

Understanding Your Digital Footprint

A three-session module that explores the importance of understanding and protecting your digital footprint.

Elementary 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.

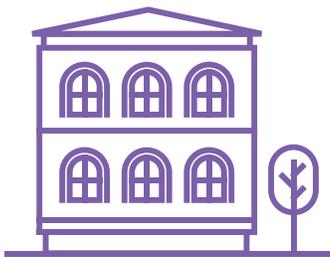
3.

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/

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

Understanding Your Digital Footprint Overview

This module is designed to help students understand what their digital footprint is and how their online activity can affect it. Students will learn about factors that create their digital footprint and the steps they can take to manage it. 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 4 to 8

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
- Whiteboard or large piece of craft paper
- A variety of coloured sticky notes or squares of coloured paper
- Blackline Master 1: My Digital Footprint

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

Session 1:

What Is Your Digital Footprint?



Suggested Time:

45 minutes

Learning Goals:

Students will:

- Understand what is meant by a digital footprint and why it is important
- Identify their current digital footprint

Facilitator's Note: In the following activity, you will co-construct a bar graph with students. Use a whiteboard or a piece of craft paper to create the graph with the title *How Do We Spend Our Time Online?* Students will be asked to generate the categories for the graph.

1. Ask students to brainstorm all the different ways a person could spend their time online. Consider activities like using social media, playing games, finding information and watching online videos. Add each suggestion as a category on the bar graph and give each category a colour that corresponds to your sticky notes or coloured squares.
2. Ask each student to add sticky notes or squares to the categories that represent their online activity. Discuss what the most popular activities are and the patterns in the ways the students spend time online.
3. Ask students to share what comes to mind when they think of a footprint and what the significance of a footprint might be. Explain to students that because we spend so much of our time online, it's important to understand that everything we do or say online leaves a mark or a footprint that can't be erased.
4. In pairs, ask students to discuss what they think a digital footprint is and why it's important to be aware of it. Give students one to two minutes to discuss and then give them 30 seconds to mingle around the class and find a new partner. Repeat these steps two or three times so students can discuss the question with a variety of different people.

5. Show students "Make a Good Impression," www.WISE.telus.com/footprint/videos/make-a-good-impession, and discuss the following questions:
 - What types of activities contribute to your digital footprint? (E.g., posts and photos on social media, comments on other people's posts and photos, videogame avatars, blog posts and videos, etc.)
 - What do they mean in the video when they say, "Remember, once it's online, it can stay online forever"? Is this true?
 - Why is it important to be aware of your digital footprint and to keep it clean? (E.g., to keep themselves and others physically, socially and emotionally safe online; to make sure what is reflected online represents who they really are; to ensure that their current online activity doesn't impact them negatively in the future.)
6. Give each student a copy of **Blackline Master 1: My Digital Footprint** and ask them to use words and images to create a representation of their own digital footprint. Students should include all the different ways they leave their mark online, including posts, photos, videos, comments, likes, shares or profiles. Have students cut out their footprint and display it around the graph.

Session 2:

Protecting Your Digital Footprint



Suggested Time:

45 minutes

Learning Goals:

Students will:

- Recognize the importance of protecting their digital footprint
- Identify strategies for keeping their digital footprint clean and staying safe online

1. Review with students what a digital footprint is and encourage students to add any new ideas they may have thought of to the footprints they created in the previous session.
2. Remind students that in the previous lesson they also discussed why it's important for them to be aware of their digital footprint and to keep it clean.
3. Divide students into pairs or small groups and give each group one of the comics from **TELUS Wise Footprint Challenge**, www.wise.telus.com/footprint/comics. Ask students to analyze the comic and answer the following questions:
 - What online activity in the comic could have a negative impact on someone's digital footprint?
 - What are the potential consequences of this type of activity?
 - What steps did the people in the comic take to protect their digital footprints?
4. As a group, take the **TELUS Wise Footprint Challenge**, www.WISE.telus.com/footprint/footprint-challenge. Ask students to describe the questions they found most challenging and the answers they found most surprising.

Note: Make sure to refer to your school or district's bullying policies or speak to an administrator or guidance counsellor before advising students about what to do if they experience or witness negative behaviour online.

5. Ask each group to share their ideas and create a class list of guidelines using the title *Protecting Your Digital Footprint*. Some ideas may not be applicable for everyone, but it's important that the guidelines cover a wide range of online activity.
6. Post the list in the classroom to use in Session 3.

Session 3:

Advocating for Digital Safety



Suggested Time:

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

Learning Goals:

Students will:

- Use their action-planning skills to help others protect their digital footprint
1. Explain to students that now that they understand how to protect their own digital footprints 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 digital footprint using one of the following options:
 - a. Create a video 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 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. Host an information session during lunch or after school so that staff and students can come to learn strategies for protecting their digital footprint.
 - e. Check to see if the **TELUS Wise Footprint Comic Contest** is open at www.wise.telus.com/footprint/comic-contest. If the contest is open, students can design a comic strip about keeping their digital footprint clean and doing the right thing online. Students who participate will have the chance to win prizes for themselves and their school, and have their comic featured in the TELUS Wise Footprint Comic Gallery.
 3. Encourage students to refer to the list they created in Session 2 for ideas for their campaign or project. Make sure to refer to your school or district Internet-use policies before allowing students to post anything online.
 4. To conclude, have students write a letter to their 25-year-old selves describing all the ways they are keeping their digital footprint clean and what they want their digital footprint to look like when they are 25 years old.



Extension: To continue the conversation about digital safety with students, parents and community members, invite a TELUS Wise Ambassador to host a free workshop at your school. Request a workshop at www.wise.telus.com/book-a-seminar.

Blackline Master 1: My Digital Footprint

