



High School

Creating a positive online profile - Teaching and Learning Activities

WELLBEING | CYBERSAFETY

Opening (15min)

Teacher to share identified Learning Intentions with the class

Class Discussion (*Resource - Powerpoint*)

- Questions up for discussion include: What is a digital footprint? Is it a negative or a positive thing to have? Why? Does everyone have a digital footprint? Sample answers have been provided on the powerpoint.

Think, Pair, Share (*Resource- Powerpoint*)

- 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.
- <http://pz.harvard.edu/sites/default/files/Think%20Pair%20Share.pdf>
 - Teacher shares powerpoint with the students. It offers 6 images and students are to identify the relationship between the term 'digital footprint' and the image.
 - Allow time for students to think and write down their responses.
 - Students then pair up with another and discuss their answers and/or support each other if stuck.
 - Students then share their responses with the class.
 - Suggested answers:

Images	What does that image have to do with the term "digital footprint" (DF)
1. Muddy Footprints	Your Df can be easily seen and tracked
2. Lighthouse with spotlight	Your DF can be easily searched
3. A photocopier	Content that is part of your DF can be copied at anytime
4. People Whispering	Your DF can be shared between people without you knowing
5. Public Billboards	Your Df can be broadcast publicly to the masses.
6. Permanent Marker	It is permanent

- o Follow up questions after the completion of this task:
- o How do you feel knowing.....
- o Knowing that you already have a digital footprint out there?
- o Knowing that people can search it, access it, copy it, share it and it is PERMANENT?

Body (40min)

Watch the Safe on Social “Managing your Digital Footprint” secondary video (5.05min) and complete the questions and activities on the student worksheet.

1 – 3 are straightforward comprehension questions.

4. Google Yourself Activity – Pause Video at (2.20min)

- Teacher will pause the video so students can take the time to Google search themselves.
- Students are to record what type of information comes up. And include any captions or quotes and any images that appear. They are to use these words and images to make a collage.
- Once complete, ask the students to reflect on how the collage made them feel? Proud? Satisfied? Did they feel it was a true reflection of who they are? Or is there anything they don't like about the collage?

5. What does it mean to have a ‘positive digital footprint’?

Teacher Talk – Remind students that their digital footprint should be something they are proud of and it should reflect their true self.

6. Sample answers:

- How will you express yourself?
I will express myself with care and remember that anything I do online is permanent and public. Even a private message should be considered public because it is so easy to copy and pass on.
- How will you protect your privacy?
I won't post any information that can be used against me e.g., embarrassing or compromising photos, talking negatively about people or sharing secrets online. I won't share private information such as the year I was born, my address, my telephone number. I will be careful about the language I use. I won't get into heated arguments because I will never be able to take anything back.
- How will you respect other people's privacy?
I will ask them before I tag or share anything about them online

Closing (5min)

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
- Each student is to have a post it note.

- Teacher Talk - "Think about all that we have been talking about today in class. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be? Students write it down on their post it.
- Students then share their headline with their neighbours (one at a time).
- Teacher Talk - "Who heard a headline from someone else that they thought was particularly good at getting to the core of things?"
- Have students submit their post it for teacher records.

Assessment

Assessment for Learning: Think Pair Share activity, Headlines activity and completed worksheet

SAMPLE