

MY ONLINE STATUS

Subject: Reputation Management

Topic: The offline/online myth

Year level: 8

Lesson duration: 60 minutes

Materials / equipment:

- Students using individual laptops with headphones
- Access to a data projector to play clip/s or to project the infographic
- Activity Sheet: 'Identity Web – Scenarios 1 and 2'.
- My Online Status infographic
- Cyber Savvy 'ImageUp' App (for iOS and Android phones)
- Cyber Savvy student website (My Online Status) http://cybersavvy.com.au/mod2_reputation_management/

Lesson objectives:

At the conclusion of this activity students will have searched for content about themselves online using different search engines. They will also have explored scenarios and possible consequences of posting inappropriate content online along with discussing possible restorative practices to overcome situations where this has occurred. This will also be the first opportunity for students to explore the app 'ImageUp'.

Content	Time
1. Teacher to deliver introduction by briefly describing statistics around online reputation (using infograph). Show clip Facebook Fever: 3 mins – https://www.youtube.com/watch?v=KV4PNwpqsCc&list=RDKV4PNwpqsCc#t=48 (This is an external website/YouTube link which may contain advertising content that is not appropriate for students. Check the link before showing to students.) Discuss the benefits of having the capacity to share content so easily and also the challenges.	10 mins
2. Encourage students to discuss in pairs "what information about you is publicly available on social media?". Once they have discussed this ask them to search for themselves in the different search engines (see list below 'Search engines').	5 mins
3. Activity Sheet Scenarios – 2 x each in the middle of a group of circles, each outer circle represents different groups impacted by the scenario. Ask students to complete the identity webs by thinking about "you", "people who are close to you", "people who are important to you", "people you know", and "people you don't know". <ul style="list-style-type: none">• You posted a sexy selfie on Instagram – someone took a screen shot and text the image to teaching staff at your school.• You filmed a clip of someone you know kissing at a party and posted it onto social media without permission. This has been shared around the school, families become involved.	5 min intro 10 min discuss
4. In pairs ask students to discuss how they would respond to the scenarios with each of the groups represented in the circles? Encourage students to consider their responses in relation to real life scenarios that they may have seen in the news.	5 mins
5. As a class discuss different strategies that might support good decision making when loading clips and images online? (eg: Ask a friend; delay – do something that gives you time to consider the consequences before you decide).	5 mins

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6. Explore the 'ImageUp' App – teacher to show this App, model how it is used and invite two students to download if school policy allows.

The 'ImageUp' app aims to: Provide an efficient method of posting an image to multiple social media pages (ie Facebook, Twitter, Instagram) with the ability to track the related information (date/time posted, where it was posted, whether or not it was posted, how many likes/tweets).

Purpose: To prevent inappropriate images being posted. Other than the ability to share images to multiple social media accounts, the app includes a unique feature in the form of targeted messages about image sharing, which encourages the user to consider and/or rethink (pause for thought) whether the image being posted is appropriate.

How to download: Search for 'ImageUp' in the Apple store (for iOS phones) or Google Play store (for Android phones). If you require help with this please contact the Cyber Savvy project team at cybersavvy@telethonkids.org.au.



15 mins

7. Reflection – discuss if the App's messages were effective or not – if not, could the messages be modified to make it more useful? Or what other strategies would assist in making decisions?

5 mins



Take home activity (Optional):

Teach your parents/carers (and/or brothers and sisters) how to search for themselves online in the ways you have searched for yourself. Discuss with your family what can be done if you find something online that you need to get removed.

Additional resources

**Please note that these are external websites/YouTube links which may contain advertising content that is not appropriate for students. Make sure to check all links before showing to students.*

Website

<https://www.youtube.com/watch?v=KV4PNwpqsCc&list=RDKV4PNwpqsCc#t=48>

Explanation

Facebook Fever (funny facebook clip about over sharing of information)

Search engines

<http://www.google.com.au/imghp>

<https://pipl.com/>

<http://infospace.com/>

<http://www.peakyou.com/>

<http://www.dogpile.com/>

<https://www.bing.com>

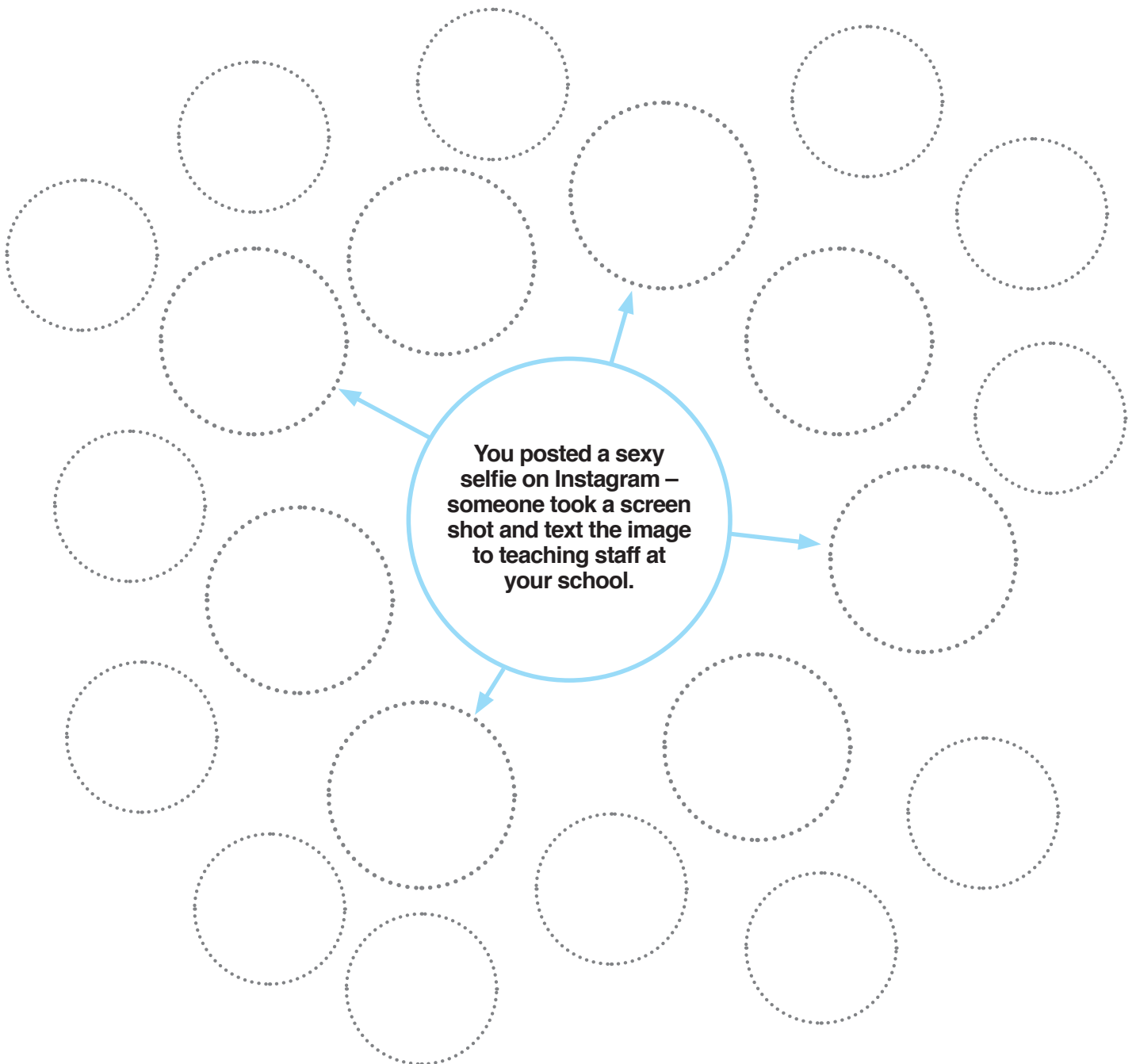
<https://au.yahoo.com.au/>

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Student Activity Sheet:

Identity Web - SCENARIO 1

Each of the outer circles below represent different groups impacted by the scenario in the middle. Fill in as many circles as you can by thinking about you (inner circles), people who are close to you, people who are important to you, people you know, and people you don't know (outer circles).



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Student Activity Sheet:

Identity Web - SCENARIO 2

Each of the outer circles below represent different groups impacted by the scenario in the middle. Fill in as many circles as you can by thinking about you, people who are close to you, people who are important to you, people you know, and people you don't know.

