Title: Our Digital Footprint

1st Teaching period (before the beginning of the 1st teaching period, students fill in an online questionnaire)

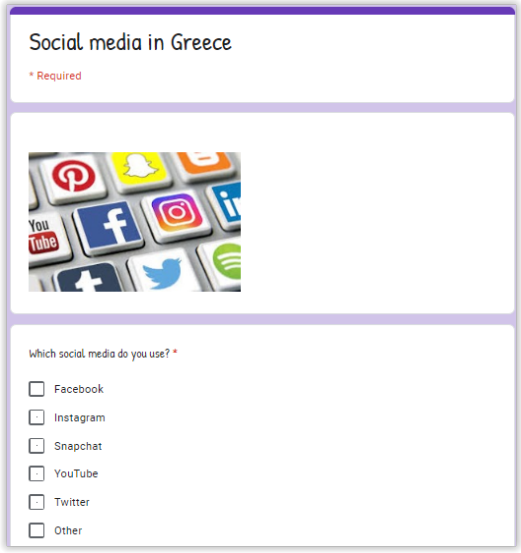
1st Activity

Time: 10'

Type of activity: visualization of questionnaire results and discussion.

Class organisation: whole class

Actions/Tasks: the teacher presents the results of the questionnaire that the students have completed on the interactive whiteboard. There is discussion on the social media the students use, how addicted they are to them and how safe they think they are.

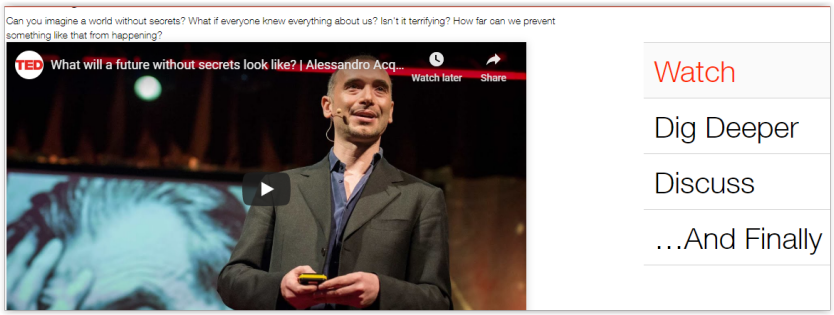


2nd Activity

Time: 20’
Type of activity: video projection and discussion
Class organisation: pair work
Actions/Tasks: the teacher hands out a worksheet with questions and shows a short video on what a digital footprint is and asks the students to complete the questions in pairs. Some questions are based on the video and some others refer to their personal attitude to having a digital footprint. Then students are asked to work in groups of four and discuss their answers.

3rd Activity
Time: 15’
Type of activity: internet search and discussion
Class organisation: in pairs per computer
Actions/Tasks: the students are asked to google search the teacher’s name, record what they find and decide on the teacher’s digital footprint (positive or negative and why). They report and justify their answer.
As homework, the students are asked to google search their name and find out their own digital footprint.

2nd Teaching period
1st Activity
Time: 30’
Type of activity: video lesson
Class organisation: whole class
Actions/Tasks: the students are presented with a video lesson that has been prepared by the teacher. The students are encouraged to think deeper about what a future without secrets will be like and discuss issues mentioned in the video.



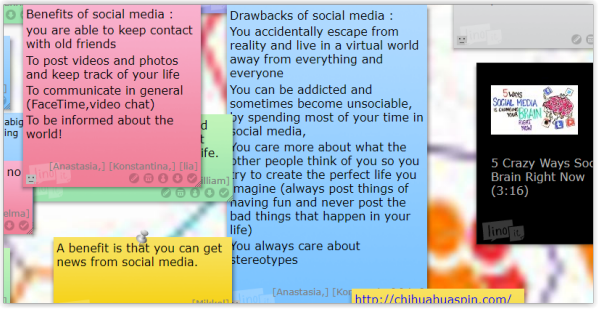
2nd Activity

Time: 15’

Type of activity: linking information from different sources

Class organisation:individual, pair, whole class

Actions/Tasks: the students are asked to express their opinion on a digital wall about the benefits and drawbacks of social media by posting texts, images and videos. They also read their peers’ posts and comment on them (they can continue posting after the end of the teaching period).



3rd Teaching period

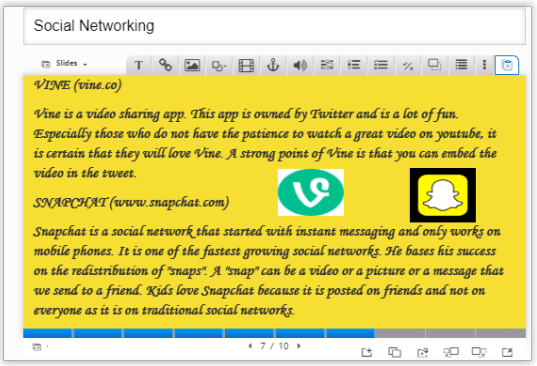
1st Activity

Time: 20’

Type of activity: presentation and discussion

Class organisation: whole class

Actions: the teacher takes into consideration the students’ posts, adds to them and presents the most important benefits and drawbacks of social media through a Presentation (H5P presentation embedded in moodle). There are also presented some of the most popular social media and how personal information can be used by others.



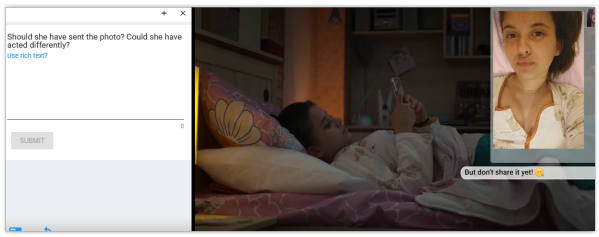
2nd Activity

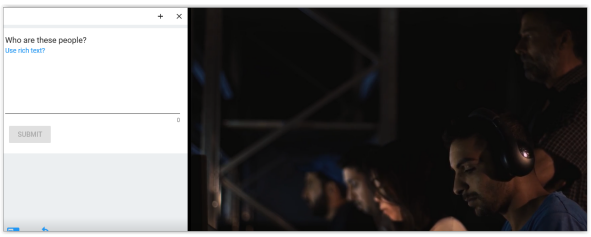
Time: 25'

Type of activity: interactive video

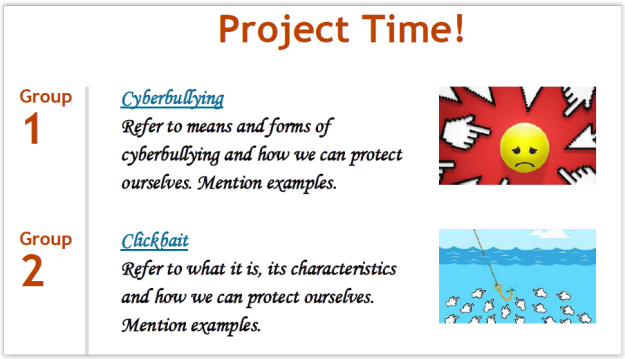
Class organisation: whole class

Actions/Tasks: the students are presented with an interactive video that the teacher has prepared on https://go.playposit.com/ (or H5P interactive video embedded in moodle). The video was created by Europol in a campaign against online sexual coercion and extortion of children. There are questions at different parts of the video ranging from guessing to critically thinking about specific actions.





Homework: the students are assigned a project in groups, to find information about different forms of threats on social media (sexting, cyberbullying, clickbait, trolling, grooming, phishing) and they are also provided with safety tips for social media in their native language).



4th Teaching period

1st Activity

Time: 25’

Type of activity: video and visual input for discussion

Class organisation: group work

Actions/Tasks: the teacher provides each group with a worksheet which includes a photo, a short video, and questions for discussion on ‘Instagram vs Reality’ (ways of faking reality, consequences of editing photos etc). First, the students are asked to look at the photo and try to interpret it. Then they are divided into groups, watch the video, discuss the questions and record their answers. Finally each group has to agree on 3 key words from their discussion.

INSTAGRAM VS REALITY

Discuss the following questions in your groups:

1. Take a look at the photo. What does it say about the difference between Instagram and real life?

2. Now watch the video. Why do people fake reality on social media?

https://vimeo.com/231542273/a51ee8edc8

3. Think and talk about different ways of faking reality.

4. How much do you think celebrities fake reality on social media?

5. Have you ever edited your own photos before posting? Why/why not? If so, in what ways?

6. Is there a difference between who you are online and who you are in real life?

7. In a wider perspective, what do you think the consequences of people editing their photos and faking reality might be?

8. Agree on 3 key words from your conversation on this topic.

2nd Activity

Time: 20’

Type of activity: creation of a poster

Class organisation: group work

Actions/Tasks: each of the groups will create a digital poster with a message connected to one of the words they have agreed on, which will be displayed at school and the school website. One from each group opens her/his account and invites the others, so that they work together. (if there is not enough time, they continue at home).

Expansion: They are advised to watch another video on young women on Instagram and visit the website of the Guardian online newspaper on the same topic.

5th Teaching period

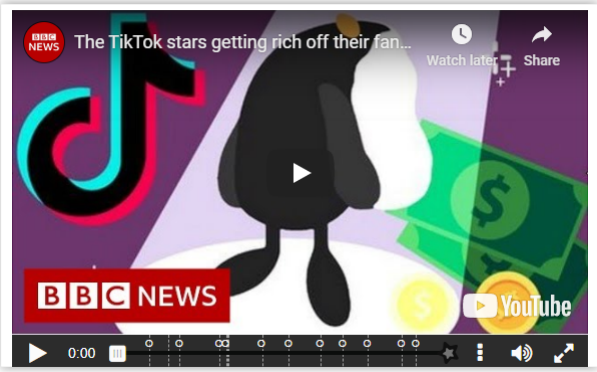
1st Activity

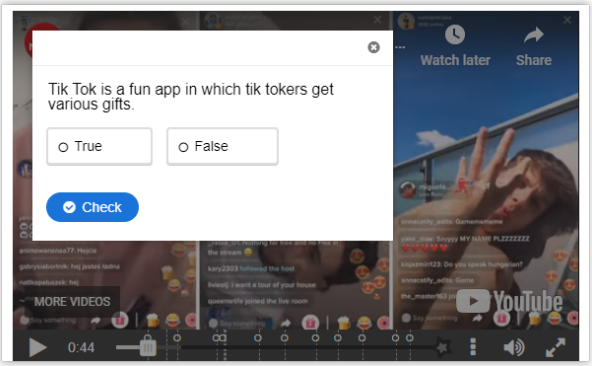
Time: 25'

Type of activity: interactive video and discussion

Class organisation: individual work (at computers or tablets) and discussion

Actions/Tasks: the students are provided with an interactive video (H5P interactive video embedded in moodle) about Tik Tok (which is widely used by teenagers) and the dangers it involves. There are questions (T/F, gap filling) at different parts of the video which the students answer individually. When they finish, the teacher shows the results and there is a whole class discussion on the understanding of it.





2nd Activity

Time: 20'

Type of activity: drill and practice
Class organisation: individual work
Actions/Tasks: the students are asked to complete a text with the missing words (H5P drag and drop embedded in moodle). The text is taken from BBC News online and includes the information from the video above about TikTok gifters. The missing words focus on important information about TikTokers and gifters.

Project: the students are asked to watch a video, focus on the following questions and write an article to be posted on the school website so that all school students are informed. The video refers to how some accounts become very popular overnight.
1) Why is it difficult to gain popularity?
2) How and why do companies use influencers to promote their products?
3) How are fake accounts created?
4) How can the followers of an account and the comments on a post be increased? What are those who ask for followers often asked to reveal?
5) How can fake accounts be found and how can it be found if an account has fake followers?
6) Why has instagram not made a great effort to stop the activity of fake accounts?

Expansion

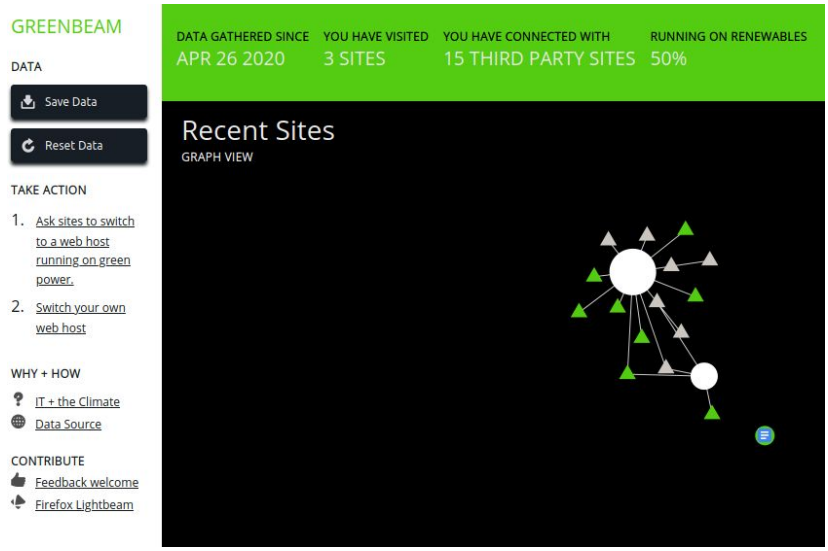
1) Follow the links for private social networks, compare their functionality to facebook-instagram:

- http://jensocial.com/profiles/blogs/advantages-and-disadvantages
- https://www.wisegeek.com/what-is-a-private-social-network.htm

- https://computer.howstuffworks.com/internet/social-networking/networks/nextdoor-and-more-good-bad-and-ugly-neighborhood-social-networks.htm
- https://www.pcworld.com/article/2036792/the-best-social-networks-for-private-people.html
- https://mashable.com/2013/06/10/private-social-networks/?europe=true
- https://joindiaspora.com/

2) Who tracks me?

Use greenbeam https://addons.mozilla.org/en-US/firefox/addon/greenbeam/ firefox add-on. Ask the students at school what sites they visit most, check who else tracks the browsing activity on these sites. Do the some with the top Alexa sites https://www.alexa.com/topsites.



You can also use the following add-ons on firefox and compare the results.

The addons that can be used are:

- ClearURLs (https://addons.mozilla.org/en-US/firefox/addon/clearurls)
- uBlock Origin (https://addons.mozilla.org/en-US/firefox/addon/ublock-origin)

3) GDPR: how their personal data are protected as European citizens https://ec.europa.eu/info/law/law-topic/data-protection/reform/rights-citizens_en

4) Organise an event on Safer Internet Day (SID) which is celebrated in many countries in order to raise awareness of a safer and better Internet at schools, in their country, in Europe and all over the world.