

Teaching New to Chromebooks - Smart Footprint

Site Link

The Big Ideas: Private vs. personal information, what you share online should be a reflection of who you are, things that you post or share online last forever, not everything you read is real.

The Pedagogy		
Learn	Create	Share
Multiple sources of information. Scaffolding for success. Student agency / choice. Things online are there forever.	A chance to synthesis the learning. Being original. Collaboration.	Participate in positive and supportive ways online. What you share is a reflection of who you are. Communicate in a way that makes your whānau proud.

Lesson ONE - How can people find out about you?

Lesson - Discuss/Brainstorm (on the board)- How do you find out information about someone? Where can you go? What can you do? Think about both online and offline options. (Take a photo of all the ideas you have - [class teacher to share this onto the class blog](#)).

Short activity as a class: Look at some [online information about me](#)- what can you tell because of what you have seen? (a blog profile, about me collage and mihi video).

Working in peers, you are now going to be detectives to see what information you can find out about [Cooper from his blog](#), (one reader, one reporter). You are going to record the information you find on '[Who is Cooper?](#)' doc.

TEACH - How one person will create a copy of the doc and share it to the other - they will both need to put it into the correct folder.

Important to point out - photo of F45 hat in all about me post - this is giving away information about where you could find Cooper. Also, by giving his last name you can infer what his parents last names and siblings last names may be.

Discuss/Reflect: What information did you find out and is it important? Did Cooper share any information that could make him unsafe? Can you make any connections from the information? What is the most important information you found out and why? **Can you find out about people in Cooper's neighbourhood from what he has shared?** Because of what Cooper has shared online are there any non digital ways you can find out about Cooper?

Follow up activity: Create a class blog post about different ways you can find out information about people. Use your Cluster Connections to do a quick research session and share back what you find out about them.

Lesson TWO - Private and Personal Information

Prep - Teacher Smart Share Google Drawing [Personal or Private Activity](#)

Recap: Last week we looked at how you can find out information about someone. On your blogs what are some different ways we can find out information? (Look at the photo of the brainstorm on the class blog: Photo, videos, writing). Cooper shared a whole lot of information - he shared too

much, we call the information that keeps us safe **private information** which means we don't share it with others.

Lesson - Today we are going to decide what information Cooper shared that made him unsafe. We are going to split the information into private and personal information.

Watch video - make a list of things that are private.

Personal or Private Activity (1:1)

Play a game of private or personal- pick sides of the room - one personal one private - read out information about students from blogs posts and decide where the information goes?

Discuss/Reflect: What information can we share online? Why is it important that we don't share too much information? Who can look at the information we share online?

In an older (8-10 years) class share [this video](#).

Follow up activity: As a class find two celebrities and see if you can find out any private information about them post what you have found to your class blog.

Lesson THREE - *Commenting in a way that helps*

Prep: Teacher to give students a Cybersmart Buddy to comment on their work and to work as a team. It would be great if these could be set for the term.

Recap: Because we now know what to share and what to keep private - how can we help Cooper? Is there a way we can let him know that he has shared too much?

Lesson - Commenting on Cooper's Blog - what a quality commenting looks like.

Discuss: We want Cooper to be safe online, but we don't want him to feel bad about the work he has done because it is good work and he has obviously tried really hard.

When you have a conversation with someone what happens first? Model role play with class teacher (use the F45 cap as a way to get into Cooper's Character) - having a conversation - What could we say to Cooper? How might he respond? Start with a greeting, complement them or ask what they have been doing (on a blog we can see what they have been doing so we say something positive and something that lets them know we have read what they have written). Then we might want to let them know how to fix their mistakes or improve their work. How can we get Cooper to reply to our comment?

As a class choose the most important post and create a quality comment for Cooper.

Come up with a template as a class for writing a comment (PUT IT ON THE BOARD & take a photo for later) - [here is an example](#) you could print these out so that students can have them at their desks to support practise. And here are [some sentence starters](#).

Practise: Students go to their buddy's blog and find their about me post. Practise saying your comment to each other aloud. How do you start? What comes next? Is the person happy with what was said?

Students then write down their comment for their buddy and get it checked by a teacher. Is what you have said kind? Fair? Will your whānau be proud of what you have written?

Reflect: Share back a few comments to the class highlighting the different parts of the comment.

Follow up activity: Students write a comment on their cluster connections blog - [ALL COMMENTS MUST BE CHECK BY A TEACHER BEFORE POSTED](#).

Lesson FOUR - *Online you is the same is real life you. (Commenting continued)*

Recap: Last week we had a go at commenting on others work. What did we need to make sure our comments had in them? (greeting, positive, thoughtful, helpful, question) Why is that? (**Online you is the same is real life you. We need to be kind**)

Lesson - We are going to [watch a video](#) that shares how what you say online to others is important. Discuss video - Your life online can either hurt you or help you! What does that mean? & why? (The

things you share online are there forever). Before you post anything anywhere - you need to ask yourself two questions - **'Is it true?'** (if not don't post it) and **'Is it kind?'** (if not don't post it).

What should you do if someone posts something that is not true or kind? The best thing you can do is to not reply and tell an adult or someone you trust. People can be mean, but it is your mission to make kindness go viral.

Activity: Your mission is to create a poster (**older classrooms could make a video or animation**) for others to use when commenting on your blog. Think about when you get a comment how it makes you feel. Poster [example 1](#) and [2](#)

Share the poster to your blog and ask your family to leave you a comment.

Follow up activity: Finish the posters and share them back to the class. Share the most creative posters to the class blog.

Lesson FIVE - You have a Digital Footprint.

Recap: So far we have learnt about private and personal information and how to comment on a blog. We know that online is no different to face to face and that when we say something it needs to be kind and true.

Lesson - Every time you post online it creates a Digital Footprint - "Your digital footprint is the trail of 'electronic breadcrumbs' you leave behind when you use the internet. It can include the websites you visit, the photos you upload and your interactions with other people on social networks." - Netsafe Nz. We know that what we say online matters and stays there forever. Even if you delete something that does not mean it is gone. People can use your digital footprint to find out information about you. [This video helps explain it a little bit.](#) Sometimes people can use your history to see what things you have been searching on your computer.

What things do you do online that add to your footprint?

What kind of footprint should we be trying to leave? (not about size)

Did you know that if someone shares an image of you without your permission you have the right to ask them to take it down? If they don't do this you can report it to the website and they will remove it!

Activity- Google yourself and see what comes up. What sort of information do you not want to see online? (recap private & personal).

Google me - what information can you find out?

What about your principal? What information can you find?

What about your parents? Do you think they are Cybersmart? What does it mean to be Cybersmart?

Follow up activity: Write a letter to the people you have researched letting them know if they have shared too much private information or if they have done a good job.

Lesson SIX - Is it real or is it fake?

Recap: What you share online is a reflection of you and who you are. This is what you post and what you comment. Not everything you see and hear is true though is it?

Lesson - Is everything you read and see online real? People alter images online to make people believe things or to persuade people of something. Sometimes you can alter an image in a smart way to help keep yourself safe.

Show students the first image in this slide deck - Discuss & vote is it real or fake? How do you know?

Slide 3 - sometimes people alter images in obvious ways and sometimes it is hard to tell.

Sometimes it's not just photographs that are altered. Sometimes videos can be edited to. Watch and discuss.

Sometimes we can use altering to keep us safe online - like hiding our licence plate, mailbox number or even hiding our friends faces if they don't want us to share the photo. Model how you can do this on the car and also on the photo.

Your Turn! Make a copy of [this slide](#) and alter the photos. You can choose what you want Cooper to look like - I chose to make him fancy in my example [here](#). Here are two student blog posts sharing the learning [Kate](#) & [Logan](#).

Follow up activity: Take a photo as a class and alter, or you could take a video and alter it. Share it on your class blog for others to comment on!

Lesson Seven - What makes a good blog post?

Recap: This term we have focused on your smart footprint - what do you think that means? What are the things that contribute to your footprint?

Lesson - Today we are going to work on how you create an amazing blog post, what you should be thinking about and how to make sure your audience leave you a comment!

Activate Prior Knowledge: Think back to the [slide show](#) I shared last term about your blogs?

Remember who your audience is? What else can you remember about your blog?

Go through the slide deck for [what makes a quality post?](#)

Focus on why students should share their work 3 reasons for doing this - it will change the way that they write the post depending on whether they are celebrating, asking for feedback or teaching.

Use the content from one of the Cybersmart sessions this term to create a blog post - I would do this in a mirrored fashion step by step with the students through the six criteria.

Top tip - remember if you are sharing a slide deck or anything directly from your drive you need to change the share settings. [Here is a video](#) to help you with this. Then you need to go to file >

Publish to the web > Embed > Publish > okay > copy the html code and paste it into the html of your blog post (top left hand side change from content to HTML).

There is also [this rubric](#) to support in class blog posts in the future.

Follow up activity: Post another blog post using this criteria! Email me (kmorgan@urumanuka.org.nz) if you have any posts you would love a comment on and I will make sure I do this for you.

Lesson EIGHT - Kahoot! What have we learnt?

Recap: Private vs. personal information, what you share online should be a reflection of who you are, things that you post or share online last forever, not everything you read is real!

Lesson - Students create a login for Kahoot! As a class we do the Kahoot together. Then students are to create their own kahoot! For others to play and remember what they have learnt about this term.

Follow up activity: Play each other's Kahoots!

Older students / Extra for experts Lesson - Panda or Tree Octopus?

Prep: Go over the main pages of each website as a shared reading session.

Recap: What have we learnt this term?

Lesson - Students work in peers to figure out who they should donate money to? They can google & ask others, students will need to be able to say why they believe or do not believe this story.

Class discussion - who should be donate money to and why?

Can we believe everything we read?

Follow up activity: As a class create a fake news story and share to your blog! Do you think people are going to believe you?