Digital Citizenship: Hillary
Lesson Title: Digital Diary
Grade Level: High School

Lesson Topic

Managing time online

Essential Question

In the digital age when we can be online 24 hours a day, 7 days a week, how can we manage our online lives so that we stay healthy and productive?

Materials

- Digital Diary handouts
- Extra paper
- Writing utensils

Procedure

Note: This lesson could be extended over two days to give students a chance to share their music selections.

1. **To begin the lesson ask students** to reflect on an average day and estimate how many hours they think that they spend online on the phone, on tablets, or on the Internet.

2. **Share with students** that according to a study conducted by Common Sense Media, a family technology education non-profit group, and reported by the Washington Post, "teens are spending more than one-third of their days using media such as online video or music — nearly nine hours on average" (www.washingtonpost.com/news/the-switch/wp/2015/11/03/teens-spend-nearly-nine-hours-every-day-consuming-media/?utm_term=.854f82c53679).

3. **Explain to students** that on the one hand the Internet provides a useful tool for research and learning, but on the other it can be used in ways that are unhealthy. In Hillary's case the Internet gave her access to a number of very unhealthy websites that contributed to the development of her eating disorder.

4. **In the video,** Hillary reflects upon her early stages of anorexia, and how the Internet and the pro-ana websites she discovered played a significant role in the development of her disorder: "The Internet, it was a big factor. I would come home every night, and I would get on the Internet in my room, that was my life, I lived on my computer, it seemed like." Ask students: To what extent did Hillary's use of the Internet help or harm her?

5. **Tell students** that in this lesson we'll be analyzing our own use of digital media to evaluate how healthy and productive we are in the digital age.

6. **Give each student** his/her own Digital Diary handout. Ask them to fill in their estimation of how much time they spend on different activities each day.

7. **Then ask students** to make a list of five goals they have for themselves to complete in the next six months and five goals that they hope to accomplish in the next six years.

   • Once students have completed both lists, ask them to write the letter "D" next to any of the goals that will require them to use the digital technology to fulfill the goal. Ask them then to write a bullet point list of how they will use digital technology to fulfill those goals (e.g., LinkedIn to network with other people in a similar field, search engines to learn more about a particular topic, social media to publicize a project, etc.)

   • Invite students to reflect on the following: How is the way that you use digital media today helping you to hone the digital skills that you'll need to fulfill your goals? How does your use of digital media on an average day get in the way of you completing your goals? Bring the group together and ask students to discuss their responses to the two questions.

Conclusion

Ask students to reflect on the purpose of this lesson and share their ideas first with a partner and then aloud with the group: In this day and age we are able to be online 24 hours per day, seven days per week, how can we monitor our digital lives so that we remain healthy and productive?

Possible Extensions

1. This exercise can be extended so that students monitor their connectedness to their digital lives for several days or a full school week. After a full week of documenting their time online, students can analyze how much time they spend connected digitally compared to how much time they are doing other things in their lives (e.g., socializing in person, doing school work, volunteering, shopping, etc.). Alternatively if you are able to provide the digital diary to students to complete for one day in advance of the lesson, it will give students an opportunity to analyze more accurate data about their data usage.

2. Collaborate with a math teacher to have students do a more thorough analysis of their digital media consumption by constructing graphs and pie-charts to analyze how they spend their day, trends in their digital media consumption, and percentage of their days spent on digital, social, and solitary engagement.

Notes

Worksheet: Digital Diary

For each of the activities below mark whether or not the activity requires the use of digital media and estimate how much time you spend engaging with that activity on an average day. Then answer the questions at the bottom of the sheet.

Activity	Does this activity require engagement with digital media? (Yes or No)	How much time do you spend per day, on average on each of the following activities? (in hours)
Socializing (in person)		
Exercising/playing sports		
In academic classes		
Cooking		
Babysitting		
Watching TV and movies		
Shopping		
Surfing the Internet		
Engaging with social media (e.g.: Facebook, Twitter, Snapchat, Instagram)		
Other _____		

1. Look over your responses above; what proportion of your day do you spend engaged with digital media? State this both mathematically and in words.

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2. Is it the majority of the day? Why is this important to notice?

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3. Does your use of digital media impact your ability to complete your work or fulfill your non-digital responsibilities? Explain your answer.

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