LESSON TITLE: CHARACTER PROFILING

Grade Level: 8-12

Subject: ELA/Digital Citizenship

Time: Four 50-minute sessions

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LESSON OVERVIEW

Summary: Students will explore how people express themselves online and offline and analyze the difference between person and persona. Students will reflect on the risks and benefits of presenting their identities in different ways online and evaluate the motives for doing so. In pairs, students will create fake social media profiles for a fictional character of their choosing (ex: Harry Potter, Katniss Everdeen) and determine how that character would portray their persona online. Students will decide what images, likes and statuses best represent the persona of their character. Some pairs will be invited up to share their profile and see if the class can guess who the character is based on the limited information. This activity will lead to discussion of how filtered our online identities are and help students become cognizant of the digital introduction they are making to the world.

Essential Question: Are identities constant?

OBJECTIVES

Students will be able to...

- Define the difference between person and persona
- Articulate how an online persona might differ from a real-life persona
- Articulate the risks and affordances of assuming different personas online.

STANDARDS

Common Core

Reading: 8.2, 9-10.3, 11-12.2

Speaking & Listening: 8.5, 9-10.5, 11-12.5

ISTE

2A, 2B, 6B, 6D

LEARNING PLAN

Preparation: If needed, view the one-minute Lucidpress Getting Started Guide. Create checklist of required components for character profile. For example: two statuses, three likes, four photos, etc. Create rubric for assessment of profiles.

LEARNING PLAN

1st Session:

- Hook students' attention with a guessing game. Give students three minutes to write one fact about themselves on a piece of paper without writing their names. Collect papers in a hat or large envelope.
- Pick a paper and have students guess which classmate you are describing based on the clue.
- Lead discussion on identities. How do we really know people? You know your classmates based on these simple clues, but do you really know them? Can you truly know someone based on their online persona? Are identities constant?
- Introduce project. Students will be creating fake social media profiles for a fictional character of their choosing. Students will decide what images, likes and statuses best represent the persona of their character.
- Group students in pairs and give them a few minutes to select a fictional character or celebrity.

2nd Session:

- Review project requirements. If needed, walk students through the [Interactive Lucidpress Tutorial](#).
- Open Lucidpress template [Standard Flyer](#). Use remaining class period to start creating profiles, checking on students' progress and assisting as needed.

3rd Session:

- Use entire class period to finish profiles. Check on students' progress and assist as needed. Remind students to not use their character's real name or photo in the profile - only clues that represent their persona.

4th Session:

- Give partners five minutes each to present their profiles. Ask class to guess who the character is based on the limited information.
- Wrap up with a discussion of how filtered our online identities are.
- Ask students to write a brief reflection of the activity and if they feel their digital introduction to the world is representative of who they really are.

ASSESSMENT

In this project-based lesson, students will be assessed on their character profile. Using a rubric, determine if students have creatively communicated the digital persona of their character. Profiles must include statuses, photos, likes and other social media clues that make up their character's identity. Exceptional work will go beyond simple images and include abstract clues that differentiate their character. Assessment should also include each group's presentation of their profile and each student's reflection on social media identity.

SAMPLE ASSIGNMENT

Depending on grade level and amount of time for completing project, teachers have the option of assigning a full profile page or smaller components of a social media presence (profile picture, cover photo, wall post, etc). The following sample was created using the Standard Flyer template with social media templates for the cover photo, profile photo and Facebook post.

Who Am I? Who Am I Online?

PHOTOS

FRIENDS

LIKES

What's on your mind?

Maycomb, Alabama

I'm bored in school again! Wish I were climbing trees with Jem and Dill.

I told Atticus about the gifts in the tree knothole and how Boo Radley scared me. What he said is sticking with me so I'm sharing it here. This town would be a lot better if they followed this advice.
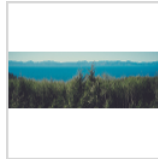
"You never really know a man until you stand in his shoes and walk around in them."

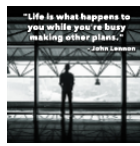** Sample assignment a profile of Scout Finch from To Kill a Mockingbird*

SUGGESTED LUCIDPRESS TEMPLATES FOR USE IN THIS LESSON

Standard Flyer

Facebook Cover Photo

Facebook Post

Facebook Profile Picture

EXTENSIONS

- For older students, challenge students to create their own filtered persona with a specific audience in mind. For example, what would your profile look like if a college admissions officer were looking at it? How does that differ from how you want it to look for peers? Why does that matter?