Digital Drama

Start the Conversation ...

Among high school students, "digital drama" is a pretty common online occurrence. This can take the form of hurtful comments, mean-spirited rumors, embarassing photos, etc. Make it clear that your Edmodo group is a drama-free zone.

Use this video to start an open and honest conversation early in the year about the right way to communicate both online and offline.

Common Sense Media Content

Instruct students to watch the following video and then share their thoughts in the Edmodo group.

Watch the video "Ricardo's Story."

Why do you think teens make mean comments about one another on social networking sites? How does the lack of face-to-face communication affect the way that people interact with one another online?

Post a note to share your thoughts with the group. If you agree or disagree with someone else's post, please respond respectfully.

Edmodo How-To

Post a video.

1. From the post section, select "Note," and type the activity instructions in the field

2. Attach the video by selecting "Link" and pasting in the video url: http://www.commonsensemedia.org/videos/connected-culture-video-vignette-ricardos-story

3. In the "Send to" field, type the name of the group, and select the "Send" button to post the video to the group.

Now Go Deeper ...

Continue the conversation by teaching **TURN DOWN THE DIAL ON ONLINE CRUELTY**, a full 45-minute Digital Literacy & Citizenship lesson from Common Sense Media.

OBJECTIVES: *Students will be able to ...*

- Reflect on the factors that intensify online cruelty and cyberbullying.
- Identify what targets and upstanders can do when online cruelty occurs.
- Recognize their own role in escalating or de-escalating online cruelty.

Find the complete lesson plan at www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10

Start the Conversation ...

Whether your students are heading to college or to the job market, their online reputations either can help or hurt their pursuits. They need to recognize that their online activity leaves a permanent "digital footprint" that be seen, copied, and shared.

Use this poll to gauge whether students know that their digital footprints matter and to start a conversation about how they can build a positive online reputation.

Common Sense Media Content

Ask students to vote on the following poll and reply with their thoughts in Edmodo.

Guess what percentage of college admission officers check applicants' social network pages. Then reply to the poll, and discuss whether you think this practice should be part of the application process.

A. 20%   B. 40%   C. 60%   D. 80%

Next, reply to the poll with your opinion regarding this practice.

Answer: **D**

Edmodo How-To

Create a poll.

1. From the post section, select "Poll."

2. Type the poll question and responses in the appropriate fields. To add additional answers, select "+ Add Answer."

3. In the "Send to" field, type the name of the group, and select the "Send" button to post the poll to the group.

Note – Students can only vote once, and responses are anonymous.

Now Go Deeper ...

Continue the conversation by teaching **COLLEGE BOUND**, a full 45-minute Digital Literacy & Citizenship lesson from Common Sense Media.

OBJECTIVES: *Students will be able to ...*

• Learn that they have a public presence online called a digital footprint.

• Recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission or employment.

• Consider how to present an authentic and positive image of themselves online.

Find the complete lesson plan at www.commonsensemedia.org/educators/lesson/college-bound-11-12

Targeting or Tracking?

Start the Conversation ...

How much privacy or information do your students give up every day? Encourage your students to consider how the definition of privacy may be changing as organizations can track their user data and target advertising efforts.

Use this activity to start a conversation about what information students want to keep private and what they think is okay to share.

Common Sense Media Content

Instruct students to watch the following TED Talk video and then share their thoughts in the Edmodo group.

Watch the "Tracking the Trackers" TED Talk, in which Gary Kovac discusses behavioral tracking. Kovac says, "Increasingly, the price we are being asked to pay for all this connectivity is our privacy." Do you agree? Why or why not? Does your definition of privacy play into your answer? How so?

Optional — if possible, download Mozilla's Collusion software onto your computer: http://www.mozilla.org/en-US/collusion/

Edmodo How-To

Post a video.

1. From the post section, select "Note," and type the activity instructions in the field.

2. Attach the video by selecting "Link" and pasting in the video url: http://www.ted.org/talks/gary_kovacs_tracking_the_trackers.html

3. In the "Send to" field, type the name of your group, and select the "Send" button to post the video to the group.

Now Go Deeper ...

Continue the conversation by teaching **DOES IT MATTER WHO HAS YOUR DATA?**, a full 45-minute Digital Literacy & Citizenship lesson from Common Sense Media.

OBJECTIVES: *Students will be able to ...*

• Recognize that companies collect several types of information about them when they go online.
• Think critically about the benefits and risks of online tracking and targeting, and of the content that is offered based on collected data.
• Learn strategies for managing what happens with their information online.

Find the complete lesson plan at www.commonsensemedia.org/educators/lesson/does-it-matter-who-has-your-data-9-12

Digital Photo Alterations

Start the Conversation ...

With all of the cool opportunities that technology affords us, it's important to develop a critical eye when evaluating sources' content — especially when it comes to photographic images.

Have students evaluate two images — one of which has been digitally altered — and give their opinion of this practice. When is it okay? When is it not okay?

Common Sense Media Content

Give students the following assignment in Edmodo.

Open the attached interactive handout, and read the article about a news photographer who was fired after deliberately altering an image. Then answer the discussion questions in the spaces provided.

Once you have completed the assignment, select the "Print Handout" button in the upper right corner of the interactive handout. Then select "Open PDF in Preview" and save the file (don't forget to re-name the file).

Submit your assignment in Edmodo by selecting the "Turn In" button, attaching the saved file, and selecting "Turn in Assignment" to finish.

Edmodo How-To

Create an assignment.

1. From the post section, select "Assignment."
2. Type in the assignment title, description, and due date.
3. Attach a link to this interactive PDF file: http://www.commonsensemedia.org/sites/default/files/9-12-evaluation-retouchingreality-photofussparti-handout.pdf
4. In the "Send to" field, type the name of your group, and select the "Send" button to post the video to the group.

Note – Only you, the teacher, can view submitted assignments – students cannot see each other's assignments. You can enter a grade or type in "credit"/"no credit" and select the "Grade" button, which will add it into Progress (gradebook).

Now Go Deeper ...

Continue the conversation by teaching **RETOUCHING REALITY**, a full 45-minute Digital Literacy & Citizenship lesson from Common Sense Media.

OBJECTIVES: *Students will be able to ...*

- Consider both the creative benefits and ethical drawbacks of digital photo manipulation.
- Understand the importance of purpose and context in evaluating digitally edited images.
- Think critically about how the Internet allows users to both celebrate and regulate our "copy-change-paste" culture.

Find the complete lesson plan at www.commonsensemedia.org/educators/lesson/retouching-reality-9-12

Start the Conversation ...

Digital media are such fundamental parts of teens' lives that they don't often stop to think about the role that media and technology play, let alone consider what life was like before the Internet and cell phones existed.

Use this creative activity to challenge students to think about their own digital lives by imagining the digital life of a character from another time or place.

Common Sense Media Content

Instruct students to create a comic strip about a literary character's digital life and share their creative work in Edmodo.

Pick a literary character from a different era or another world. What would happen if that character entered your world of 24/7 digital media? For example, what would Holden Caulfield text to his sister, Phoebe? Or would he say texting is for "phonies"? What would the Montagues and Capulets post to each other? Who can you picture using or rejecting today's technologies?

Use Pixton (www.pixton.com) to create a comic strip to illustrate the scenario you envision. Save your work, and share it with the class by attaching the file to a note and posting to the group.

Edmodo How-To

Post a note.

1. From the post section, select "Note."

2. Type the activity instructions in the field.

3. Attach a link to www.pixton.com

4. In the "Send to" field, type the name of your group, and select the "Send" button to post the video to the group.

Now Go Deeper ...

Continue the conversation by teaching **DIGITAL LIFE 102**, a full 45-minute Digital Literacy & Citizenship lesson from Common Sense Media.

OBJECTIVES: *Students will be able to ...*

• Learn basic statistics about the current digital landscape.

• Explore the role that media play in their lives.

• Reflect on the positive and negative impact that digital media have on themselves and on society.

Find the complete lesson plan at www.commonsensemedia.org/educators/lesson/digital-life-102-9-12