

FaceSpace Project Lesson 3: Social Network Etiquette

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

This is the third lesson in a series about workplace expectations. Students have already received their assignment to create a “FaceSpace” page. They will discuss issues related to online etiquette and incorporate those ideas into their FaceSpace creation.

≡ NBEA STANDARD(S):

- Career Development, III. Workplace Expectations

≡ RELATED ARTICLES:

- [“Workplace Etiquette: Would You ‘Ghost’ Your Employer?”](#)
- [“Is TikTok Invading Your Privacy?”](#)
- [“How Clean Is Your Digital Footprint?”](#)
- [“Educator Toolkit: Technology and Privacy”](#)
- [“An Arctic Teen’s Viral Tunes Save His Language from Extinction”](#)
- [“#ExploreMuseums: Using Social Media to Improve Your Future Prospects”](#)

Common Core Standard(s):

- ELA CCR Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
- ELA CCR Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ELA CCR Reading 1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ELA CCR Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.
- ELA CCR Speaking and Listening 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.
- ELA CCR Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance the understanding of presentations.

Objectives/Purposes:

- Students will read/analyze the article to obtain relevant information.
- Students will discuss workplace expectations regarding online social networking.
- Students will work constructively in groups.

Related Articles:

- [How Clean Is Your Digital Footprint?](#)
- [#ExploreMuseums: Using Social Media to Improve Your Future Prospects](#)
- [Building a 'Work Brand' that People Will Brag About](#)

Other Resources/Materials:

- Newsprint
- [Creating an Online Persona 1 \(Handout A\)](#)
- Extra copies of "FaceSpace" handout

- Poster board, construction paper, glue, markers, and any other materials necessary to create “FaceSpace” posters

Activities:

1. Ask students if they have a Facebook page, or if they know someone with it. Ask students how they decide what to post on their page or whom to “friend.” Discuss what changes, if any, students could/should make on their Facebook pages when they are looking for a job or after they are employed. Tell students that the focus of today’s lesson is on etiquette for social networking. *(5 mins)*
2. Break students into three groups and assign each group an article. Hand out copies of the Wharton Global Youth Program articles (or read them online). As the students read, they should underline the information they think is interesting or particularly instructive. When the students finish reading, have them break into their respective groups. Each group should discuss their section and list the key points on newsprint.
3. Hand out “Creating an Online Persona” and go over the key points with students. Ask students which strategies they currently employ to manage their online reputation. *(5 mins)*
4. Students may use the remainder of their time to work on their “FaceSpace” projects. Encourage students to incorporate what they have learned from today’s reading into their posters. *(20 mins)*

Tying It All Together:

Save time at the end of class for final reflections. Was there anything new or surprising that the students learned about social networking? What changes might students make to their own social networking sites as a result of the lesson? *(5 mins)*

Practice Outside of the Classroom:

- Look at your own social networking sites and check if there is anything you wouldn’t want a future (or current) employer to see.

- Google yourself and see what comes up. Are you surprised by the results? Why/why not?
- Search the Internet for examples of celebrities and politicians who have damaged their reputations because of online postings/communications.

What Worked and What I Would Do Differently:

Students found the articles and handouts to be useful sources of information for their Facebook pages. However, it is imperative to emphasize to students the importance of putting information into their own words and *personalizing* their Facebook pages so that they are particularly relevant to teens.

Students wanted their posters to look “neat” and so they wanted to type a lot of their information. Scheduling time in a computer lab for students to work could be helpful, though not necessary.

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