



CTAE

Social Media and Communication

UNIT 3.9: CTAE-FS-3.9

INTRODUCTION

Annotation:

This lesson provides instruction on the proper use of social media and communications. E-mail, social networking Web sites, blogs, discussion boards, text messaging and instant messaging will be taught. Social media and communication has led to an increasingly informal business environment; however, a certain degree of professionalism is still expected in the workplace, including electronic messages. Activities emphasize the importance of protecting a person's reputation online and exhibit professionalism and ethical behavior in the workplace. Following this lesson, students will be able to write a professional, acceptable e-mail for the electronic age.

Special Note: The attached PowerPoint covers all lessons in this unit plan and may be used by itself or in conjunction with this unit plan.

Grade(s):

X	6 th
X	7 th
X	8 th

X	9 th
X	10 th
X	11 th
X	12 th

Time:

6- 50-Minute class periods

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Academic Standards:

- ACCT-IGD-5** **Students will demonstrate interpersonal and employability skills required for employability and job retention in the work place.**
a. Demonstrate professional customer relations skills and organizational skills.
d. Demonstrate interview, application, and resume writing skills necessary for job attainment.
- BCS-CMW-3** **Students will examine the professional and ethical issues involved in the use of computer technology**
e. Determine the reliability of information posted on the Internet.
f. Explain ethics issues involving security, privacy, intellectual property, and licensing.
- BCS-AWD-2** **Students will examine ethical and legal issues related to web development.**
a. Discuss and develop strategies for handling privacy issues.
b. Distinguish between legal and ethical issues.
 Discuss appropriate and inappropriate content on sites such as Facebook and My Space.

GPS Focus Standards:

- CTAE – FS – 3** **Communications: Learners use various communication skills in expressing and interpreting information.**
- CTAE – FS – 5** **Information and Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit and communicate**

GPS Academic Standards:

- ELA10W1** **The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.**

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the forms of social media and communication, e-mail, social networking, text messaging, blogs and discussion boards, and how they affect the lives of people who use them. All electronic forms of communication are not private and can remain in place to be viewed by everyone, including parents and employers.

Essential Questions:

- Why is e-mail etiquette important when writing or responding to an e-mail?
- How can social networking help or hurt a person's reputation?
- Why is it important to be careful what you say in a text or instant message?

- How are discussion boards and blogs forms of social media and communication?
- Are there rules and consequences associated with social media and communication?
- How can businesses use social media for their benefit?

Knowledge from this Unit:

- Students will be able to write a professional e-mail.
- Students will evaluate the pros and cons of social networking.
- Students will be able to explain the importance of inflection, and how the lack of inflection in social media and communication affects a message's meaning.
- Students will be able to explain why it is important to review the content of their post before putting on the internet.
- Students will be able to define and discuss vocabulary associated with social media and communication.

Skills from this Unit:

- Students will analyze social media and communication to determine its appropriateness.
- Students will communicate through e-mail, social networking sites, text and instant messaging, blogs and discussion boards in a business-appropriate manner.

ASSESSMENTS

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses

- ___ Chart good reading/writing/listening/speaking habits
- __X_ Application of skills to real-life situations/scenarios
- ___ X Post-test

Assessment Attachments and / or Directions:

- Exam on Social Media and Communication
- Unit Vocabulary Glossary
- Social Media Word Scramble Part 1
- Social Media Word Scramble Part 2
- Social Media Crossword Puzzle

 **LESSON PLANS**

Instructional planning:

• **LESSON 1: E-mail Etiquette**

1. Review Essential Question(s). Post Essential Questions in the classroom.
 - Why is e-mail etiquette important when writing or responding to an e-mail?
2. Identify and review the unit vocabulary. Terms may be posted on word wall.

Attachments	Inflection	Social Networking
Blog	Instant Messaging	Social Norms
Cyber Bullying	Search Engine Optimization	Spam
E-mail	Sexting	Tagline
Emoticon	Signature	Texting
Flaming	Snail Mail	Threads

3. Interest approach – Mental set

Lead a discussion by asking the students:

 - What is e-mailing?
 - How many of you use e-mail?
 - Why are e-mails important?
 - What is e-mail etiquette?
 - Why is it important to have good e-mail etiquette?
 - What makes an e-mail different from snail mail?
4. What are some important elements to consider when writing an e-mail?
 - How should a business e-mail be formatted?
 - Keep e-mails **brief** and to the point
 - Use **proper grammar** in the same way you would in a letter.
 - o Writing in all capital letters is a way to “yell” in an e-mail.
 - o Inserting an emoticon, such as a smiley face, ☺, generally denotes humor, but remember that not all people use or understand emoticons.

- Does **humor** have a place in a business e-mail? Can it be misinterpreted?
- **Write a salutation** or greeting for each e-mail unless you have exchanged several e-mails with the recipient on one particular subject.
- **Subject lines** should be meaningful. Make sure that the recipient can tell what the e-mail is about when they receive it.
- Consider your audience — who will be reading the e-mail?
- Can I send attachments?
- What is flaming?
 - Definition: a virtual term for venting emotion or sending inflammatory e-mails.
 - Examples of flaming:
 - Inappropriate: “This project really sucks and I cannot believe that he is making us do this. I’m sick and tired of all these dumb assignments. He needs to get a life!!!”
 - Appropriate: “This assignment came at a tough time. I wasn’t expecting so much work. I can’t wait till the end of the semester.”
- Respond to e-mails in a timely manner.
- Don’t overdo signatures and taglines.
 - Ask students to denote the difference between the two.
 - Example of Signature:
 Alex Wright
 Public Relations Coordinator, B&B Communications
 445 Main Street
 Augusta, Georgia 30909
 AWright@B&B.com
 (706) 794-9045
 - Example of Tagline:
 - Company Motto—“We love to see you smile”
 - Inspirational Quote: “Ask not what your country can do for you, but what you can do for your country” –John F. Kennedy
- Don’t let a signature overpower an e-mail. Signatures should not be longer than your e-mail.
 - Be careful that your tagline is not offensive to anyone.
- Ask students what would offend them in a tagline.
 - Racial references
 - Religious references
 - Rude or offensive quotes
 - Crude song lyrics
 - Have students write a signature and tagline for a business using a table similar to the one below. They can make up the business or the teacher can assign one to each student.

Signature Components		Taglines	
Name		Company Motto	
Title			
Street Address		Inspirational Quote	
City, State, Zip Code			
E-mail Address		Other Tagline	
Phone Number			

5. Editing an Email
 - Ask students why editing is important.
 - It is important to make sure the e-mail gets its message across clearly.
 - Poor grammar can reflect badly on the writer.

- E-mails can first be typed in a document program such as Microsoft Word, making them easier to edit, and then can be copied and pasted into the e-mail screen.
- Have students complete the “E-mail Etiquette Activity.” This can be done on a computer or on printed copies of the e-mails. Have students rank the e-mails best to worst and critique each one.
 - See attached supplementary files.

4. Summary: Things to Remember:

- Be careful with humor and sarcasm.
- Be brief.
- Don't overdo signatures.
- Include all information in the e-mail
- Use internet slang and acronyms minimally
- Don't be too informal
- Don't use all caps when typing

• **LESSON 2: Social Networking**

1. Review Essential Questions. Post Essential Questions in the classroom.

- How can social networking help or hurt a person's reputation?

2. Lead a general discussion on social networking.

- Ask students to define social networking.
 - Definition: the use of a Web space to connect with people who share personal or professional interests, place of origin, place of education, etc.
- What are some of the social networking sites?
 - Examples:
 - **Facebook**
 - **MySpace**
 - **Classmates**
 - **LinkedIn**
 - **Twitter**
 - **YouTube**
 - Which sites do you use?
 - Ask students why they chose the sites they did, or why they do not use social networking.

1. Ask students what some of the pros and cons of social networking are. Have a student list the items identified by the class on the board. Discuss the class's ideas as well as those shown below.

Pros of Social Networking:	Cons of Social Networking:
Example: Keep up with friends	Example: Other people can post pictures of you.
Having a Web page shows employers you are technologically savvy	Parents and employers can see your every move
Anyone can use it for free	Distraction during class and homework time
Easy to communicate with peers and adults	Predators can find online profiles

Breaking news is easily visible	Cyberbullying
It's fun	Etc... (Have the students create additional ones)

2. Lead a discussion with the students about the pros and cons of social networking.
 - Ask for examples of cons and discuss them
 - Examples:
 - Teacher being fired for information and pictures on Facebook
 - Teacher being fired for students finding her profile on a dating website
 - Girl posting inappropriate comments about the breakup with her boyfriend
 - Teens getting caught having a party while their parents were gone by friends posting pictures on Facebook
 - Woman losing disability for depression insurance benefits because she posted pictures of her on the beach on Facebook
 - A company withdrew a lucrative job offer because a man's "friend" — someone the man only knew through social networking — had racist comments on his Facebook page
 - Discuss with students the benefits of having a personal social networking profile.
 - Creating a personal "brand," or online reputation, for the public to see
 - Creating a unique and appropriate username can help you and others keep track of your social media involvement online
 - Maintaining an appropriate and well-kept profile is better than not having one at all or restricting access entirely
 - Listing clubs, organizations, and extracurricular activities in your profile can help you sell yourself for jobs or leadership positions
 - Blogging about a subject of interest provides you with an opportunity for writing experience and the chance to show your writing ability to others
 - Knowing how to use social media sites can lead to many job opportunities as more businesses and organizations are using Web 2.0.
 - Social media allows a potential employer or supervisor to get to know you and see what your interests are outside of school and work

3. What are the lessons learned from these stories?
 - Ask for some guidelines to social networking.
 - Lead students in discussion of lessons learned about social networking.
 - Examples of guidelines:
 - 1) Once something is put online it may be there indefinitely and may be difficult to remove.
 - 2) Potential employers may and probably will check your reputation on the internet. They can make judgments based on your social networking profiles.
 - 3) Employers can fire employees because of things on social networking sites.
 - Allow students to name some more examples

4. What are some inappropriate, unprofessional things that should not be on a social networking site?
 - Pictures of alcohol, nudity, or drug use
 - Racist, rude, or offensive comments, remarks, or "wall posts"
 - Updates you put up while you're at work
 - Pictures that were taken on your "sick days" when instead you went on a vacation
 - Photos of you doing something hazardous to your health, such as smoking and drinking

- Some insurance companies won't give you health benefits if you engage in unhealthy behavior
- Have students complete the **Social Media Collage Activity**.
 - See attached supplementary files.

5. Professional Networking Sites

- Ask students if they have heard of professional networking sites such as LinkedIn.
- What are some benefits of Web sites like this?
 - Able to upload letters of recommendations and resumes
 - Network and connect with professionals in your field
 - "Online Resume" available for others to see
- How are these sites different from Facebook, MySpace, and Twitter?
 - Allow students to come up with differences.

6. Summary

- Lead a short discussion to summarize.
- Ask students, "What do you think about social networking?"
- Ask students, "What one thing in this lesson made the biggest impact on you?"

• **LESSON 3: Texting and Instant Messaging**

1. Review Essential Questions. Post Essential Questions in the classroom.

- Why is it important to be careful what you say in a text or instant message?

2. Lead discussion on texting and instant messaging.

- What are the differences between texting and instant messaging?
- How many of you text?
- How many of you instant message?
- Why do you use texting and instant messaging?
- What are the Pros and Cons of texting and instant messaging?

Pros of Instant Messaging:	Cons of Instant Messaging:
Example: Tell people something when they can't talk	Example: Sometimes things don't come out right
Can ask a quick question instead of having an entire conversation	Not everyone has the service; some cost money
Mass information alert	Could send a text to the wrong person
Etc (Have students come up with more)	Can get you in trouble

3. Is grammar important in texting and instant messaging?

- Lead a discussion in grammar in texting and instant messaging.
- Do you use abbreviations?
- What are some of the abbreviations you use?
 - Examples: LOL, JK, BRB, TTYL

4. What happens once you send a message?

- Can you take it back?
 - Let students give examples of when they have sent something and couldn't get it back.
 - Things are often sent and regretted the moment after. Never text or instant message in anger.
 - Can text messages be recovered later?
 - Yes, they can—text messages are being used more and more as proof of affairs in divorce cases.
 - Have students brainstorm on ways text messages can get people in trouble.
5. What is inflection?
- Definition: modulation of the voice; change in pitch or tone of voice.
 - How can inflection change the meaning of a face-to-face conversation and an electronic message?
 - Say the following sentences aloud, emphasizing the words in all-caps. After each sentence, ask students what emotion you are conveying.
 - Scenario: Students are walking into a classroom and you see a boy named Buddy in your seat. You say:
 - Buddy, you're in MY seat. (Angry)
 - BUDDY, you're in MY seat. (Whiny)
 - BUDDY, you're in my seat. (Sound angry, but use body language to show you're joking)
 - Scenario: A college football coach has been asked if he has any intention of accepting a new job offer. He says:
 - My wife and I like it here; we are not LOOKING to go anywhere. (Sound as if you might accept an offer if it was good enough)
 - My wife and I like it here; we are NOT looking to go anywhere. (Sound like you have every intention of staying put)
 - My wife and I like it here; we are not looking to go ANYWHERE. (Sound emphatic and serious)
 - Write the two different sentences on the board without any emphases. Ask students how Buddy or a reporter is supposed to know your emotion if you sent him that sentence in a text message.
 - Is voice inflection important in social media and communication?
 - Can people tell what you mean? How you mean it?
 - Let students give examples:
 - Face-to-Face Inflection
 - Body Language
 - Changing voice changes the meaning — tone and volume
 - Etc. (Have students list more)
 - Electronic Inflection
 - Writing something in ALL CAPS
 - Putting several punctuations behind something (!!!!)
 - Etc. (Have students list more)
6. What is "Sexting"? Lead a brief discussion.
- Can you get in trouble for this?
 - Examples: Sexting can be considered a criminal offense.
7. Summary:
- Lead students in summarizing.
 - Talk about not being able to take back what you said once you send it.
 - Grammar and inflection.

- Criminal offenses for sexting.

• **LESSON 4: Blogs and Discussion Boards**

1. Review Essential Questions. Post Essential Questions in the classroom.
 - How are discussion board and blogs forms of social media and communication?
2. Lead a discussion.
 - What is a blog?
 - Definition: A Web site that displays in chronological order the postings by one or more individuals and usually has links to comments on specific postings.
 - What does it mean to blog?
 - Definition: To write entries in, add material to, or maintain a weblog
 - What is a discussion board?
 - Definition: an Internet-based forum for an interest group
 - Also called
 - Bulletin Board
 - Message Board
 - Interactive Message Board
 - What are threads?
 - Definition: a series of newsgroup messages dealing with the same subject.
3. Why have a blog or a discussion board?
 - Do any of you have a blog or use a discussion board?
 - What do you blog about or write on your discussion board?
4. What types of blogs and discussion boards are there?
 - Example:
 - Class Discussion Boards
 - Student's personal blog
5. Once you write on a discussion board or blog can you take it off?
 - Examples of things that have happened
 - Student complained about a teacher on a class discussion board. The teacher can read the discussion board too and the student cannot remove the comment.
 - Discuss with students that once you write on a discussion board or blog that the information is there forever and can be viewed by anyone.
6. Summary:
 - What are some things we should know about?
 - What are some precautions people should be aware of when blogging or posting on a discussion board?

• **Lesson 5: Ethics of Social Media and Communication**

1. Review Essential Questions. Post Essential Questions in the classroom.
 - Are there rules and consequences associated with social media and communication?
2. Lead a discussion about ethics in social media and communication. Ask students to answer the following.

- Do you know of anyone who has gotten in trouble for using social networking sites at work?
 - Should social networking sites be used at work or on the boss's time?
 - If a company pays for you to have internet and a cell phone, should you use them to send non-work related communication?
 - Is it okay to post, blog, or discuss on a discussion board anything regarding work-related drama at your company?
3. Hand out the **Social Media and Communication Guidelines** worksheet. Ask students to think about all the do's and don'ts they have learned in this unit and create a list of 10 to share with their classmates. The guidelines do not have to be specific ones stated in the lesson.
- See attached supplementary files.

4. Privacy Online

- Lead a discussion about online information. Start by asking, "How would you feel if a prospective employer Googled you, and incorrect information popped up before information about the 'real' you?"
 - Ask students to list some examples of incorrect information that could come up on a Google search.
 - Prison records and other employment, especially if you have a common name
 - Information about a location if your name is that of a city or state
- Have students Google themselves to see what information comes up.
 - Have them find one example of information that is actually about them, and see what search page it is on
 - Also have students create a list of the top five links on the search and explain why the information is correct or incorrect
- Ask students to define "social norms."
 - How can online postings violate social norms?
 - What impact can this have on your reputation?
 - Ask students to give an example of someone who is acting outside of social norms.
 - Being in a serious, committed relationship, but simultaneously dating other people
 - Wearing black to a wedding or white to a funeral
- Ask students if they have heard of search engine optimization, or SEO.
 - Explain to students that SEO determines what information comes up about you on a search engine like Google.
 - Discuss ways SEO can be maximized:
 - Linking your profile information to other Web sites
 - Create profiles on as many social networking sites as you can
 - Use your first and last name, and middle initial if your name is common
 - Put your name in the title of any personal Web site or blog
- Lead a discussion about privacy online.
 - How can privacy be controlled?
 - Profile settings: photos, messages, information
 - Why should privacy be controlled?
 - What are some privacy control guidelines?
 - Even if you have privacy settings, can people still view your profiles?

5. Do's and Don'ts of Social Media

- Ask students for some specific ideas. Have a student write the list on the board.
- If the students don't suggest them, discuss the following do's and don'ts.

Do's of Social Media:	Don'ts of Social Media:
DO check your friends' links	DON'T post anything in anger: "Post in haste, repent in leisure"
DO assume that whatever you post will be seen by everyone	DON'T put your social media accounts on your resume unless they are directly related
DO be careful in how you "joke" about things online	DON'T put inappropriate things in your "About Me" or "Info" sections in profiles
DO post appropriate photos that won't get you in trouble	DON'T use questionable names or ones that imply something, like "bedroomeyes"
DO adjust Web site privacy settings to suit your needs	DON'T write anything bad about your job...unless you want to lose it
	DON'T post inappropriate photos of you or your friends
	DON'T list personal contact information on your profiles—predators and spammers are online too

6. Summary:

- After hearing each others' guidelines, ask students to list the most important points of ethics in social media and communication.

• **Lesson 6: How Social Media Benefits Businesses**

1. Review Essential Questions. Post Essential Questions in the classroom.

- How can businesses use social media to their benefit?

2. Lead a discussion about advertising using social media.

- Ask students what social networking sites allow businesses to advertise.
 - Facebook: Groups and Fan Pages
 - Twitter: Create a Twitter account for your company
 - YouTube: Upload commercials on a company "channel"
 - Blogs: Write entries about new products and promotions
- Ask students what benefits advertising can have for businesses.
 - On most sites, except for some blog sites, creating business pages and accounts is a free service.

3. Ask students to list other benefits social media can have for businesses.

- Once students have created their list of benefits, share these with your students:
 - Able to research consumers who post things on Web sites
 - Consumers can post both good and bad reviews of a company or product
 - Example: "This MP3 player is garbage" or "This MP3 player is the best invention ever"
 - Businesses can see what their competitors are doing by looking at their sites
 - The number of links your sites have means the higher your business will show on an online search
 - Using LinkedIn and professional sites is an easy, free way to find employees

4. Summary:

- Social media has many benefits for businesses—
 - Free advertising
 - Easy-to-use
 - Scoping out competitors, consumers, and employees

• **ATTACHMENTS FOR LESSON PLANS**

- E-mail Critique Activity (Paper Version)
- E-mail Critique Activity (Electronic Version)
- Social Media Collage Activity
- Social Media and Communications Guidelines Worksheet

• **NOTES & REFLECTION:**

The teacher should point out that this technology is evolving rapidly. It is important even for middle and high school students to protect their online reputations and think about how it may affect their future.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Social Media and Communications PowerPoint Presentation

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

UNIT RESOURCES

Web Resources:

Materials & Equipment:

21st Century Technology Used: Type an "X" in the boxes to indicate 21st century technology used in this lesson.

- Slide Show Software
- Interactive Whiteboard
- Student Response System
- Web Design Software
- Animation Software
- Email

- Graphing Software
- Calculator
- Desktop Publishing
- Blog
- Wiki
- Website

- Audio File(s)
- Graphic Organizer
- Image File(s)
- Video
- Electronic Game or Puzzle Maker