

# Protecting Your Online Reputation

*A three-session module that will explore the importance of understanding and protecting your online reputation.*

Secondary Module

AN INITIATIVE OF



MADE POSSIBLE BY



# Essential Question:

What is experiential service-learning, and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

## WE Schools

WE Schools is a unique, four step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

## What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

## The Four Steps of WE Schools

# 1.

### Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

# 2.

### Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

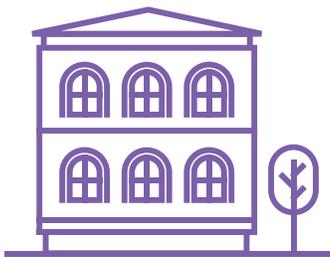
# 3.

### Take Action

Students implement their action plan.

**Local**

**Global**



# 4.

### Report and Celebrate

Students present the results of their service-learning initiatives.

## Setting Students Up for Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

**Living WE** is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

**Social Emotional Learning:** The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

**Global Mindset:** The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

**Active Citizenship:** Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

**Reflection** is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

## Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

## Protecting Your Online Reputation Overview

This module is designed to help students understand how their online activity can affect their online reputation and how their online reputation can impact their life now and in the future. Students will learn about factors that influence their online reputation and the steps they can take to control it. Specifically, students will explore the risks that online activity can pose and how to stay safe when interacting online. The structure of this module is flexible enough to be used by administrators or guidance counsellors, or by teachers inside the classroom as an extension to a Health or Digital Literacy unit. As preparation, it is advisable for educators to refer to school or district Internet-use and bullying policies to ensure that the activities in the module align with policy guidelines.

**Subject(s):** Health and Physical Education, Social Studies

**Recommended Grade Level:**

Grades 9 to 12

**WE Learning Framework Skills:**



**Essential Question:**

- ▶ How can understanding and protecting your digital footprint keep you safe online?

### Materials and Resources

- Computer or tablets with Internet access for each student
- Writing utensils
- Sticky notes
- Blackline Master 1: Online Reputation Scenarios

### Rationale

WE Charity, in partnership with TELUS, is committed to helping students protect their digital footprint and keeping themselves and others safe online. By encouraging students to be critical of what they put online, we will help to ensure that their online activity never interferes with their future dreams and opportunities.

- ▶ Explore other resources and current campaign offerings at [WE.org](http://WE.org)

## Session 1:

# Controlling Your Online Reputation



### Suggested Time:

60 minutes

### Learning Goals:

Students will:

- Develop an understanding of what is meant by an online reputation and how it relates to their online behaviour
- Recognize how their online reputation can affect their life now and in the future

1. Show students the following quote and ask them to share with a partner what it means to them: "It takes many good deeds to build a good reputation, and only one bad one to lose it." —Benjamin Franklin
2. As a class, discuss what Benjamin Franklin means by reputation and what it means to have a good versus bad reputation.
3. Have students complete the **TELUS Wise In Control Challenge**, [www.wise.telus.com/incontrol/in-control-challenge](http://www.wise.telus.com/incontrol/in-control-challenge), to help them understand whether or not they are in control of their online reputation.
4. Discuss students' results and their reactions to the quiz. Facilitate a discussion using the following questions:
  - Do you agree or disagree with your results? Why or why not?
  - Are there any questions that surprised you?
  - Why is it important to understand and manage your online reputation?
  - How can your online reputation impact your life now?
  - How could an action now affect you in the future?
5. Share the following scenario with students (it can also be printed for small group use).

Meet Susan, the "always connected teen." She signed up for the newest social networking platform, #DramaforDays and did not check the privacy and permissions settings. As a result, she gave access to all of her photos and contact lists. Within a day of signing up, Susan's friends were asking her why she joined the site and why she was spamming them with emails."

6. Discuss the following questions:
  - How could this experience impact Susan's online reputation and her life now and in the future? (E.g., her friends and family may not trust her with their contact information or add her to their social media accounts.)
  - Could Susan's actions be "undone"?
  - What could Susan do to avoid situations like this in the future? (E.g., she should update her privacy and permission settings regularly.)
  - Has this ever happened to you or someone you know?
  - What were the consequences?
7. Divide students into small groups and give them one of the scenarios from **Blackline Master 1: Online Reputation Scenarios**. Ask them to discuss the scenarios and answer the questions from Step 6. Display the questions for students to refer to during their discussion.
8. Have each group join another group and share the results of their discussion. Ask each group to choose one or two of the most important tips they would suggest to a friend or family member about how to protect their online reputation and share them with the larger group. For example: set strong passwords, be careful what you share or turn off geotagging (the function that adds geographical information to photos or messages posted online).



**Extension:** To continue the conversation about protecting your online reputation, invite a TELUS Wise Ambassador to host a free workshop at your school. The Ambassador will guide students through Online Reputation Scenarios and share tips to help students stay in control of their online reputation. Request a workshop at [www.wise.telus.com/book-a-seminar](http://www.wise.telus.com/book-a-seminar).

## Session 2:

# Smart Social



### Suggested Time:

60 minutes

### Learning Goals:

Students will:

- Understand the impact their online activity can have on others
- Recognize cyberbullying and the ways online behaviours can cause physical, social or emotional harm

### 1. Share the following statistic with students:

60% of youth witnessed cyberbullying in the last 4 weeks.

Source: 2015 Young Canadians' Experiences with Electronic Bullying Report: <http://mediasmarts.ca/sites/mediasmarts/files/publication-report/full/young-canadians-electronic-bullying.pdf>

### 2. In pairs, ask students to discuss why they think someone might regret posting something online. Ask volunteers to share their ideas with the group.

**Facilitator's Note:** In preparation for the next activity, preview the video suggestions to choose the video that is most appropriate for your group.

### 3. Show students one of the following videos:

- "Degrassi : Part 2 – Gossip Social Media," [www.wise.telus.com/en/videos/degrassi-part-2-gossip-social-media](http://www.wise.telus.com/en/videos/degrassi-part-2-gossip-social-media)
- "Backstage: Cyberbullying 2," [www.wise.telus.com/en/videos/backstage-cyberbullying-2](http://www.wise.telus.com/en/videos/backstage-cyberbullying-2)

### 4. As a group, discuss how what someone posted online affected the young people in the video physically, socially and emotionally.

### 5. Explain to students that this type of negative online behaviour can be considered cyberbullying and it has the potential to cause serious harm, both mentally and physically.

### 6. Write the word *cyberbullying* on the board and give each student three or four sticky notes. Ask students to write down all the behaviours they believe could be considered cyberbullying. When students finish, post the sticky notes around the word cyberbullying on the board and discuss why students chose to include each behaviour. Make sure students are considering a wide range of negative behaviours, from simply liking or sharing an embarrassing picture of someone to constant harassment or sending threats.

### 7. Ask students to describe why cyberbullying has the potential to be so harmful. Consider reasons such as:

- A message, photo or post can be shared to a wide audience very quickly.
- People can harass someone online without having to witness the impact they have.
- People can engage in negative online behaviours at all times of the day without needing to be physically present at school.
- It is easy to contribute to online harassment and cyberbullying without even realizing it.

### 8. As a group, brainstorm a list of ways that students can stand up to negative online behaviour when they see it, so they can keep themselves and others safe online. For example:

- Take a screenshot of the messages or save evidence of the messages and show them to an adult.
- Block or delete people from your social media accounts.
- Ask permission before sharing a photo or comment.
- Ask the target of the negative or inappropriate behaviour how you can help.
- Take the conversation offline if you feel it is safe to do so, or simply don't engage.

**Facilitator's Note:** Make sure to refer to your school or district bullying policies before advising students if they witness or experience cyberbullying.



**Extension:** In 2015, Canada's anti-cyberbullying law (Bill C-13) came into effect, making it illegal to share "intimate images" of someone without their consent. "Sexting" or the online sharing of intimate images is a phenomenon affecting teens across Canada.

To explore this topic further, show students "Degrassi : Part 4 – Sexy pics," <https://wise.telus.com/en/videos/degrassi-part-4-sexy-pics/> or "Non-Consensual Sharing of Intimate Images: Behaviours and Attitudes of Canadian Youth" [https://wise.telus.com/en/wp-content/uploads/2018/02/Sexting-infographic\\_EN-FINAL.pdf](https://wise.telus.com/en/wp-content/uploads/2018/02/Sexting-infographic_EN-FINAL.pdf) Discuss why the characters in the video consider sending intimate images. Why were they feeling pressured? What could the consequences of sending intimate images be? Why did Canada pass Bill C-13? What can you do to make sure you and the people in your life don't feel pressured to send or share intimate images of themselves or others?

**Facilitator's Note:** For more resources to help your students protect their privacy, including Smart Social posters, visit [www.wise.telus.com/en/2017/09/29/2017-smart-social-campaign-free-resources-for-schools-and-youth](http://www.wise.telus.com/en/2017/09/29/2017-smart-social-campaign-free-resources-for-schools-and-youth).

### Session 3:

# Advocating for Online Safety



#### Suggested Time:

60 minutes (as well as time to present their work)

#### Learning Goals:

Students will:

- Use their action-planning skills to help others protect their online reputation and stay safe online

1. Explain to students that now that they understand how to protect their own online reputation, they have an opportunity to educate others about how to do it as well.
2. Give students an opportunity to share what they know about protecting their online reputation using one of the following options:
  - a. Create a public service announcement that will help others understand how they can protect their digital footprint. The video can be made available on the school website or other social media platforms.
  - b. Participate in **WE School's WE Rise Above** campaign, and share daily facts throughout your school about online safety and the importance of protecting your digital footprint. For more information about how to get involved in the campaign, visit [WE.org/gb/we-at-school/we-schools/campaigns/we-rise-above](http://www.we.org/gb/we-at-school/we-schools/campaigns/we-rise-above).
  - c. Have students encourage their peers to take the Pledge to end cyberbullying. Visit: <http://www.we.org/weriseabove/endingbullying> and join youth across Canada to make digital spaces safer by committing to rising above cyberbullying and online negativity. Once students take the pledge they will receive a certificate. Consider printing the certificates and creating a pledge wall to showcase students' actions.
  - d. Create a skit or dramatic presentation to share during a school-wide assembly to inform your peers about their online reputation and the impact it can have on their future. Demonstrate how they can make choices that will protect their online reputation and keep them and others safe online.
  - e. Become a **TELUS Wise Youth Ambassador** and work within your community to help others understand the importance of online safety. As a TELUS Wise Youth Ambassador you can deliver Internet and smartphone education workshops to seniors in your community. Visit [www.wise.telus.com/en/youth-ambassadors](http://www.wise.telus.com/en/youth-ambassadors) for more information.

# Blackline Master 1:

## Online Reputation Scenarios

Meet Carla and Brayden, the “what did you do” couple. Carla and Brayden have been dating for almost a year. Brayden asked Carla to share an intimate picture of herself, which she did because she thought the photo would be their secret... Brayden saved the photo which was backed up to his cloud storage account. He used his first name and year of birth as his password for account - definitely not a strong password. His storage account was hacked and now the photo of Carla is being shared online.

Meet Dev, the “I am so embarrassed” interviewee. Dev has had a great social life which is often celebrated online with many photos posted of him doing some not so appropriate things. Before his big interview for an amazing job he deletes all of the photos and videos of himself that he thinks the employer might not be impressed with. He thought he had deleted everything. Dev arrived at his interview and the first few questions asked are about Dev’s grades, previous jobs and community work. Dev’s responses clearly impressed the interviewers. The last question asked of Dev is: “Are you proud of your personal social media presence?” He is asked to sit down in front of a computer which has a search engine showing some of Dev’s not-so complementary-pictures posted online.

Meet Kyla, the “I can’t believe this” athlete/student. Kyla is attending a top university on a volleyball scholarship. She is a very talented athlete and an A student. Kyla loves using Snapchat on her smartphone. Kyla and her best friend share each other’s SnapChat account user name and passwords—that’s what best friends do, right? Her best friend thought it would be funny to post inappropriate pictures from Kyla’s account. Kyla has been suspended from the volleyball team and is facing the loss of her scholarship.

You just had your identity stolen. You are contacted by the local authorities to confirm that you own the Facebook account that you created over four years ago, which has been inactive for the past two years. It turns out that an identity thief has been using this account to get people’s personal details and to connect with people including children, using your identity, and make plans to meet with them in person. Luckily, he was caught by an undercover agent.

Miguel loves to play online games. One day, he started getting harassed while playing his favourite game with comments such as “you are such a loser.” Over time it escalated to negative comments about his ethnicity. The latest message said “you are going to get it.” Miguel is really frustrated and fights back online.