Teaching notes

This resource looks at being aware of information on the internet. This includes the information that students post about themselves and the information they find online.

Explore

The students explore a video that outlines their digital dossier. They then watch a video that outlines the conditions that they sign up to when they join Facebook. There is a suggestion that this information may be used by the intelligence branches of countries such as the US. This opens up the opportunity for a discussion on what should and shouldn’t go online. Here are some links to humorous sites that look at Facebook (you can decide if they are suitable for your group of students). They are on Youtube so will not be available to the students but can be shown on IWB from a teacher’s login.

**What Facebook is for** (this is very funny and communicates effectively some of the risks of social networking- does briefly show a slide with offensive language) see [http://www.youtube.com/watch?v=kFKHaFJzUb4&feature=fvw](http://www.youtube.com/watch?v=kFKHaFJzUb4&feature=fvw)

**Dangers of Facebook**  (briefly shows that you may communicate things about yourself that you do not want everyone to know) see [http://www.youtube.com/watch?v=-GGUGEj4tQgQ&feature=related](http://www.youtube.com/watch?v=-GGUGEj4tQgQ&feature=related)

**Facebook in reality** see [http://www.youtube.com/watch?v=eG-sTKtWXuA](http://www.youtube.com/watch?v=eG-sTKtWXuA)

**Facebook in Real life** (both these show how social networking can go wrong in a fun way) see [http://www.youtube.com/watch?v=MRsRLZiyH20&feature=related](http://www.youtube.com/watch?v=MRsRLZiyH20&feature=related)

Your tasks

**Task 1 — Ethics of social marketing**

Students explore the conditions that Facebook require and decide if it is ethical. A template is supplied for students to organise their ideas and decide if a practise such as social marketing is ethical.

**Task 2 — Reliability and validity**

An example of a hoax Facebook site leads to a discussion on the reliability and validity of information. Students then draft a letter to the Facebook developers.

**Girl with the jacket (Witchery)** see [http://www.youtube.com/watch?v=zQybOsM-7Qw](http://www.youtube.com/watch?v=zQybOsM-7Qw)

**Task 3 — Good examples**
Good social networks such as the TED web site provide opportunities for students to watch leaders in the forefront of many fields. Students visit the site and then choose a video to watch. It is suggested that you narrow the search by using science and the green future as a theme. They are then asked to post a comment on the blog.

A second example of good social networking encourages students to make a phone App to share with other members of the class.

How to use this resource

This resource, Leaving footprints, is designed to support the Digital Education Revolution – NSW (DER-NSW) program and has a specific orientation towards teaching Digital Citizenship. The resources and tasks are aimed at supporting student use of the DER-NSW laptops in both online and offline classroom environments.

If you have difficulty viewing this resource on the DER-NSW laptop screens you can switch your web browser to full screen mode. With your web browser open press F11 to switch between normal and full screen mode.

For more detailed support on how to use the DER-NSW laptop software referred to in this resource please visit the TaLe Tools+ site. Alternatively, you may wish to view this video clip (see http://www.teachertube.com/viewVideo.php?video_id=188343&title=Social_Networking_in_the_Classroom) that gives background to the use of social networking in the classroom. (Another alternative site on http://www.teachertube.com/viewVideo.php?video_id=188607&title=Social_networking_in_the_classroom)