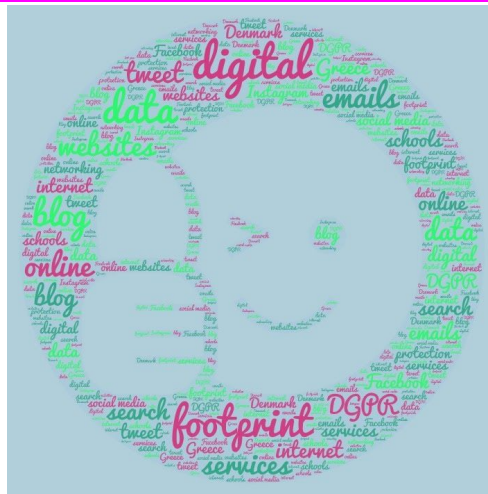


## Title: Our Digital Footprint



**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.

### Social media in Greece

\* Required



Which social media do you use? \*

- Facebook
- Instagram
- Snapchat
- YouTube
- Twitter
- Other

### 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.



Digital Footprint

What is a digital footprint?  
\_\_\_\_\_

Is it something negative or positive to have? Why?  
\_\_\_\_\_  
\_\_\_\_\_

Does everyone have a digital footprint?  
\_\_\_\_\_

How do you express yourself through social media?  
\_\_\_\_\_  
\_\_\_\_\_

How do you protect your privacy?  
\_\_\_\_\_  
\_\_\_\_\_

How do you respect other people's privacy?  
\_\_\_\_\_  
\_\_\_\_\_

What is a negative and what is a positive digital footprint?  
\_\_\_\_\_  
\_\_\_\_\_

### **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**

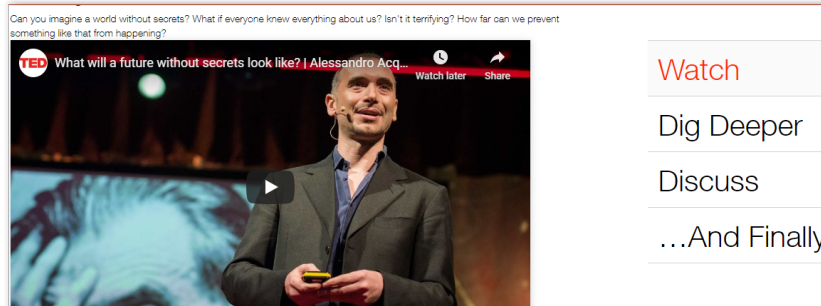
#### **1st Activity**

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

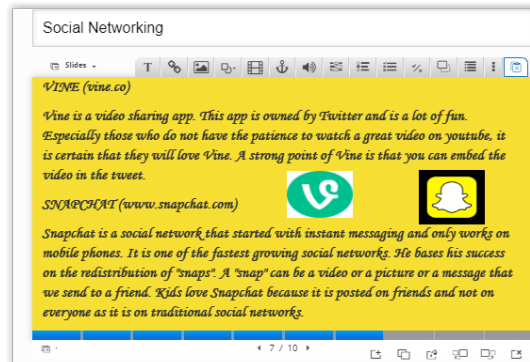
### 1st Activity

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.



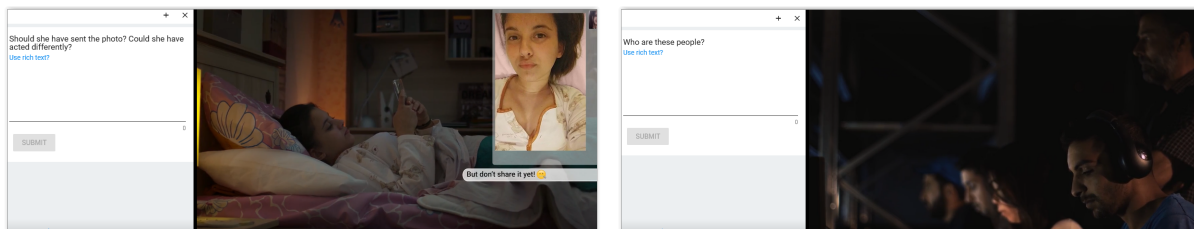
## 2nd Activity

Time: 25'

Type of activity: interactive video

Class organisation: whole class

Actions/Tasks: the students are presented with an [interactive video](https://go.playposit.com/) 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).

### Project Time!

<p><b>Group 1</b></p>	<p><u>Cyberbullying</u> Refer to means and forms of cyberbullying and how we can protect ourselves. Mention examples.</p>	
<p><b>Group 2</b></p>	<p><u>Clickbait</u> Refer to what it is, its characteristics and how we can protect ourselves. Mention examples.</p>	

## 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/231542773/a51ee8dc8>
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

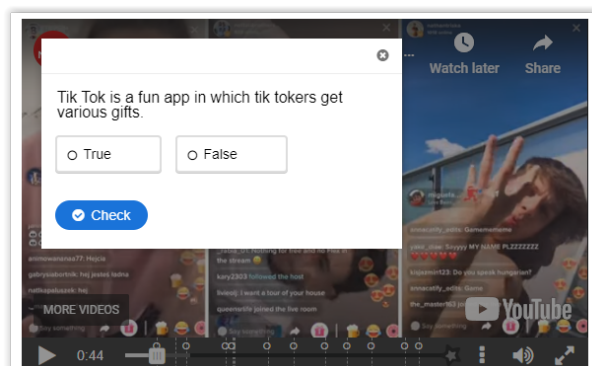
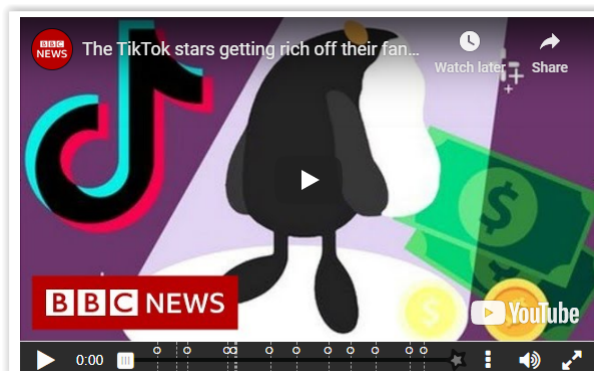
### 1st Activity

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.

**Tik Tok**

Drag the words into the correct boxes

TikTok lets fans send their favourite videomakers "\_\_\_\_\_ gifts", which can cost up to £\_\_\_\_\_. A BBC investigation found influencers promising to share their phone numbers with fans in \_\_\_\_\_ for the gifts. TikTok said it would \_\_\_\_\_ its policies and guidelines but did not explain exactly how.

Claire (not her real name) told BBC News she \_\_\_\_\_ spending £100 to obtain her favourite TikTok star's phone number - and he had never answered his phone. Claire, 12, who lives in the north-west of England, sent TikTok star Sebastian Moy a £48.99 "\_\_\_\_\_ queen" gift to show her \_\_\_\_\_ for his videos.

The company says it is most popular with 16- to 24-year-olds but there is evidence that many users are under \_\_\_\_\_, which is \_\_\_\_\_ the app's rules.

Gifts appear as on-screen \_\_\_\_\_ and cost between 5p and £48.99. The app's biggest stars can earn thousands of pounds in one live stream.

TikTok \_\_\_\_\_ to say how much of that money it kept - but several influencers told the BBC they took home \_\_\_\_\_ % of all gift revenue earned.

The Nefzati brothers have amassed \_\_\_\_\_ million followers in just six months on the platform. They said they did feel \_\_\_\_\_ when they received gifts from young fans.

"We don't like it when our \_\_\_\_\_ are young, so basically we ask them if their \_\_\_\_\_ know about it," they said.

"But we can't stop them. We can't stop it. We are going live not only for the money but we are going on the live to get more \_\_\_\_\_."

Rhia, from south Wales said her average fan was about \_\_\_\_\_ years old and they were always happy with the perks she offered in exchange for gifts. She would like to see stricter age \_\_\_\_\_ on gifting.

"It would give us peace of mind as creators," she told the BBC.

"It would make you feel more \_\_\_\_\_ because taking money from children is not a good way to earn a living really."

50  
parents  
declined  
digital  
drama  
against  
49  
limits  
appreciation  
ethical  
10 to 14  
audience  
2.5  
regretted  
exchange  
gifters  
animations  
13  
strengthen  
guilty

Check

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

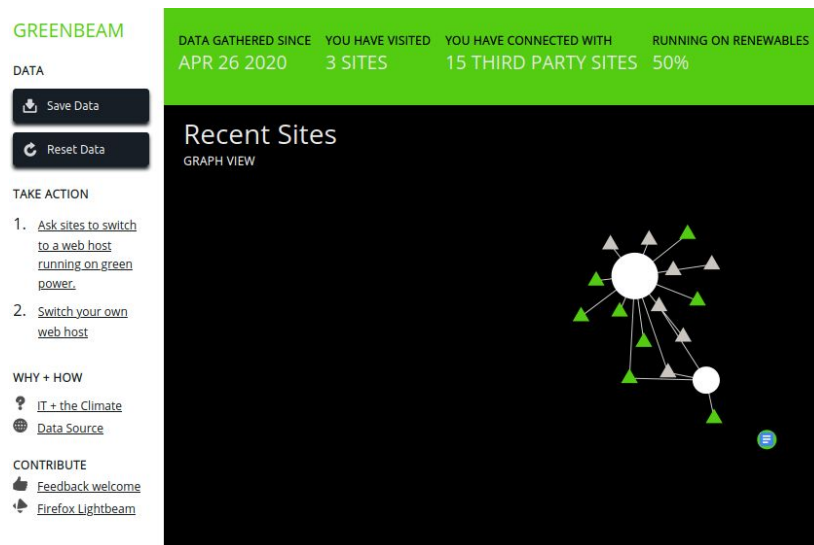
1) Follow the links for private social networks, compare their functionality to Facebook-Instagram:

- <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 same 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](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.



