



Learning Online: Managing your Online Identity

Scheme of work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour.	Approx. 1 hour.	Approx. 1 hour.
Objectives	<ul style="list-style-type: none">• Explore the information that is available about people online.• Identify some of the benefits and drawbacks of having an online presence.• Assess your online identity and reflect on how you use the internet for sharing information.	<ul style="list-style-type: none">• Assess the different requirements for a profile based on its aim.• Identify good and bad practice for online profiles.• Explain how to improve your online identity.	<ul style="list-style-type: none">• Identify ways to manage profile and privacy settings online.• Reflect on how mental health can be affected by the internet.• Summarise best practice for online profiles

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

<p>Starter activity</p> <p>Answer the question: How comfortable do you feel sharing your information online?</p> <p>Students complete the poll online (Step 1.4) or using sticky notes with the following options:</p> <ul style="list-style-type: none"> • I think sharing information is useful • I'm careful who can see my information • I only worry about security information • It's not safe, anyone could see it • I don't know much about this issue 	<p>Learning objectives</p> <ul style="list-style-type: none"> • Explore the information that is available about people online. • Identify some of the benefits and drawbacks of having an online presence. • Assess your online identity and reflect on how you use the internet for sharing information.
<p>Main activities</p> <p>In pairs, students discuss their responses to the poll and categorise explanations about their feelings into 'positive' and 'negative'.</p> <p>Watch video on Step 1.6 about the benefits of having an online presence, adding to their notes any new ideas.</p> <p>Students watch video from Step 1.2 and create a table or mindmap comparing the information they would and wouldn't want to be available about them online.</p> <p>Students then research themselves (and usernames they use) online in an incognito web browser. They should then answer the questions on Step 1.5 to analyse their findings.</p> <p>Students return to their table or mindmap and annotate what information they want to remove and what information they want to add to their online presence.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Post-it notes (optional). 3. Devices for research and to watch the videos. <p>Assessment for Learning</p> <p>Mindmap of information available online</p> <p>Reflection on personal online identity</p> <p>Differentiation</p> <p>SEND: Videos have subtitles</p> <p>Low ability: Peer-learning</p> <p>Stretch and Challenge: Peer-teaching</p> <p>Plenary</p> <p>Students reflect on if what they found makes them look employable or not and why.</p>

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Lesson 2 plan

<p>Starter activity</p> <p>Students select a hashtag (online) activist that inspires them or one from the list in Step 1.7. They then write down at least three things that their chosen activist does that they think makes them inspiring.</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • Assess the different requirements for a profile based on its aim. • Identify good and bad practice for online profiles. • Explain how to improve your online identity.
<p>Main activities</p> <p>Teacher splits the class into three groups:</p> <ol style="list-style-type: none"> 1. Employability. 2. Social and political campaigning. 3. Networking for similar interests and hobbies. <p>Each student comes up with their own ideas of what should and shouldn't be included for an online profile with their allocated purpose. They then brainstorm and combine these with the rest of the group (each group could be sit into two depending on class size).</p> <p>Each team then briefly summarises their ideas to the rest of the class.</p> <p>In pairs, students complete the Comparing profiles exercise on Step 1.10 either online or using the downloadable version.</p> <p>Individually, students complete the self-assessment on how to optimise their online identity in the exercise on Step 1.9. Then they read the article on Step 2.2 and make notes on how to manage their online information.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. 3+ Devices for accessing the exercises. <p>Assessment for Learning</p> <p>Group summaries of profile requirements.</p> <p>Self-assessment of online identity.</p> <p>Differentiation</p> <p>SEND: Videos have subtitles</p> <p>Low ability: Peer-learning</p> <p>Stretch and Challenge: Peer-teaching</p> <p>Plenary</p> <p>Students state one thing they're going to change about their online identity, including how they will do this.</p>

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Lesson 3 plan

<p>Starter activity</p> <p>Students use sticky-notes to identify how they can control what information about them is available for others to see online.</p> <p>Teacher then compares the class's answers with information on Step 2.2.</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • Identify ways to manage profile and privacy settings online. • Reflect on how mental health can be affected by the internet. • Summarise best practice for online profiles
<p>Main activities</p> <p>Teacher splits the class into groups of three and allocates each one of the scenarios on Step 2.6. Each team should create a mindmap of how they would feel if they were in that situation, what they would do, and what they might have done differently.</p> <p>Each team then rotates around the room to look at the other scenarios and add their own thoughts that might be missing.</p> <p>Students read through the content on Step 2.8 before reflecting on the different ways that their own mental health can be affected by using the internet.</p> <p>In pairs, students list ways they can look after their mental health online. Then teacher plays bingo using the tips on Step 2.5 as answers and bonus points for extra thoughts from the students.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Sticky notes (optional). 3. 3+ Devices for research. <p>Assessment for Learning</p> <p>Exercise evaluating online profiles.</p> <p>Self-assessment of online identity.</p> <p>Mental health bingo.</p> <p>Differentiation</p> <p>SEND: Peer support and teacher scaffolding.</p> <p>Low ability: Peer-learning.</p> <p>Stretch and Challenge: Peer-teaching.</p> <p>Plenary</p> <p>Students write a list of no more than 10 top tips for managing their online identity based on their learning over the last three lessons.</p>