For young people with special educational needs and disabilities

# Online reputation and social networking

Age range: 14+

**BARCLAYS** | **LifeSkills**

# Session overview

| Time | Key learning outcomes | Resources |
|------|----------------------|-----------|
| 120 mins | By the end of the activity students will be able to:<br>• Identify ways in which young people can create a positive or negative online reputation<br>• Understand how they can use social media to create a impression with potential employers<br>• Recognise some of the ways in which people could steal data and personal information and identify tips for protecting their personal information | • Online reputation and social networking student worksheet<br>• Online reputation and social networking presentation slides |

It's recommended that lessons are repeated to ensure concepts are understood, and allow for skills to be built over time. Always start the session by agreeing ground rules with the group. For advice on this and other ways to establish a safe learning environment, **download the content guide.**

This is one of a set of core lessons that have been adapted for young people with Special Educational Needs and Disabilities (also known as Additional Support Needs/Additional Learning Needs). Adaptation has been completed with the support of specialist careers provider Talentino, and tested with staff and students at several different special schools.

# Contents

# Activity one

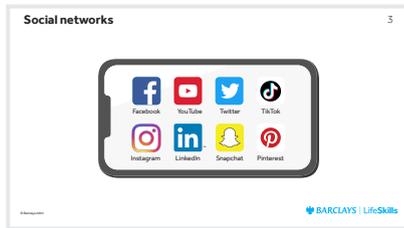## Online reputation

### 1. What is online reputation?

- Ask the students what they think is meant by online reputation. Ask them whether they think it is important, and why. Discuss the following issues:

  - College admissions staff or employers may search for them online and make a judgement about them based on what they find

  - Future employers may (or may not) offer them an interview or job based on what they find out online

- To support students' understanding of giving employers a positive online impression, you could show one or two clips from **'Is your social media profile employment-ready?'** You should watch these before the lesson to ensure they are suitable for your group

- Discuss what they think a digital footprint is. Answers may include:

  - Information/data left behind after using social media, blogs and other online services

  - Information about services they have used online

  - Things they have shared online that can be traced back to them

- Using the **Creating a good reputation student worksheet**, ask the students to create a definition of online reputation, and then write their ideas about how to achieve a good online reputation

- Explain to students that their online reputation can be damaged by something someone else puts online. Discuss with them how this could happen, for example:

  - Friends sharing photos of them online

  - Inappropriate tweets that they have been tagged in

  - Inappropriate Facebook posts they have been tagged in

  - Being tagged somewhere they are not

  - Being mentioned in an inappropriate blog post

- Write their responses on the board

- Show **slide 2**, which provides definitions of online reputation and digital footprint

### Extension

Ask students to think about how people get a good reputation in the real world. Students can make a list of how this happens. Who in the public eye has a good reputation? How did they achieve this?

# Activity one

## 2. Positive online reputation



- Discuss with students why a positive online presence is important. What can it do for them?

- Show the list of social networks on **slide 3**. Discuss how each of these can be used to create a positive online reputation. Students can use the **Using social networks positively student worksheet** to collect their ideas. NB Some of these sites may not be accessible via your school network, and you may feel you want to focus on the ones most relevant to your students

## 3. Negative online reputation

- Ask students what they think the dangers are of having a negative online reputation. How may this affect their job prospects?

- Show the examples of the negative effect of online activity on **slide 4**. Discuss with students how these incidents could have been avoided. Ask the students for their opinions

- Talk to students about any incidents that have been in the media recently about people getting into trouble as a result of their online activity. Make sure this is appropriate to the group of young people you are working with so they are not worried or concerned

# Activity two

## Getting a job

### 1. Using social media
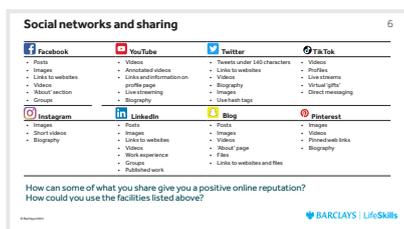


- Explain to students that there are things they can do online to help them get a job and give employers a good impression

- Ask students how they think employers signpost availability online. Did they know some companies use social networks like Twitter to advertise available roles?

- Show the various online services they can use to create a positive online reputation on **slide 6**. NB Some of these sites may not be accessible via your school network, and you may feel you want to focus on the ones most relevant to your students

- Depending on which of them are appropriate to discuss with your students or accessible via your school network, discuss how each of them can be used:

  – **Facebook** is a social network commonly used for keeping in touch with friends and sharing photos, links and videos; it is also used by companies for marketing and customer relationship management

  – **YouTube** allows people to share and watch videos, and to comment on them

# Activity two

## Getting a job (cont'd)

- **Twitter** enables users to send and read tweets (maximum 280 characters), which can contain links, images and videos

- **Google+** is a social network that also provides an online identity service, allowing users to log into other Google services

- **Instagram** is a photo-sharing, video-sharing and social-networking service on which users share pictures and videos, and share them on other social networking services such as Facebook and Twitter

- **LinkedIn** is a social network focused on business in which users create a network of colleagues and professional contacts

- **Blog** is short for 'web log': a website containing a set of entries ('posts') written by someone on topics that interest them; they may allow readers to comment on their posts. Widely used blog services include WordPress and Blogger

- **Pinterest** allows users to upload, save, sort and manage images, known as pins, and other media content (such as videos) through collections known as pinboards

- **TikTok** is a short-form video hosting social-networking service, where users can upload or watch short videos from a range of genres and can follow people and comment on other videos from their profile

• Ensure the students know that it is important to look back at their social networking profiles and delete content they think may be not be appropriate

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## 2. Using the web as a CV



• This section is optional, and you should consider whether it is appropriate for your students and the sorts of employment opportunities that are working towards

• Show students **slide 7**, which shows the services available for creating an online CV to work alongside their paper CV

  - **LinkedIn:** see above

  - **WordPress or Blogger:** see Blog above

  - **Tumblr** is a microblogging platform and social networking website that allows users to post images, text and other content to a short-form blog

  - **About.me** allows users to create a one-page user profile to link their online identities, relevant external sites, and popular social networking websites such as **Facebook** and **Flickr**

  - Online website builders such as **Moonfruit** and **Weebly** provide templates and hosting so you can build your own website for free or at little cost

  - Creating a video CV and sharing it on **YouTube** or **Vimeo**

# Activity two

## Getting a job (cont'd)

- Explain that an online CV can contain more engaging content than a paper CV, as well as interactive elements and direct links to online content. The web is a great place for them to provide evidence of the positive things they have done, such as:

  - Examples of school work

  - Photos of art work

  - Code in subjects like Computing

  - Research used for assignments

  - Videos of sporting events

  - Audio clips of public speaking

  - Examples of extra-curricular activities

  - Sports achievements

  - Personal interests

- They can also use these services to store and share digital work. Show **slide 8** on storing and sharing evidence

- Remind students that they must be accurate in their CV, especially when it is published online. If they provide information that is not true or claim to have created work that is not theirs, they are likely to be found out. Employers can check whether information like qualifications are correct

## Extension

To inspire students to create a winning CV and show them how social media can have a positive and negative impact on their online reputation and employability, why not get them to log on to LifeSkills and use the **CV builder**. This interactive tool collects information about the students' most popular posts and likes from their Facebook and Twitter profiles, to demonstrate what employers might see about them online.

# Activity three

## Privacy

### 1. How private are you?

> **Ask the students if they think online privacy is important. What aspects of their life are they happy to share?**
>
> **Are there aspects of their life they do not want to share?**
>
> **Do they think young people share too much? Why?**

- Advise students to check their privacy settings on the social networks they use and make sure that only the people they choose can see what they are sharing
- Explain that there are people who could use the information we share to steal data. Look at the two films on **this LifeSkills webpage**. You may want to review this information in advance to check that it is suitable for your group of students

### 2. Keeping safe

- Talk to students about the importance of keeping personal identification numbers (PINs) and passwords safe. They should not share this information with anyone, not even friends
- Ask students to suggest their top tips for keeping information safe and create a list on the board. This might include: Use an app that safely stores passwords
  - Don't write PINs or passwords down unless they are stored somewhere safe and secure
  - Don't share your passwords or PINs with friends
  - When entering PINs or passwords on websites, be aware that some phishing sites may try to trick you into entering this information. Make sure you're using the correct website: if in doubt, don't do it
  - Don't create easy passwords like 1234, instead use a mix of numbers, capital letters and symbols
  - When shopping online look out for the padlock symbol to make sure the website is secure

# Summary

- Remind students that their online reputation and digital footprint are very important and can help or hinder their job prospects. They must manage their online profiles and their privacy
- Point out to students that it can be very difficult to delete information once it's been put online – you may delete it from one place but it could be stored elsewhere. Before posting anything online, students should consider who might look at it and how it might reflect on them in years to come. According to new European laws upheld from 2014, if someone requests it, search engines should stop providing links to those sites when responding to searches that include the requester's name. Point out to students that this is not an easy route to pursue if they wanted something deleted and so should exercise caution in the first place
- Reinforce how they can use the web to help them get a job, by creating online CVs and publishing the positive things they have done
- Remind students about the skills audit to keep track of the digital skills they already have

# Online reputation and social networking

## Creating a good reputation

Use this sheet to write a definition of online reputation. Think about what you have discussed in your lesson.

**'Online reputation' means...**

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**How can you create a good online reputation? Write your ideas below.**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

# Online reputation and social networking

## Using social networks positively

Use this sheet to note how you can use social networks to create a positive online reputation.
Your teacher will tell you which ones to focus on.

**Snapchat**

**Instagram**

**Twitter**

**Facebook**

**Pinterest**

**LinkedIn**