



eSafetyHQ

Online Learning Program

Learning Area: PDHPE,
Digital Technologies &
English

Year: 7-12

Time: 55 min

Date:

High School - Creating a Positive Online Profile - Lesson Plan

WELLBEING | CYBER SAFETY

Lesson Rationale

This lesson raises student awareness of digital footprints and the impact they can have on their future. Students will learn to think more critically about what they put online. They will explore how they can manage their own digital footprint to ensure they reflect their true self, maintain their safety and create positive opportunities for their future.

ACARA Content Descriptions

HPE - PERSONAL, SOCIAL and COMMUNITY HEALTH

Being healthy, safe and active

- Practise and apply strategies to seek help for themselves or others (ACPPS072)
- Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

Communicating and interacting for health and wellbeing

- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)

DIGITAL TECHNOLOGIES - PROCESSES AND PRODUCTION SKILLS

Collaborating and Managing

- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)

ENGLISH - LITERACY

Interacting with Others

- Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)
- Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)

ACARA General Capabilities

Personal and social capability

- Self-management
- Social awareness

Information and communication technology (ICT) capability

- Applying social and ethical protocols and practices when using ICT
- Apply personal security protocols
- Identify the impacts of ICT in society
- Collaborate, share and exchange

Critical thinking capability

- Inquiring – identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

Ethical Understanding capability

- Understanding ethical concepts and issues
- Reasoning in decision making and actions

Literacy

- Comprehending texts through listening, reading and viewing

Lesson Objectives

At the conclusion of this lesson, students will be able to:

- Define the term digital footprint
- Understand the far-reaching impacts their digital footprint can have on their lives
- Implement strategies to 'clean up' their current digital footprint and manage it effectively into the future
- Communicate their knowledge and understanding of the topic in both verbal and written format

Resources

- Managing your Digital Footprint Secondary Video
- Managing your Digital Footprint Secondary Student worksheet
- Managing your Digital Footprint Secondary Teaching and Learning Activities
- Managing your Digital Footprint Secondary Resource Powerpoint

Lesson Procedure

Opening (10min)

- Teacher to share identified Learning Intentions with the class
- Class Discussion (Teaching and Learning Activities, Resource)
- Think, Pair, Share (Teaching and Learning Activities, Resource)
<http://pz.harvard.edu/sites/default/files/Think%20Pair%20Share.pdf>
This activity is to generate thought around the concept of Digital Footprint and to get students thinking about what the term really means for them.

Body (35min)

- Watch the Safe on Social “Managing your Digital Footprint” video (5.05min) and complete the questions and activities on the secondary student worksheet (Resources).
- Pause video at 2.20min to engage in the Google Yourself activity

Closing (10 min)

Headlines – Visible thinking Routine (*Teaching and Learning Activities*)

- This routine helps students capture the core or heart of the matter being studied or discussed. It also can involve them in summing things up and coming to some tentative conclusions.
https://pz.harvard.edu/sites/default/files/Headlines_1.pdf

Assessment

Assessment for Learning: Think, Pair, Share activity, Headline activity, completed student worksheet

www.safeonsocial.com

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