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Title: What is a Digital Footprint? Making New Prints and Friends via Mystery Skype

Subject Area: Geography; technology, research, digital citizenship

Learning Activity Description: A game of 20 questions between 2 classrooms in different parts of the world. The classroom might 30 -3000 miles but are linked together through Skype. Students in the class take turns asking each other questions, attempting to guess the location of the opposing class.

Lesson Activity Objective: To use deductive reasoning to generate geography related questions that will lead the students to the correct location of the mystery classroom. Students will use print maps as well as online resources to research questions and confirm answers for questions received from the mystery class.

Lesson Activity Outcomes: Students will learn how technology, information resources, research and deductive reasoning can be utilized for problem solving. The activity will also demonstrate how they can use technology to build community.

Materials/Supplies Listed: Skype account; mystery class; example geography questions; signs; iPad; maps; web cam

Teacher Procedures:

- Introduce Mystery Skype Game
  - Connecting with another class somewhere in the world
  - Demonstrate how technology can make connections and build community
- Explain general Mystery Skype directions
  - What will happen?
    1. Assign Roles
    2. Mystery Class with call us through Skype
    3. Greeter with give an enthusiastic “hello!” - will be the person doing rock, paper, scissors for who asks the first question
    4. Begin asking Yes/No questions - will take turns
    5. Once location of each class is determined, if time allows, we’ll learn more about the class, school, culture and location of the mystery school.
  - Role Run Down
    - iPad Recorder - Will use iPad to record video of our session
- **Answer Recorder** - Will keep a master list of the questions & answers the mystery class gives.
- **Asker** - Will sit in front of the camera and ask the mystery school questions developed by our mystery school map researchers.
- **Answerer** - Will hold up Yes/No sign for mystery school based the answer our school researchers give.
- **Greeter** - First to talk and say “hi!” to our mystery skype class & do rock, paper, scissors; will work with answer recorder to make sure we capture questions and answers accurately.
- **Our School Map Researchers** - will use maps, handouts, iPads utilizing Google Maps/Earth to respond to the questions the mystery school asks us. Relay Yes/No answer to the Answerer.
- **Mystery School Map Researchers** - will use maps, handouts, iPads utilizing Google Maps/Earth to create questions to ask the mystery school. They will relay question to the Asker.

  - **Give Helpful Tips**
    - Make sure all questions are in the Yes/No format.
    - Be aware of the surroundings of the school - things hanging in the classroom, student clothing etc.

- **Assign Roles**
  - Ask for volunteers for each leadership role
    - (iPad Recorder, Answer Recorder, Asker, Answerer, Greeter)
    - Split remaining students into Our School Map Researchers or Mystery School Map Researchers.

- **Make/receive Skype call**
  - Greeter welcomes the class.
  - Rock/Paper/Scissors for asking the first question.
  - Take turns asking questions until locations are determined.
  - Learn more about each locale, culture, people.

- **Wrap-up**
  - Distribute self-reflection document.

**Preparation Time for Learning Activity:** 40 minutes

**Room set-up:** Camera set up to focus primarily on Asker/Answerer. Answer Recorder and Greeter may work together. Remaining students may group around maps and other information resources.

**Group Strategies (example, group size, expected time for groups, etc.):**
Five student leadership will be identified; other students will split into two groups – one researching on behalf of the classroom and the other researching the mystery classroom.

**Student Products/Artifacts/work pages:**
Signs, handouts, self-reflection package attached.

**Other resources:**
- [Digital Citizenship in Action: Empowering Students to Engage in Online Communities](https://example.com) by Kristen Mattson.
- Microsoft Mystery Skype resources
- Mystery Skype Twitter community - #mysteryskype hashtag for identifying classrooms to collaborate with

**Assessment Criteria/Rubric:** N/A

**Closing/Transition to next activity:** N/A
Mystery Skype Posters

Yes/No Answer Cards, We are Thinking Sign, Job Titles, and Possible Questions
YES
NO
The YES and NO cards are handed out at the beginning of the session. Students can provide Non-Verbal answers to the Main “Answerer” by holding up their answer of choice.
We are Thinking
We are Thinking Card Description

The “Asker” or “Answerer” may hold up this card to the screen so that the mystery school will know that we are either thinking of a response, or thinking of a question to ask.
iPad Recorder
You will be responsible for recording the entire Skype Session on your iPad and then uploading the video to Google Classroom for the class to view.
Answer Recorder
You will keep a log of all of the questions that we ask the Mystery School, and then also document their responses to our questions.
Our School Map Researchers
Our School Map Researcher
Description

You will be responsible for finding the CORRECT yes or no answer about our location to provide to the mystery school. You can use Google Maps or any other maps to guide your search for the correct answer.
Mystery School
Map
Researchers
You will be responsible for formulating (creating) the YES or NO questions to ask to our Mystery School. You may use a map to assist you, but you must be prepared to respond with a question promptly.
The Asker
The Asker Description

You will be responsible for facing the camera and asking the Yes or No questions that are created by our class to the Mystery School. You must speak LOUD and CLEARLY.
The Answerer
The Answerer Description

You will be responsible for facing the camera and responding with a Yes or No answer to the question prompted by the Mystery School. You must speak LOUD and CLEARLY.
Greeter
You will greet the incoming class by speaking briefly about our class. You can tell them two facts about us that do NOT give away our location such as our class size, age group, and then thank them for Skyping with us. You must speak LOUD and CLEARLY.
Student Created Question Ideas Pre-Skype

**24 Blank Cards**
Teacher Created
Guiding Question
Ideas
36 Pre-filled Cards

These cards can be used if students need help during the Skype.
Broad Beginning
Question Ideas
Are you in the Northern Hemisphere?

Are you in the Eastern Hemisphere?

Are you in the North Eastern Hemisphere?

Are you in the Southern Hemisphere?

Are you in the Western Hemisphere?

Are you in the North Western Hemisphere?
<table>
<thead>
<tr>
<th>Are you in the South Eastern Hemisphere?</th>
<th>Are you in the South Western Hemisphere?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you East of the Prime Meridian?</td>
<td>Are you West of the Prime Meridian?</td>
</tr>
<tr>
<td>Are you North of the Equator?</td>
<td>Are you South of the Equator?</td>
</tr>
</tbody>
</table>
Do you border the Pacific Ocean?

Do you border the Indian Ocean?

Do you border the Gulf of Mexico?

Do you border the Atlantic Ocean?

Do you border the Arctic Ocean?

Do you border the Southern Ocean?
North America and U.S. Question Ideas
<table>
<thead>
<tr>
<th>Are you in North America?</th>
<th>Are you in the United States?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you in Canada?</td>
<td>Are you in Mexico?</td>
</tr>
<tr>
<td>Do you border Canada?</td>
<td>Do you border an Ocean?</td>
</tr>
</tbody>
</table>
U.S. Specific Question Ideas
Do you border Mexico?

Do you border an Ocean?

Are you West of the Mississippi?

Do you border Canada?

Do mountains run through your state?

Are you East of the Mississippi?
Are you one of the original 13 colonies?

Are you East of I-75?

Does your state have an NFL team?

Do you border one of the Great Lakes?

Are you West of I-75?

Do the Appalachian Mountains run through your state?
Student Handout Sheets
<table>
<thead>
<tr>
<th>Student Role/Job</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>iPad Recorder</td>
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</tr>
<tr>
<td>Student Name(s)</td>
<td>Student Role/Job</td>
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</tr>
<tr>
<td>iPad Recorder</td>
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</tr>
<tr>
<td>Answer Recorder</td>
<td>Answer Recorder</td>
</tr>
<tr>
<td>The Asker</td>
<td>The Asker</td>
</tr>
<tr>
<td>The Answerer</td>
<td>The Answerer</td>
</tr>
<tr>
<td>Greeter</td>
<td>Greeter</td>
</tr>
<tr>
<td></td>
<td>Our School Map Researchers</td>
</tr>
<tr>
<td></td>
<td>Mystery School Map Researchers</td>
</tr>
<tr>
<td>QUESTION</td>
<td>ANSWER</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>What was your role/job?</td>
<td></td>
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<tr>
<td>What things went well?</td>
<td></td>
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<tr>
<td>What things were difficult?</td>
<td></td>
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<tr>
<td>What can we do next time to improve?</td>
<td></td>
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<tr>
<td>Did you understand what your role/job was in the group?</td>
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<tr>
<td>Did you listen while others were speaking?</td>
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<tr>
<td>Did you enjoy taking part in the group work?</td>
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<tr>
<td>What are 3 things that you enjoyed about your role/job in the group?</td>
<td></td>
</tr>
<tr>
<td>What role/job would you like to try next time?</td>
<td></td>
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</tbody>
</table>
When the class does the next #MysterySkype call, what actions should the class take to make sure that we are more successful?

What needs to be improved and how? What didn’t work, and how do we fix it?

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>FIXES</th>
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What resources does your group need to be adequately prepared for our next #MysterySkype call?

What was the most successful moment for your group today?
LINK TO MAKE A COPY OF THIS GOOGLE SLIDE

Click HERE to make a copy