

Tutor Guidance

Topic /Subject: Creating a professional online footprint

Duration: This session can be delivered over multiple 1 hr sessions.

Level: All Levels

Additional resources: <https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint>

Session Overview:

This session concentrates on how a student's online footprint can impact their future university and career prospects.

The aims of the session are to help students understand what they post online help potential interviewers form an opinion of them before they have even met.

How negative, offensive and abusive comments and posts can impact on careers

How to clean up your foot print history

How to 'cultivate' a more professional online image

Action required Prior to delivery: Read and understand the content.

Resources Needed – Paper, pens and post-its.

Suggested Lesson Structure

Teachers are encouraged to modify the delivery notes to meet the needs of their students for example Level 3 student might be set the challenge to find the information about digital footprints and maintaining a professional online presence and to create a presentation, film, Powtoon, Infographic or information leaflet for others to learn from.

Slide	Teacher Action	Learner Activity- What will students do to learn?
2 to 3	Introduce the session: a professional discussion This session concentrates on how a learner's online footprints can impact their future university and career prospects. The aims of the session are to help students understand what they post online help potential interviewers form an opinion of them before they have even met. How negative, offensive and abusive comments and posts can impact on careers How to clean up your footprint history How to 'cultivate' a more professional online image	
4-5	Introduce facts Stress the need to know this information and act is due to potential employers now basing their employment decisions on what their potential employees have posted in the past.	Opening questions: How many in the group go online? How many use social media to like images, make posts and comments? How many in the group have Googled themselves? What did they find? How many have posted comments on on private or public social media sites? How many have shared images on social media of themselves out with friends at clubs, bars restaurants, events, festivals, parties or on holiday? If a potential employer were to see these comments and images, what first impression do you think they would make and why?
6	Pose questions: Q – What is a digital footprint?	Discuss the questions in small groups or pairs. Form and share responses.

	Q – How is a digital footprint created? Q – Do you always know when you are leaving a digital trail? Inform learners of the differences between active and passive footprints (see slide notes).	Learners respond and share their ideas and thoughts.
7	Pose question: What is the impact of a positive and a negative online digital presence/image?	Split learners in to small groups. Some groups look at the benefits of a positive online image while the other groups look at the impact of having a negative online presence. Learners to share their ideas, thoughts and findings.
8	Introduce and play summary video Inform learners of task to lookout / pay extension as to what advice is given to clean up their online profiles.	Watch video looking out for actions they can take to clean up their online image. Discussion.
9-11	This section starts the process of 'cultivating' a more professional digital profile.	Think about the questions – respond by creating a list of actions they can take to start to create a positive online image. Learners to select at least one of the options and use the remaining session time to start to cultivate a positive online image.
12	Online safety reminder.	