

## Digital Citizenship Lesson Plan

### Digital Footprint

General Topic (as defined in the Digital Literacy Framework)	DE2
Digital Citizenship e) Digital Footprint and Reputation	
Applicable Grade Range	
6-9	
Outcome(s) to be Addressed	
The student is aware that he/she has a digital footprint and that this information can be searched, copied, and passed on, and that he/she can take some control based on what he/she posts online.	
Importance / Significance of Lesson	
Students share information and pictures on social media sites with little concern about privacy settings and the types of information that they share. Inappropriate comments and pictures can lead to safety issues and cyberbullying, providing details about their activities allows others to have access to the student's personal preferences and habits and befriending people that students don't know broadens the chance for cyber-attacks and the potential for having their information or accounts compromised. Students need to work to cultivate a positive image - or digital footprint - online.	
Duration	
2 - 20 minute lessons	
Overview	
Students will search information about famous celebrities and themselves, read part of an online story and develop a list of rules for posting online.	
Required Resources	
Computer hooked up to a projector Class set of laptops/access to the computer lab OR class set of iPads/iPods	

## Lesson Plan and Extension Activities

### Lesson 1 – Digital Footprint

Watch ‘The Digital Footprint’ video at <https://www.common sense media.org/educators/lesson/trillion-dollar-footprint-6-8>

Have students ‘Google’ themselves to see what sorts of information comes up. Some might have quite a bit of information (depending on which social media accounts they have and how much access they have to the internet) and some might have very little. Next, have them choose a celebrity of their liking and ‘Google’ them. Discuss the differences in the amount of information found including type of information, amount of information, examples of good and bad press, the concept of ‘branding’ where a Twitter account or Facebook page may not be run by the actual celebrity but their manager or press secretary/media relations.

Discuss the concept of a ‘digital footprint’ –a person’s online presence or reputation based on details provided in posts, pictures and other information that is connected to them online. Note that every post or picture says something about a person and that even comments from other people will help to shape others views about that person. For instance, a news or magazine article about a celebrity may include material from an interview, but it may be someone’s opinion of the celebrity – even if they haven’t met them or discussed their views and beliefs with them. Everything posted online, by us or by others, shapes our digital footprint.

Note, too, how easy it was to find information about a person. Anybody has access to this information – our parents, the police, our teachers or even our future employers (and a majority of companies admit to ‘Googling’ prospective employees to get an idea of what the person is like – think of some of the pictures you found of the celebrity online and ask yourself – would you hire that person?) The information we post says a lot about us and we need to be careful to create a positive image about ourselves.

Pose the following posts and ask students their initial reactions as to what the post is actually saying:

‘My boyfriend is so stupid – he makes me so mad!!’

‘My sister [insert tag] just bought this dress – I wouldn’t be caught dead in it! lol’

‘My parents are such control freaks!’

‘That time when your dad tries to make you laugh, even when you want to cry ☹’

‘I really messed up that time!’

‘I really just need a shoulder to cry on’

Someone who complains all the time online or says really mean things about others.

Pictures – me on holiday, me at a party, me hanging out with friends, me doing something I’m not supposed to (illegal?) or being somewhere I’m not allowed to be, me posing inappropriately.

Videos – of young people drinking, of people sneak attacking others, of epic fails

After each – ask students how they would feel if a friend saw the post? Their parents? Their grandparents? Their teacher? A good rule of thumb is – if one of those people closest to you would not approve, it is probably better not to post it because they can find it.

## Lesson 2 – Social Smarts

Have students read pages 2, 3 and 4 of Social Smarts [https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn\\_e.pdf](https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_e.pdf) . Discuss how these two new students were already well known in the school before they even set foot on the school property. Social Media has that effect. If someone posts to a friend at another school ‘hey, my friend [tag name] is transferring to your school – check them out!’ people have the ability to search, friend and tag you in posts and start spreading your reputation before you have a chance to make a good first impression. Good or bad, the information is there to be found.

Stress the importance of creating a positive digital footprint and ways that students can do that. <http://www.slideshare.net/icentre/build-a-positive-digital-footprint-3-15344777> is a good presentation on some tips for creating a positive digital footprint. <http://www.teachhub.com/10-things-your-students-should-know-about-their-digital-footprints> also has some good information for students to remember when posting online.

Have students work in groups to share ideas and brainstorm a list of rules for posting online. Merge the lists into a master list for the class and have a student create a poster of it to put up in the classroom.

### **Adaptations**

Younger students will be directly guided in this lesson by their teacher and concepts would be simplified to ensure student understanding.

Older students could do research on their own and create presentations about the positive (networking, building a brand) and negative (personal attacks, hacking of accounts) results of posting information online.

### **Additional Resources**

[https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn\\_e.pdf](https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_e.pdf) Social Smarts: Privacy, the Internet, and You

[https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn\\_index\\_e.asp](https://www.priv.gc.ca/youth-jeunes/fs-fi/res/gn_index_e.asp) Social Smarts Lesson Guide

### **Cross-curricular Outcomes Also Addressed**

Social Studies – researching information

Language Arts – writing lists or directions

Health and Career Prep – peer pressure, reputation and self-image

~developed by Kristin Sward, 2014



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