

Secus Questions

Digital Footprint

- 1. Before watching the BTN story discuss what you know about digital footprints.
- 2. What is a digital footprint?
- 3. Why might a potential boss look at your digital footprint?
- 4. Is your digital footprint permanent? Why or why not?
- 5. Who was recently in the media for things they posted online?
- 6. What can you do to build a good digital footprint?
- 7. Why do experts say digital footprints can be dangerous?
- 8. How can you stay safe online?
- 9. What do you understand more clearly since watching the Digital Footprint story?
- 10. How did this story make you feel?

Internet Safety

- 1. Discuss the Internet Safety story in pairs. What points were raised in the discussion?
- 2. What are terms and conditions?
- 3. Accepting Facebook's terms and conditions gives Facebook the permission to collect and use your personal data. True or false?
- 4. Why are kids under the age of 13 banned from most social media sites?
- 5. What do companies do with personal information they collect and store?
- 6. Give an example of how you can stay safe and private online.
- 7. Do you use social media? If so, which ones?
- 8. Do you think kids under 13 should be allowed to use social media? Give reasons for your answer.
- 9. What surprised you about this story? Discuss in pairs.
- 10. What did you learn while watching the Internet Safety story?

Online Trolls

- 1. Briefly summarise the BTN Online Trolls story.
- 2. What is an online troll?
- 3. What is the difference between an online troll and a cyber bully?
- 4. How did trolling make AFLW player Tayla Harris feel?
- 5. It's best to ignore online trolls. True or false?
- 6. What advice does the expert in the BTN story give for dealing with trolls?
- 7. How might online trolls affect people?
- 8. What message would you give to people that troll?
- 9. What did you learn watching the BTN story?
- 10. What questions do you have about the BTN story?





Teacher Resource

Digital Footprint

Q Focus Questions

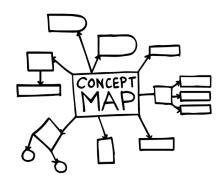
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Activity

Class Discussion

After watching the BTN *Digital Footprint* story, hold a class discussion about the information raised in story. Record the main points on a mind map with 'Digital Footprint' at the centre. Use the following questions to guide the discussion.

- What is a digital footprint? Write your own definition and compare with your classmates.
- What does a good digital footprint look like?
- What does a bad digital footprint look like?
- How can you build a strong digital footprint?
- Is your digital footprint permanent?
- Can you erase your digital footprint?
- Does everyone have a digital footprint?





Students will develop a deeper understanding about what a digital footprint is and how it can impact on them now and in the future.

@ Curriculum

Digital Technologies – Years 5 & 6

Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols.

Digital Technologies – Years 7 & 8

Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.





Define: What do I want to know?

Key questions to research

Students can choose one or more of the following questions or come up with their own:

- How is your digital footprint created?
- How can people see my digital footprint?
- Why is it important to care about your digital footprint?
- How can privacy settings on social media sites help protect my digital reputation?
- How difficult is it to remove information once it's online?
- What are the pros and cons of digital life?

Further research

Analyse your own digital footprint. What sort of digital footprint are you leaving? What
information about you is online and how is the information protected? How could the
information be made more secure?

Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- Prezi presentation
- Create an infographic using Canva

Evaluate: What have we learnt?

Each group reflects on what they have learnt about digital footprints during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...
- What I would do differently next time...





BTN story – Internet Safety

Have you ever wondered why many internet sites and services are banned for kids under 13? To mark Safer Internet Day on the 6th of February, BTN finds out about that and some of the other rules designed to keep you safe online. Watch BTN's Internet Safety story and then students will respond to the following questions.

- Discuss the *Internet Safety* story in pairs.
 What points were raised in the discussion?
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- 4. Why are kids under the age of 13 banned from most social media sites?
- 5. What do companies do with personal information they collect and store?
- 6. Give an example of how you can stay safe and private online.
- 7. Do you use social media? If so, which ones?
- 8. Do you think kids under 13 should be allowed to use social media? Give reasons for your answer.
- 9. What surprised you about this story? Discuss in pairs.
- 10. What did you learn while watching the *Internet Safety* story?



Useful Websites

BTN – Digital Footprint

https://www.abc.net.au/btn/classroom/digital-footprint/10534346

eSafety Commissioner – Digital footprint

https://www.esafety.gov.au/education-resources/classroom-resources/be-deadly-online/issues/digital-footprint





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Online Trolls

O Focus Questions

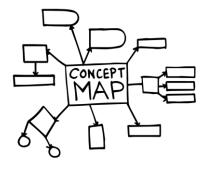
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- 6. What advice does the expert in the BTN story give for dealing with trolls?
- 7. How might online trolls affect people?
- 8. What message would you give to people that troll?
- 9. What did you learn watching the BTN story?
- 10. What questions do you have about the BTN story?

Activity

Class Discussion

Discuss the issues raised in the BTN *Online Trolls* story. Ask students to record what they know about trolls and trolling on a mind map. What words do they associate with trolls? What questions do they have? Use the following questions to guide discussion:

- Who are trolls?
- What is trolling?
- What are some ways to deal with trolls?
- What is the difference between trolling and cyber bullying?



C Key Learning

Students will develop a deeper understanding of what online trolling is and how to respond to it

@ Curriculum

Digital Technologies – Years 3 & 4

Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols.

Digital Technologies – Years 5 & 6

Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols.

Health and Physical Education Years 3,45 & 6 Identify, plan and practise strategies to promote health, safety and wellbeing.

Activity

Glossary

Students will develop a glossary of words and terms that relate to trolling. Below are some words to get them started. Students will add words and meanings to their glossary as they come across unfamiliar words throughout their research. Students will then write their own sentence using each of the terms.

Trolls	Trolling	Cyber safety
Online behaviour	report	Block
lgnore	Cyber bullying	Privacy settings





Working in pairs, students use Edward De Bono's *Six Hat Thinking* to explore the issues raised in the BTN *Online Trolls* story. Ask students to respond to the following questions:

feelings and emotions	How did the Online Trolls story make you feel?
facts and information	What do you know about trolls and trolling? What have you learnt from the story?
positives	Were there any positives from the story? If so, what were they?
negatives negatives	What are some of the negatives or challenges that you learnt from the story?
creativity	Why is it important to find out more about the issue?
thinking about thinking	What questions were raised during this activity? What do you want to learn further about this topic?



Communicating online

Working in small groups, students share and record all the ways they communicate online. Encourage students to share the positive and negative feelings and experiences they have.

- What are your favourite websites and apps?
- List all the ways you use technology for communication.
- Do you use social media? If so, which ones?
- Who do you stay in touch with through your mobile phone and the internet?
- What do you think positive online communication means? Give some examples.
- What is negative online communication? Think of at least three verbs or adjectives that describe negative communication.
- What are some strategies to deal with negative online communication?

☆ Activity

Raising Awareness

Students will design a campaign to help kids deal with trolling. To create a school awareness campaign, students will need to identify the following:

- What is trolling?
- How do you deal with it? For example: Ignore, block, report.
- How can you support friends who are being targeted?

Some questions to consider when designing your campaign:

- · What is the campaign's main aim?
- Do you have a slogan or message? What is it?
- Who is your target audience?
- What is the best way to communicate the message?



Discuss with students how they will get their message out there to help raise public awareness. Some possibilities include:

- Short film or animation
- Community service announcement (for television or radio).
- Press release (create posters to be put up around the school or pamphlets to give to all students).

Activity

Behind the News has covered a number of stories about staying safe online. Students can watch the stories and respond to the guestions:

BTN Digital Footprint story

- 1. How can a person's movements be tracked?
- 2. Why has online privacy been an issue in recent years.
- 3. What sort of information are people sharing online?
- 4. How can online activity be monitored?
- 5. How can information footprints be useful?
- 6. Give examples of how people can make smart choices online.

BTN Data Security story

- 1. What is meant by the term 'targeted advertising'?
- 2. What websites and apps do you use?
- 3. What is your digital footprint? Think about the information that you post online.
- 4. Make a list of people or organisations that might track your online activity?
- 5. How important is data security to you? Discuss as a class.
- 6. What can you do to secure your data?

BTN Cyber Smart story

- 1. What does cyberbullying mean?
- 2. How is cyberbullying different to bullying someone face-to-face?
- 3. Why do you think some people that bully online would never do it face-to-face?
- 4. What is trolling?
- 5. What are some strategies kids can use to help deal with cyberbullying?
- 6. List some positive aspects of social media and communicating online.



DIGITAL FOOTPRINT





O Useful Websites

ABC News – Tayla Harris AFLW photo could become landmark moment in Australian sport https://www.abc.net.au/news/2019-03-21/tayla-harris-aflw-photo-could-be-landmark-moment-in-australia/10921892

BTN - Internet Trolls

http://www.abc.net.au/btn/classroom/internet-trolls/10527804

Newsround – Online trolls hiding behind a keyboard https://www.bbc.co.uk/newsround/46157694

eSafety Commissioner - Cyber abuse

https://www.esafety.gov.au/esafety-information/esafety-issues/cyber-abuse

