Digital Literacy

Lesson plan

Participating safely and   
responsibly online

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# Learning path

The **Participate safely and responsibly online** learning path introduces safety risks, safeguards, and best practices, and how to use and create information online, and participate safely and responsibly online.

# Resources

Take time to review the learning path and module resources to support instructional delivery.

|  |  |
| --- | --- |
| Participate safely and responsibly online | * [Transcript: Participate safely and responsibly online](https://digital-literacy-courses-en-us.azurewebsites.net/en-us/digitalliteracy/newcourses/04_Participate_safely_and_responsibly_online/course/SCO1/en-us/Content/Transcript_Participate-safely-and-responsibly-online.pdf) * PowerPoint: Communicate online * Printable certificate: Communicate online |
| Learn online safety and privacy | * [Online course module for Online safety and privacy](https://digital-literacy-courses-en-us.azurewebsites.net/en-us/digitalliteracy/newcourses/04_Participate_safely_and_responsibly_online/course/SCO1/onlineLauncher.htm) * [Video: Protect yourself from phishing](https://www.microsoft.com/videoplayer/embed/RWtIc4) * [Video: Communicate safely online](https://www.microsoft.com/videoplayer/embed/RWtD0y) * [Video: Create strong passwords](https://www.microsoft.com/videoplayer/embed/RWtD0z) * [Video: Oversharing online](https://www.microsoft.com/videoplayer/embed/RWtSAV) * [Video: Manage your digital footprint](https://www.microsoft.com/videoplayer/embed/RWtV9U) |
| Explore online civility | * [Online course module for Online civility](https://digital-literacy-courses-en-us.azurewebsites.net/en-us/digitalliteracy/newcourses/04_Participate_safely_and_responsibly_online/course/SCO1/onlineLauncher.htm) * [Video: Use information responsibly](https://www.microsoft.com/videoplayer/embed/RWtVaf) * [Video: Treat others respectfully online](https://www.microsoft.com/videoplayer/embed/RWtVa9) |
| Related resources | * [Rock Your Linkedin Profile](https://www.linkedin.com/learning/rock-your-linkedin-profile) * [Learning Linkedin](https://www.linkedin.com/learning/learning-linkedin-3) * [Learning Linkedin for Students](https://www.linkedin.com/learning/learning-linkedin-for-students) |

# Glossary

Refer to glossary of common terms and their definitions during discussions.

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| cyber bullying | A type of bullying that takes place over the internet. |
| digital footprint | Online activities, such as a record of everything a person says or does online, become part of an online history, also known as digital footprint. |
| phishing | Phishing is a common online scam which attempts to steal sensitive information through emails, websites, text messages, or other forms of electronic communication that often look to be official communication from legitimate companies or individuals. |

# Lesson notes

Ideas to supplement instructional activities for delivery of the modules in this learning path.

# Module: Online safety and privacy

**Online safety and privacy** introduces some safety risks when using the internet, tips for staying safe, and keeping information private online.

## Warm up

Tell a story to kick-off the first topic on “**Protect yourself from phishing**”, and use a scenario introduced in the corresponding topic’s video from this module, for example:

A common way to catch a fish is to put food on a hook so the fish will want to eat it. Once they bite the food, they will be hooked. Phishing scams on the internet work the same way.

## Engaging learners

Ask learners to think about some of the questions they have about online safety and privacy.

* A guiding question might be, “What are some of the safety risks when using the internet?”
* Then follow up with a discussion about tips for staying safe, and some of the best practices for keeping their information private online.

Give learners time to explore the learning path online modules either on their own, or in collaboration with a learning partner.

Facilitate a discussion with the class afterwards, inviting a few volunteers to share their learning takeaways.

## Reinforcing learning

Consider reviewing the remaining topics introduced in this module for follow up discussions.

* For instance, “**Communicate safely online**” introduces some concepts on how to keep safe from online predators when communicating online.
* Use Learners' responses in the warm-up to help segue to the follow up discussions.
* Then, ask learners to discuss how the best practices and safety tips introduced in this module can help with precautions as they build their profiles online.

Subsequently, learners will also learn some best practices for sharing information online in the “**Oversharing online**” video and the importance of managing their digital footprint in the “**Manage your digital footprint**” video.

* Consider learners’ responses in the discussions to determine if further review is needed on managing digital footprints.
* Emphasize the notion that just like physical footprints showing someone’s steps on a dirt path, their digital footprint is a history of all the activity they do online.

## Extending learning

LinkedIn is a resource that is helpful for learners entering the workforce. Ask learners to pair up with a partner to explore LinkedIn and its benefits and features. These **LinkedIn** resources are listed in **Resources**.

## Wrap up

Ask for a few volunteers to share learning takeaways about the LinkedIn discussion. Follow up with key points summarized in the PowerPoint. If time, consider briefly reviewing the **Knowledge check** answer key with learners, along with the **Glossary** terms and their definitions.

## Knowledge check answer key

1. Which of the following components should you look for in the URL of a webpage to make sure you’re on a secure site?
   1. http
   2. secure
   3. **https - Correct! "https" means the webpage is secure.**
   4. ssh
2. Which of these passwords is the strongest?
   1. **John@453 - Correct! This password contains uppercase, lowercase, special character and numbers.**
   2. John500
   3. JoHn300
   4. 125893
3. Your digital footprint is:
   1. The size of information in your online accounts
   2. The number of people you’re connected to online
   3. **A record of everything you do and say online. - Correct! Your digital footprint makes it easy to track your actions online.**
   4. Your online username

# Module: Online civility

**Online civility** introduces some of the rights and best practices for using information online, and online civility in context of cyberbullying.

## Warm up

Start with a brief discussion to understand what learners already know about rights and best practices for using information online, and about cyberbullying. Use learners' responses to help segue to engaging learners in subsequent activities.

## Engaging learners

In this module, learners will be introduced to topics such as describing best practices for using information found on the web, and describing the implications of treating others poorly on the web from the corresponding videos.

Some learners may struggle to understand when it is appropriate to first obtain permission from an author for content found online, or when to use content fairly and responsibly. Refer to the corresponding video “**Use information responsibly**” and the scenario that learners are introduced to in this module, for instance:

Harold wants to write a cookbook and sell it online. He is not good at taking photos, so he the searches for images online. He downloads images of different foods and includes them in his book. This might seem okay because it is easy to do, but this is not a fair or responsible way to use information found online.

As a follow up, facilitate a discussion with the class by inviting a few volunteers to share their learning takeaways related to using information found on the web in a responsible way.

## Reinforcing learning

Some learners may not be aware of the opportunity they hold for making the internet a friendly and safer place for everyone.

Take this opportunity to encourage learners to share some ideas on this topic based on the video “**Treat others respectfully online**”.

As learners are introduced to some of the key concepts of cyberbullying, take special care to reinforce some of the guidelines presented in the corresponding video.

If time, consider having a guest speaker from your organization or community who can share more about specialized topics around preventing cyberbullying and being a digital citizen.

## Extending learning

Reinforce concepts on treating others respectfully online by asking learners to discuss the “Golden Rules” introduced in “[Treat others respectfully online](https://www.microsoft.com/videoplayer/embed/RWtVa9)[”](https://www.microsoft.com/en-us/videoplayer/embed/RWtVa9) and encourage them to consider best practices and tips in a real-world scenario. Share the lesson plan **PowerPoint** to review the Golden Rules before conducting the following activity:

1. Pair up with a learning partner.
2. Open and review resources from **LinkedIn** links that are listed in **Resources**.
3. Discuss how these resources can be helpful for building online connections with people and possible contacts for those entering the workforce.
4. Select one of the Golden Rules.
5. Describe one or two ways you can put these suggestions into practice while using the LinkedIn application for building your online connections.

As a follow up, facilitate a discussion with the class by inviting a few volunteers to share their learning takeaways. Consider using OneNote to capture the Golden Rules selected by learners, and the key points for how learners considered them in real-world practice.

## Wrap up

Ask learners to pair up and quiz each other using the **Knowledge check** at the end of this module using the PowerPoint. Alternatively, review the Knowledge check answer key with learners, along with the Glossary of terms and related definitions. Invite a few volunteers to share one learning takeaways from the entire learning path.

## Knowledge check answer key

1. Which one of these actions is not violating copyrights?
   1. Using someone's images in a book you publish without their permission.
   2. **Quoting a paragraph from someone's book and referencing them - Correct! You observe the copyrights when you cite the owner.**
   3. Selling someone's video under your name.
   4. Selling someone's book without a license.
2. Cyberbullying can take place:
   1. Only on social media platforms.
   2. Only through emails.
   3. Only on SMS.
   4. **On social media platforms and SMS, and through emails. - Correct! Cyberbullying can take place in any type of online communication.**



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| --- | --- |
|  | <Name>  Has successfully completed the following Microsoft Digital Literacy course:  Participate safely and responsibly online  <Date> |

