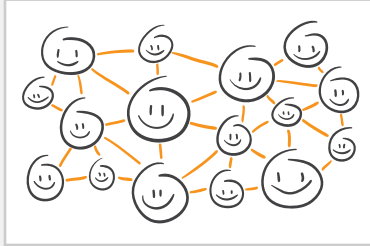


Digital Citizenship

Lesson Title: Social Media 4 Change

High School



Essential Question:

How can social media be used as a catalyst for change/good?

Materials:

- Access to Internet

Note:

No video accompanies this lesson.

Procedure:

Introduction:

1. Write where everyone can see “Facebook Revolution” and “Twitter Revolution.” Ask students to work in pairs for 3-5 minutes to create an original definition of either or both terms. Students should create unique definitions of the terms, cite examples in history to illustrate their ideas, and provide details to support their definitions.
2. At the end of time, create a visual list of student answers and have the group compare and contrast their ideas.
3. Explain that these two terms were used to describe the power of social media to draw attention to and gather forces for the 2011 protests in Egypt that eventually forced then President Hosni Mubarak to resign from his 30-year regime of oppression. People communicated through Facebook, Twitter, and a wide variety of blogs before the unrest, and the government responded by shutting down the Internet. However, this did not stop the uprising. Experts debate whether social media gave rise to the protest or if social media only gave a quick means of communication for groups. The fact that the protests did not stop after the Internet was shut down may lead one to believe that social media is not the hero or the catalyst for change but rather the conduit by which people communicated information and kept the protests going.
 - Ask students their opinion on the event: do they think social media can cause a revolution? Why or why not?
 - Compare and contrast their original definitions to the historical ones.

4. Have students define the word “cause.” (cause: a principle, ideal, goal, or movement to which a person or a group is dedicated). In a visual space, create a list of student causes: what is a principle, ideal, goal, or movement to which YOU are dedicated? Ask the any/all of the following questions:
 - How is supporting a cause similar to creating change?
 - Where would they like to see change in their own world?
 - How does one go about making a change?
 - Does change need to be revolutionary or can it simply be a way to make something better?
5. Ask students to consider how social media can help create change or support a cause. If time, have them search the Internet to find social media support for causes/change. Give any/all of the following examples:
 - Grace Milner, a high school student, started [Real Girls Matter](#) battle negative media portrayals of females.
 - Social service agencies and organizations that help people in disasters such as the Red Cross and Doctors Without Borders raise funds to help those in need through social media.
 - Volunteer organizations set up schedules and opportunities to help others via social media (www.pebbletossers.com)
 - Political strategists create what is called a “feedback loop,” wherein candidates’ posts on social media make news, and then those news stories get circulated through social media, building momentum and generating even more chatter. <http://www.govtech.com/social/2016-Presidential-Election-Circus-Is-Social-Media-the-Cause.html>
6. Explain that students are going to work with a partner to select a cause and create a social media plan to bring about change or support good works. How will they use social media? Which platforms will work best for their cause? Will they need to design a logo or brand their cause?
7. Each pair will create a visual display either with traditional materials such as poster board, tri-fold boards, art supplies, etc. or an electronic poster presentation using apps such as Glogster, Canva, PosterMaker, Phoster, Poster+, etc. to convey their plans.
8. Determine the timeframe that works best for students to complete the project. When all projects are complete, set up a classroom exhibit and have students gallery walk the causes.

Conclusion:

Ask students to think about how social media gets a ‘bad rap’ much of the time and how they can use it for good. Have them consider how using social media to support a cause might improve their digital footprint.

Additional resources

- [New Study Quantifies Use of Social Media in Arab Spring](#)
- [Pew Research Center: The Role of Social Media in Arab Uprisings](#)