



Topic: Social Media

Key Question:

How can you successfully defend yourself on Facebook?

This scenario was contributed by the teachers comprising the DtWTX Educational Advisory Committee at the 2012 Do the Write Thing Texas Leadership Summit.

Scenario:

Chantel was hurt that Devontae had broken up with her over a text. Later when she logged onto Facebook, she saw Davontae and Brandie talking. Chantel got onto Facebook and started posting lies about what they were doing and that they were doing it while Chantel and Davontae were together. Many of Chantel's friends joined in attacking Brandie.

The next day of school Brandie confronts Chantel in the hallway. They were hollering and screaming and that led to kids shoving. The friends surrounding them were yelling at them to fight. Then the girls attacked each other.

A teacher ran to the commotion and broke them apart.

Chantel ends up with a three-day suspension.

Discussion questions:

1. How does having immediate access to media impact this scenario?
2. When dealing with a situation where you are upset, how do you respond?
3. How would you have responded in this same situation?

Correlated TEKS:

ELAR 14A: Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

ELAR 14 B: Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast,) and building on ideas to create a focused, organized, and coherent piece of writing.

ELAR 14C: Revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.

ELAR 17Aiii: Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.

There are two ways to use the Scenarios:

1. Teacher Centered:
 - Read the scenarios.
 - Choose 3 based on the topics presented.
 - Present one scenario for the students to solve together and scribe for them on the board, overhead or Smartboard™. Consider the possible solutions and discuss why one could be considered a better solution over another.

2. Student Centered:
 - Scenarios are copied and given to students to review on their own.
 - Students are placed into groups.
 - They prepare their scenario to share with their peers (probing or open-ended questions).
 - After they become “experts” they move to another group to discuss and listen to the next group’s presentation.
 - At the end of the session, the class comes to summarize what they have learned during the experience.