

# Sculpting Your Digital Footprint

## 1. Inquiry Task & Question

An individual’s digital footprint is constantly growing. By the start of high school, many already have a deeply imprinted footprint that can have lasting impacts. Today you will be exploring the DOs and DON’Ts of building your online identity and you will identify ways to make your digital footprint work for you.

▶ Watch the video [“Harvard’s Admission Bombshell”](#)

📖 Read these digital footprint reminders:

- ✓ 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's archived in a variety of ways and passed on by others, it doesn't ever go away.

💭 Think about what you’ve shared online.

Does your footprint show your best self or are there areas that could cause problems for you now or in your future?

**In this Slam Dunk, you will use multiple information sources to help you build an answer to the inquiry question:**

**How can curating a positive digital presence help prepare you for future success?**



Click on the image above to access the video.

Image Source: ABC News

## 2. Information Sources



1. **Review** at least three of the sources below.

2. On your own paper, set up a T-chart like the one shown here.



3. **Record** examples of positive and negative impacts on digital reputations from these sources.

- ["Valedictorian Anonymously Posted Kind Words About Classmates on Instagram for Nearly a Year"](#)
- [Using Social Media, Students Aspire To Become 'Influencers'](#)
- ["How Social Media Is Propelling the Anti-gun Violence Movement"](#)
- ["We're Not Okay with It. We'll fight back."](#)
- [Personal Branding in the Digital World: Your online brand should accurately represent the real-world you](#)
- [How Colleges Use Kids' Social Media Feeds](#)
- [The Case Against Personal Brands](#)

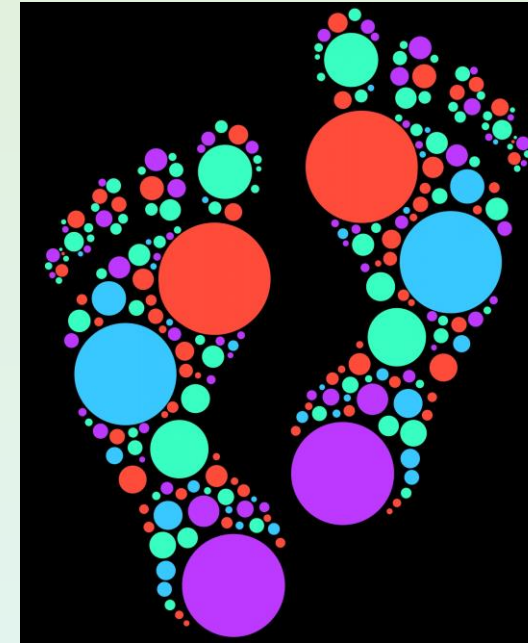


Image Source:  
[PublicDomainPictures.net](http://PublicDomainPictures.net)

POSITIVE DIGITAL FOOTPRINT	NEGATIVE DIGITAL FOOTPRINT

### 3. Student Activity



**Watch** the video

[“Teen Voices: Who Are You on Social Media”](#)



**Record** additional examples on your T-chart



**Compose** a response to ONE of the following prompts on your own paper or using a digital tool as directed by your teacher or librarian.

- **OPTION 1:** Using your notes, compose a paragraph description of your ideal social media identity. Your description should include specific items you would include in your posts AND how you anticipate others would see you from your described content.
- **OPTION 2:** Create a mock-up of your choice of social media platform. Include at least 3 content posts. Then, provide a short description of how you think others would view you based on your selected content.



**Click on the image above to play the video “Teen Voices: Who are you on Social Media?”**

Image Source: Common Sense Media

# 4. Assessment Activity

## How can curating a positive digital presence help prepare you for future success?

### Create a checklist!



Using your notes from today, create a list of questions to consider before posting that would help you to maintain a positive digital footprint.

### Schoology Quiz



Complete the Digital Footprint Schoology quiz as directed by your teacher or librarian to check what you've learned about maintaining a positive digital presence.

**10 THINGS TO KNOW ABOUT DIGITAL FOOTPRINTS**

- 1 When you search and interact online, a **trail of info** is left behind.
- 2 Elements of your digital footprints can be **searched or shared**.
- 3 Digital footprints can be **helpful or harmful** to your reputation both now and in the future.
- 4 Once online, things can exist **forever** (even if deleted).
- 5 Always **think** before you post online.
- 6 Personal information or opinions sent to one person can be **shared** with a larger audience.
- 7 **Googling yourself** can be a worthwhile exercise.
- 8 Old or inactive accounts should be **disabled or deleted**.
- 9 Keep personal details private and control the **privacy settings** on your accounts.
- 10 Be mindful of the digital footprints of **others** (e.g. Ask before tagging photos).

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# 5. Enrichment Activities



Image Source: [Flickr](#)

Photo Credit: Truly Rich by Trina Alexander

**Want to know more about how your footprint can help others?  
Try out this enrichment activity!**

1. Review these stories about using social media for good
  - ["Valedictorian Anonymously Posted Kind Words About Classmates on Instagram for Nearly a Year"](#)
  - ["How Social Media Is Propelling the Anti-gun Violence Movement"](#)
  - ["We're Not Okay with It. We'll Fight Back."](#)
2. Brainstorm an issue or problem you are interested in solving or select one you have researched for another class.
3. Research or review the issue or problem and identify a possible solutions
4. Select a social media platform(s) you would use to deliver your message.
5. Design your first "social media for good" post! You may complete on paper or your choice of digital tool.

# 6. Teacher Resources

<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>
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## Learning Standards Alignment

### [Common Core State Standards for English Language Arts & Literacy](#)

**CCSS.ELA-Literacy.CCRA.W.7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.CCRA.W.9:** Draw evidence from literary or informational text to support analysis, reflection, and research.

### [AASL Standards Framework for Learners](#)

**I. INQUIRE:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**Think:** Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

**Create:** Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

**Share:** Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

**Grow:** Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### [ISTE Standards for Students](#)

**2. Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

## Digital Citizenship: Grade 10

**Content integration suggestions:** ELA, Advisory

**Objective:** Students will synthesize information from multiple information sources in order to identify how to curate a positive digital footprint

**Time Frame:** 1- 90-minute class period

### **Differentiation strategies for this lesson:**

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### **Notes to the teacher:**

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- ALL STUDENTS MUST COMPLETE THE DIGITAL CITIZENSHIP QUIZ for this lesson in Schoology.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.
- Consider sharing these Common Sense Education family resources relevant to this lesson: [Family Activity](#) | [Family Tips](#) | [Family Engagement Resources](#).
- Materials have been adapted from the [Common Sense Education's Digital Footprint & Identity lessons for grades 9 and 10](#).