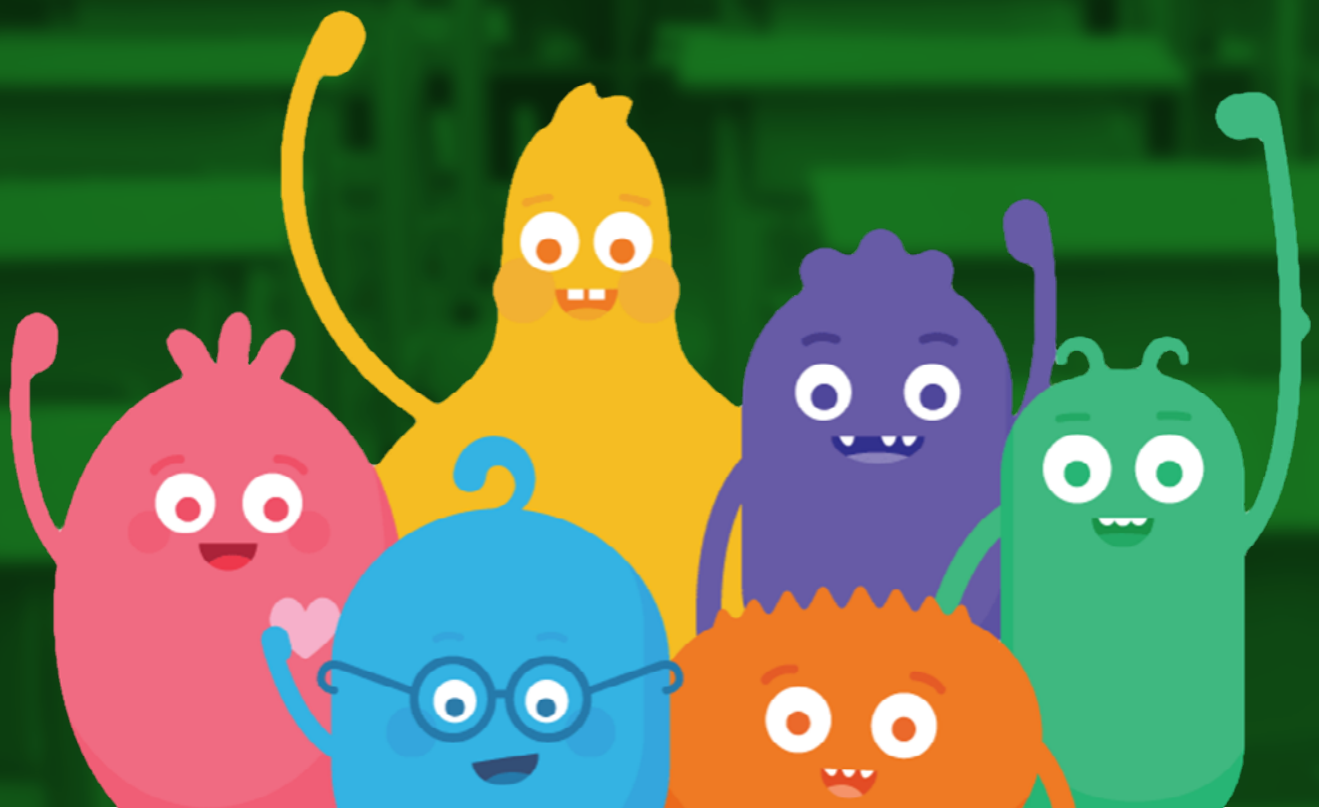
GRADE 11

K-12 Digital Citizenship

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INFOSEC

Grade 11: Program plan

GRADE	TIME	TOPICS
11	50 mins.	• Digital Footprint & Identity • Digital Citizenship

Who's Looking at Your Digital Footprint?

How can information you post online affect your future opportunities?

Our digital footprints can have a powerful impact on our future. This can be a scary thought, given that what's in our digital footprint isn't always in our control. Teach students that digital footprints are an opportunity to showcase their best selves and craft a footprint that leads to future success.

Students will be able to:

- Learn that they have a public presence online called a digital footprint.
- Recognize that any information they post online can help or hurt their future opportunities (college admission, employment, etc.).
- Create a vignette that shows how a positive digital footprint can help someone take advantage of an opportunity.

Key Standards Supported

COMMON CORE

L.11-12.1, L.11-12.3, L.11-12.4, L.11-12.6, RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.7, RI.11-12.10, SL.11-12.1, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.4, SL.11-12.6, W.11-12.2, W.11-12.3, W.11-12.4, W.11-12.10, WHST.11-12.4, WHST.11-12.10

CASEL

1b, 3a, 4a, 4b, 4c, 4d

AASL

I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.2, IV.B.4, V.A.1, V.A.2, V.A.3, V.B.1, V.B.2, VI.A.1, VI.D.1

ISTE

1d, 2a, 2b, 2d, 3a, 3d, 6a, 6b, 7a, 7b, 7c, 7d

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Future Tracks
  Handout
  Teacher Version
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Consider: **Admission Rescinded** 10 mins.

Before the lesson: This lesson involves students choosing from a list of online resources, which they will use to explore and analyze the lesson topic. Use the Resource Notes on the **Teacher Version** of the student handout to review the resources beforehand. You may want to suggest particular resources over others for particular students, or watch a resource together as a class. You will also need to confirm that all resources are accessible and not blocked by your school or district's filter.

1. **Ask**: *Have you ever Googled yourself? What type of information comes up?*

   Have students who have done it share out what they found. Explain that this is all part of their **digital footprint**, which is *all the information online about a person either posted by that person or others, intentionally or unintentionally*. (**Slide 4**)

2. **Explain** some of the key aspects of a digital footprint:

   - **It's growing.** Your footprint expands as your information is copied and passed on, making it more searchable and viewable to a large invisible audience.
   - **It's not just up to you.** When other people -- like your friends, companies, or groups you belong to -- track, post, or share information about you, it becomes part of your footprint.
   - **It's permanent.** Because it is archived in a variety of ways and passed on by others, it doesn't ever go away. (**Slide 5**)

3. **Explain** that it also can have an impact on your real life. Show the video **"Harvard withdraws acceptances over social media messages"** and have students consider the below discussion questions as they watch. (**Slide 6**)

   - *Why did Harvard rescind the students' admission? What was their reasoning?*
   - *Do you agree with their decision? Why or why not?*

   Explain that **rescinded** means *taken away or canceled*. (**Slide 7**)

4. **Invite** students to share out their responses. The students' admission was rescinded because they made offensive posts on social media, and Harvard decided they didn't meet the moral character requirements to be allowed in. Students may argue in support of the decision (hate speech shouldn't be tolerated) or against it (it's a violation of freedom of speech).

5. **Refer** back to the comments that the newscasters make at the end of the video and explain that although there may be arguments for and against Harvard's decision, Harvard is a private institution and has the right to allow or not allow students in based on their digital footprint. The same is true for many employers who are private companies or organizations, and who have the right to make hiring and firing decisions based on someone's online activity.

Explore: **Positive and Negative Footprints** 20 mins.

1. **Explain** that although you just looked at a very public example of how your digital footprint can work against you, it can also work for you, and can help you get admitted to a school or hired by an employer. Although not everything in our footprint is under our control, there are steps you can take to make your footprint a help rather than a hindrance.

2. **Distribute** the **Future Tracks Student Handout** and read the directions aloud. (**Slide 8**) Explain that Resources 2 and 3 address a common strategy for creating a positive footprint, called **personal branding**, which is *the practice of marketing yourself to the public using social media, a personal website, advertisements, or other non-digital tools.* (**Slide 9**) This is also often described as being a social media "influencer." The resources show both the benefits and drawbacks to this particular approach.

3. **Allow** students 15 minutes to work in groups to complete the activity.

4. **Invite** groups to share out their notes, and capture new ideas. Use the **Teacher Version** to help guide discussion. (**Slide 10**) Highlight any specific takeaways that you want students to capture, and allow them a couple of minutes to add to their notes.

Create: **Footprint Snapshot** 20 mins.

1. **Point** students to Part 2 of the **Future Tracks Student Handout** and read the directions to Step 1 aloud. (**Slide 11**) Read the vignette aloud or have students read it independently.

2. **Invite** students to share out their ideas about how the vignette shows someone's digital footprint impacting future opportunities.

3. **Point** students to Step 2 on the **Future Tracks Student Handout** and read the directions aloud. (**Slide 12**) Allow students the remaining time to brainstorm and begin writing their vignettes. If students need more time, consider allowing them to finish the vignette for homework or in a future class period.

   Once all students have finished, have students share their vignettes digitally or in pairs or small groups.

4. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

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