

**Digital Citizenship Lesson Plan**  
**Safety of Online Information**

<b>General Topic (as defined in the Digital Literacy Framework)</b>	<b>DE4</b>
Digital Citizenship e) Digital Footprint and Reputation	
<b>Applicable Grade Range</b>	
9-12	
<b>Outcome(s) to be Addressed</b>	
The student understands that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint.	
<b>Importance / Significance of Lesson</b>	
<p>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.</p> <p>Further, comments that they or others make about personal content online can promote a positive or negative image of them. Therefore it is important that students know how to cultivate and maintain a positive digital footprint.</p>	
<b>Duration</b>	
30 minutes	
<b>Overview</b>	
Students will develop an understanding of what a digital footprint is and view a number of videos that show how their online practices can show a lot about them. Students will then research ways of protecting their information online to share with others.	
<b>Required Resources</b>	
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

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. Note, too, that anywhere you go online also leaves a trace of your preferences or interests based on what you were looking at. Note court cases where evidence was presented that the defendant had used their computer to search information that compromised their defense:

Casey Anthony - <http://techcrunch.com/2012/11/25/google-search-history-murder-evidence/>

Child dies in hot car - <http://www.cnn.com/2014/06/26/justice/georgia-toddler-death/>

Watch <http://www.youtube.com/watch?v=Aydi5JjsjMU> to identify just how much information can be found based on your online activities. Note that hackers are everywhere and people will try to get your information in order to steal your accounts and use them to illegally purchase items or access information.

Watch <http://www.youtube.com/watch?v=F7pYHN9iC9I> Discuss how easily the ‘hackers’ were able to access the information they did and the potentially devastating affects it could have on the people that were searched.

Have students work in pairs to research ways of protecting their personal information and online activities. Merge groups and come up with a master list to share with the class.

## Adaptations

Younger students will not need to go into as much detail when completing the activities outlined in this lesson. Teacher need to be aware of the content that they view with their students online and ensure it is age appropriate.

## Additional Resources

Video for students at <http://www.teachinctrl.org/lessons/yourdigitalfootprint.php>

### Cross-curricular Outcomes Also Addressed

Health and Career Prep – peer pressure and bullying, stereotyping

~developed by Kristin Sward, 2014



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