**Unit Overview**
Our culture of online sharing holds tremendous promise for young people. They can communicate, collaborate, express themselves, and find support for their interests from ever-growing and far-reaching audiences. But the ease of online disclosure places teens’ reputations at risk. Something that happens in the spur of the moment – a funny picture, a certain post – can resurface years later as part of a teen’s digital footprint. What’s more, because information can be copied, cut, and pasted online, our messages, comments and photos can be taken out of context. The online histories that our kids build may affect their admission to schools and future employment opportunities.

In this unit, students will think critically about how to better harness the positive potential of digital life and avoid its perils. They learn the importance of managing their own privacy and develop strategies for respecting the privacy of others.

**Slide 1**
- Read the title
- Define Digital Footprint
  - digital footprint: On the Internet a digital footprint is the word used to describe the trail, traces or "footprints" that people leave online. This is information transmitted online, such as forum registration, e-mails and attachments, uploading videos or digital images and any other form of transmission of information — all of which leaves traces of personal information about yourself available to others online.

**Slide 2**
- Read the objectives
- **Ask the students to define:** reputation, persist, context, and online tagging
  - reputation: the general impression of a person held by others and the public
  - persist: to continue and endure
  - context: different factors that surround a piece of information that help determine its meaning
  - tag: to add a descriptive word, label, or phase to a photo or video

**Slide 3**
- Watch the short video
- **Ask...**Why do you think things posted online tend to persist, even when you prefer they didn’t?**
  - Students may say things like...pictures can be saved, copy and pasted, emailed, etc...

**Slide 4**
- **Ask students the following questions about the picture on slide 4:**
  - **What is the context of this picture?**
    - Students might say...party, pirate, drinking, etc...
  - **Is there anything wrong with this picture?**
    - Students will probably say NO
• If a post or tag was with the picture would that change the context?
  • Student should say YES
• If this picture were posted on Facebook, could it be harmful?
  • Depends on the context

Slide 5
• Read article
• Ask students:
  • Do you think Millersville University was justified in disqualifying Stacy from earning her teaching degree because of her profile page? Why, or why not? (Encourage students to think about the question from different perspectives, such as that of Stacy, her friends, school officials, community members, or parents of Stacy’s students. Remind students that Stacy is an adult, and that for the purpose of this exercise, they should be less concerned about judging her behavior than about considering issues of online privacy.)

Slide 6
• Ask students the following questions:
  • How would the situation be different if the tag would have said “Happy Halloween” or if the accompanying post stated “Children’s birthday party...Fun Fun!”? (Students should recognize that the tagging changes the context)
  • Should someone post a picture of you without your permission? Would Stacy’s situation have changed if the picture would have been on someone else’s MySpace? (Students should be aware that they or others should never post images or tag pictures that could harm a person’s reputation.)

Slide 7
• Review the Key to Creating a Positive Online Image