelling	More than 2 errors.	There are 2 errors.	There is 1 error.	No errors.
Information/ Image Credits	All items are credited to source.	Only 1 or 2 items are <i>not</i> credited to source.	Only 1 or 2 items <i>are</i> credited to source.	No information or images are credited to source.
Points Earned				
Grade:				

Aligned to the following standards:
CS.01; AGC02.01; CCSS.ELA-Literacy.SL.9-10.1C; CCSS.ELA-Literacy.SL.9-10.4; WHST.9.10.4; WHST.9.10.5; MP3; AG1

