

Share With Care

REVIEW

Objectives:

Students will be able to:

- Give examples of how their online actions have real-world consequences.
- Practice pausing and asking themselves questions before they post or share online.
- Analyze the ways in which context plays a role in sharing online, as well as what should never be shared online.
- Describe the potential impacts of sharing personal information.
- Explain the function of privacy settings and why it's important to limit sharing their location to people they know and trust.

Challenge Overview:

- **Intro:** The Claud has descended on the Youville Secondhand Thrift Shoppe, creating chaos and confusion in the sorting room. Items that were once organized, tagged, and ready for sale have been thrown all over the donation center. Help the staff sort through items to decide what's okay to share and what's not.
- **Challenge:** Decide which items (scenarios) are ready for sale (okay to share) and which ones are not.
- **Outcome:** Once you identify the sharable items, the shop is back in business and The Claud disappears. The class receives a piece of the JumboFan.

Materials:

- Chart paper and markers
- *Share With Care* slide deck
- *Share With Care* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

Time: 45 minutes

Instruction:

Warm-up (10 minutes):

1. Project slide 3 from the *Share With Care* slide deck, and say: "A digital footprint is the

trail of information you leave behind when you use the internet. It includes everything you do online — from commenting and liking posts to uploading photos and even clicking on a link. All that information is stored online.”

2. **Divide students into small groups.** Give each group a piece of chart paper and markers. Invite them to draw a large footprint in the middle of the paper.
3. **Say:** “Think about the kinds of things you do and share online. Brainstorm the different types of information that are part of your digital footprint. Write them inside your group’s footprint.”
4. **Discuss** each type of information outlined by the students once all teams have completed their footprints. Ask a few groups to share their answers.
5. **Ask:** “Are any of the pieces of information in your footprints safe to share online? Risky to share online?” [Wait for responses.] “Would you change who you share your information with depending on who can see the information? Can anyone give some examples?” [Wait for responses.] “Would you change who you share information with depending on the context? Explain.” [Wait for responses.]
6. **Ask:** “How do you think your digital footprints could affect things in the world?” [Allow a few minutes of discussion.]
7. **Ask** one or two groups to share ways they think a digital footprint can impact someone. There are no right or wrong answers here. It’s a time to share ideas and prepare for the lesson’s activities.

Mini Lesson (5 minutes):

1. **Project slide 4, and say:** “Our actions online, such as sharing photos, videos, or sending messages, have real-world consequences. They impact our privacy, reputation, and even safety. Once we share something online, it lasts forever. Even if we delete it later, everything that’s online stays there in some form, so the footprint remains.”
2. **Say:** “Imagine that you want to post something online. Before you click the button to post it, ask yourself: Would I stand up in the middle of lunch and read this post to the entire cafeteria? Taking a moment to think about this can help you understand if the post could have a negative outcome. How would you handle this situation? Would you still post?” [Acknowledge answers from several students.]
3. **Say:** “Right now, your parents may know what you do online, but one day you’ll be making your own decisions about what you post. Before you post something, remember what’s shared online now can last forever. It can be embarrassing to you now and in the future. So, before you click the button to post it, ask yourself: When I am an adult and have a job many years from now, would I want someone to see this post? That also applies to the people in the photos or videos you’re posting. It can be unfair, and even unsafe, to send or post photos and videos without getting permission from the people in them.”
4. **Say:** “Here’s an example: Imagine you’re in a group chat with some people you know and a few you don’t, and you get carried away and share a highly personal story or image. How would you feel if someone in that group used what you shared to harass or bully you?” [Listen to answers from several students.]

5. **Say:** “Think about whether sharing someone else’s information might result in them being bullied or harassed.”
6. **Say:** “Sharing online isn’t just about who might be hurt by what they see. It’s also about your safety. Sometimes the ‘friends’ you meet through multiplayer video games or people you talk to online are not who they say they are. They may misuse the information you share online. So, although it might feel cool to share photos of places you’ve been, you might be sharing too much information by doing that. Since you can’t always tell who can see what you share, talk with a parent or trusted adult and only share your location with people you know and trust. Some of the apps on your devices like your camera track and share your location. Get a parent or trusted adult to help you check the app’s privacy settings. They can help you figure out when it makes sense to share your location and when it doesn’t. It might be hard to figure out when you should and shouldn’t share something. When in doubt, don’t share.”
7. **Project slide 5, and say:** “Before you post something online or send a message, ask yourself:
 - Do I know and trust the people I’m thinking of sharing this with?
 - How might this message make other people feel?
 - How will I feel if my message ends up somewhere I didn’t mean for it to be?
 - Could what I’m about to share make someone feel bad, ruin a friendship, harm someone’s reputation, or put someone in danger, including myself?By asking these questions, you can protect yourself and others online.”

Challenge Activity (20 minutes):

1. **Project slide 6, and say:** “Now, let’s move into our challenge activity — *Share With Care*.”
2. **Project slide 7, and say:** “The Claud has descended on the Youville Secondhand Thrift Shoppe, creating chaos and confusion in the sorting room. Items that were once organized, tagged, and ready for sale have been thrown all over the donation center. Help the Youbies working at the shop sort through the items (scenarios) to decide what’s okay to share and what’s not.”
3. **Divide students into groups, project slide 8, and say:** “In your group, for each scenario, ask the questions below. Then write your response explaining why you would or wouldn’t share. Once you’ve figured out what’s okay to share and what’s not, the Youville Secondhand Thrift Shoppe is safe from The Claud.”
4. **Return to the full class.** Ask a few groups to share what they decided about each situation. Have groups explain why they chose to share or not to share.

Wrap-up (10 minutes):

1. **Say:** “In your previous activity, your group was given scenarios. Now, you will return to your small group.”
2. **Project slide 9, and say:** “Was there a scenario on the activity sheet you had trouble deciding whether to share or not share? Explain and discuss.”

3. **Return students to the full group.** Ask each group to share their revised scenario, starting with any groups that want to act theirs out. Groups can also just explain if they prefer. Allow all groups to share.
4. **Project slide 10, and say:** “Looks like the Youbies stopped The Claud from oversharing in Youville.”
5. **Reward the class** with a piece of the JumboFan, which they can decorate and glue or tape to the JumboFan sheet.
6. **Say:** “When we finish all of the challenges and collect all of the pieces of the JumboFan, we’ll take it up to the highest point in Youville and blow The Claud away for good.”

Assessment:

- Monitor each student’s participation during the activities.

Learning Standards:

International Society of Technology in Education Standards (ISTE)

1.2 Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- 1.2.a. Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.
- 1.2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- 1.3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

Common Core State Standards (CCSS)

English Language Arts (ELA) Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Knowledge and Ideas

R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

American Association of School Librarians (AASL) National School Library Standards

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

C. SHARE: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.

III. COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.

B. CREATE: Learners participate in personal, social, and intellectual networks by:

2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

V. EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

D. GROW: Learners develop through experience and reflection by:

1. Iteratively responding to challenges.

SHAPE America National Health Education Standards

Standard 5

Use a decision-making process to support health and well-being of self and others.