

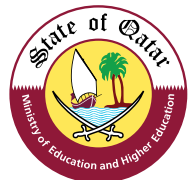


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP GUIDE**  
ONLINE REPUTATION  
MANAGEMENT



# Workshop Components

**Note:**

This document is inclusive only of the Workshop Guide. All other components for this workshop are listed below for the trainer's reference and can be found in the Online Reputation Management Workshop file.

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Online Reputation Management PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)



# Introduction To Online Reputation Management Workshop

**Target Audience:** Students

**Workshop Duration:** 135 Minutes

**Workshop Components:**

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Online Reputation Management PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)

**Workshop Overview:**

The Online Reputation Management Workshop aims to deliver a holistic overview of the concept of digital or online reputation, while presenting the consequences of having either a good or bad reputation online, and how this could have an effect on our daily lives in the real world. It explains the basic principles of identifying, measuring and managing your reputation online to ensure that you keep a good reputation on the web. To help students understand the concepts of Online Reputations they will engage in an activity that gives them the opportunity to practice finding out their reputation online and how to manage it in the right manner.



# Workshop Guide

## Online Reputation Management Workshop

**Duration:** Around 135 minutes

**Requirements:**

- Projector
- WIFI for the trainer
- regular room
- preferably round tables
- hand-outs
- folders

**Number of participants:**

Maximum 25 students

**Purpose:**

To educate and raise awareness on Online Reputation.

**Objectives:**

1. Introduce reputation and online reputation.
2. Introduce a way to measure and manage your online reputation.
3. Show a real example of reputation management.
4. Show how impactful it is on our lives.
5. Wrap up in a mind map.

**Materials to be used:**

- Flipcharts
- Markers
- Workshop Guide
- PPT



Action	Trainer	Participants	Materials	Timing
<b>General Introduction to the program and today's topic</b> – Slide 1	This is an opening slide Introduces himself/herself and the program and today's topic DIGITAL LITERACY CURRICULUM. If needed asks participants to introduce themselves If you think an icebreaker is needed – the trainer does it now.	Listen and introduce themselves.	PPT, icebreakers ACT 1.	15 min
<b>Workshop Objectives</b> – Slide 2	Define the objectives of today's topic. You may want to give a very brief introduction to online reputation but not much.	Listen.	PPT.	5 min
<b>Reputation Definition</b> – Slide 3 & 4	Here the instructor is required to define reputation and online reputation to the audience.	Listen.	PPT.	10 min
<b>Measure Your Reputation Online</b> – Slide 7	Highlight the different types of reputation a person could fall into and how he/she could measure his/her reputation online based on some useful factors.	Listen.	PPT.	15 min
<b>Manage Your Online Reputation</b> – Slide 8 & 9	Define the different areas a person could focus on to manage his/her own reputation online.	Listen.	PPT.	15 min
<b>Real Example</b> – Slide 10	Show them a real example of a reputation management situation.	Listen.	PPT.	20 min
<b>Who's interested?</b> – Slide 11	Divide students in groups of 5 and ask them to list everyone who might be interested to know information about them.	Participate in the activity. Discuss and share your thoughts.	PPT, Flip chart, Pen/ marker, ACT 2.	10 min

Action	Trainer	Participants	Materials	Timing
<b>It's Impact on Our Lives</b> – Slide 6	Highlight the impact of good and bad online reputation.	Listen.	PPT.	10 min
<b>So, what you can do?</b>	Highlight and share some useful tips on how we can help mitigate and protect a person's online presence.	Listen.	PPT.	5 min
<b>Brainstorm Online Reputation</b> – Slide 12	Encourage students to participate in the mind mapping game to wrap up all what was covered and they have learned.	Participate the mind mapping game. Ask questions at the end if any.	PPT, Flip-chart, marker, ACT 3.	20 min
<b>Any Questions?</b> – Slide 13	Encourage participants to ask questions on the topic or even related to safety in general. Pass on evaluation surveys as well as an article for them to read when they get back home.	Ask questions if any and evaluate the session and the instructor through the survey given.	PPT, Evaluation Survey.	10 min



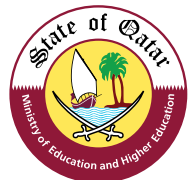


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 1. ICEBREAKERS**  
ONLINE REPUTATION  
MANAGEMENT



# ACT 1

## Icebreakers

### Notes for the trainer:

You can choose one of the icebreakers or pick an icebreaker you've previously done in your training practice. You don't have to do the icebreakers and usually with teachers you should choose those not requiring too much energy and moving around – a short conversation or a story from life is better than "hide and seek" or other activities of this kind. Just observe the group and think what they need – do they need more energy or less energy or do they just want you to go on with activities.

The icebreakers are described separately.

Only use icebreakers if you feel they will help you in the workshop. They are not the core of your content – do not fill the workshop just with icebreakers.

Brief description of icebreakers you will find in teacher's materials.

### Variations:

Treat the list of icebreakers as inspiration. This kind of micro-activities is something each trainer collects and modifies all the time and uses it when appropriate. If you have a group of teachers from the same school do not use icebreakers which are supposed to help the participants memorize each other's names as it is irrelevant, if the group of participants consists of older and experienced teachers – do not try to make them run around and sing as they will probably refuse.

If you feel you have a micro-activity you prefer to use – use it.





### 1. Names

Participants sit in circle and one by one pronounce their names repeating also all the names of people talking before them. The first one has an extra round repeating all names in the end.

### 2. Names

Participants sit in circle and one by one pronounce their names saying e.g. Ann – artist – finding words describing them best and starting with the same letter as their names.

### 3. Names

Participants just pronounce their names one by one.

### 4. Hobbies

Participants stand on chairs in a circle and given a category – walk on chairs to put themselves in a given order (e.g. size of shoe).

### 5. Hobbies

All participants draw what is their favorite hobby. Then 4 chosen participants stand in corners of the room and not speaking but just watching the drawings the other participants try to guess with whom they share hobbies. They find place next to the drawing they find describing similar hobby to theirs. **Still no talking!** After completing the task the group sits together and discuss the outcomes – how the façade can be misleading. ☺

### 6. Pure fun

Participants are divided into groups of at least 3 and get a task to build “a machine for...”. Depending on a level of participants’ ability of abstract thinking they either build specific machines i.e. for grass mowing or can build for example a machine for making sun shine.

### 7. Pure fun

One of participants sits on a chair and four other participants try to lift him/her with their fingers.

### 8. Pure fun

Guessing characters – participants have sticky notes on their backs with names of characters (from cartoons or from politics or movies etc.). Their task is to guess who they are. They can ask others questions but only can expect a yes or no answer.

### 9. Feedback

Cigarette – participants write feedback and fold the sheet of paper one by one to form a cigarette at the end. Trainer can decide on the kind of feedback he/she wants.

### 10. Feedback

Participants draw their hand on paper – just a sketch. Then they write their name on it. Then they are asked to count how many positive features they have and write the number down. Then they are asked to add 2 to the number they’ve written down and this is the number of their features they are asked to name and write down.

### 11. Feedback

The trainer puts a bowl in an exposed place and asks the participants to put their feedback to it on sticky notes each time they feel they want to.

### 12. Miscellaneous

Participants get in pairs and speak about each other for one minute, the other taking notes. The task is then to draw all the things heard and show to the group and let them guess what is drawn.

### 13. Anti – stress

What makes you angry in... (school, work etc.)? Write it down individually. We’ll not read it. It’s for you to realize. Now tear the papers into as small pieces as you can. And imagine some funny creature. Now stick the pieces on paper to form the creature you thought of. ☺

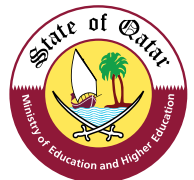


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 2. GROUP WORK**  
ONLINE REPUTATION  
MANAGEMENT



# ACT 2 – (Group Work)

## Who's Interested?

**Topic:**

ACT 2 – Who's Interested?

**Title:**

Who's Interested to Know Information About You – Class Discussion.

**Objectives covered:**

1. To help participants find out how many people are interested to know information about them.
2. To help participants discover the importance of having good reputation online.

**Time:**

10 minutes

**Resources**

PPT, Flip-chart, Pen/marker – Slide 12.

**Notes for the trainer:**

Divide them in groups of five. Provide each group a flip chart and a pen or a marker. Ask them to list everyone who might be interested to know information about them online. Give them five minutes to do so, then ask them to pick one from the group to present the outcome and by the end of the activity conclude with the following:  
“everyone has a different interest in knowing information about us as we all noticed, like the school for admission, parents to monitor attitude and behaviour, educators to correct bad behaviour to give advice, etc.. and so we need to be careful of what we post online and

to think critically on how this could affect our near or long future”.

**Variations:**

If a group is finding difficulty listing a number of people, try and help them, but don't answer the question simply, instead try to put some triggers to help them discover it by themselves.

If you have time and in a computer lab, ask them to search for what people would want to know online and let them discover and present the answers.

If it's a small group ask them to shout out the answers while you write them on the flip chart and after that discuss it with them.

**Expectations:**

You may expect them to say that the following list of people would want to know information about them:

- Parents (for monitoring and correcting online behaviour).
- Educators (to correct behaviour and provide advice).
- School (for admission approval/ rejection).
- Neighbours (to make sure our behaviour meets their criteria for having a friendship with their sons and daughters).

And, the list goes on..

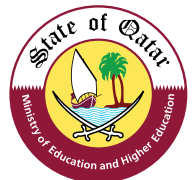


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 3. MIND MAPPING**  
ONLINE REPUTATION  
MANAGEMENT



# ACT 3 – (Mind Mapping)

## Brain Storm Online Reputation

**Topic:**

ACT 3 – Brain Storm Online Reputation

**Title:**

Brain Storm Online Reputation – Mind Mapping

**Objectives covered:**

Participants will be able to identify:

1. What do reputation & online reputation mean?
2. How to measure and manage it?
3. What we can do to assure a good reputation online and in the real world?

**Time:**

20 minutes

**Resources:**

PPT, Flip Chart, marker – Slide 13.

**Notes for the trainer:**

The trainer starts the mind mapping with Reputation at the centre and starts by asking questions like what is meant by reputation and online reputation? How do we measure and manage it? What is required to protect our reputation online? After that the trainer collects all the answers and fills in the gaps on the mind map on a flip chart /or board. In such away the trainer makes sure everyone has understood the lecture and is ready to apply it in the online world.

Let the students shout out the answers while you write them on a flip chart.

An example of a mind map on Online Reputation for you to get started:

<http://www.mindmeister.com/26313716/online-reputation>

**Variations:**

If you see them struggle in finding an answer try reminding them with what has already covered during the day by mentioning titles and an answer or two as a teaser. Then the trainer can elicit the rest from them. If they couldn't remember, then do it yourself as a summary of what was covered.

You may leave the mind map all blank with Reputation at the centre or fill in some and encourage the students to fill in the rest.

If there is a computer system, let them bring all the answers they learned from the lesson and ask them to dig for more online.

You may want to create the mind map on an online platform using the following information:

Username: safespaceqa2013@gmail.com  
Password: safespaceqa2013safespaceqa2013

<http://www.mindomo.com/mindmap>

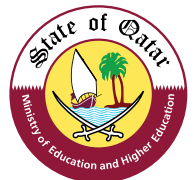


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP READING  
FOR TRAINERS**  
ONLINE REPUTATION MANAGEMENT



# Background Reading For Trainers

**Note:**

The objective of the background reading is to provide trainers with detailed content regarding the topics they will be explaining and sharing with the audience.



# Online Reputation Management For Trainers

## Teaching Students About the Importance of Online Reputation

School is a place where the right discipline and education are PROMOTED by the educators, which will help students to become professionals and build a good reputation. Educators play an important role in teaching students correct behavior and also help them know how their behavior can impact the reputation of their families and school. Reputation observation is based on their academic performance and the way they relate to fellow students and educators. Another challenge that educators have to consider now is online reputation. In today's age digital identity is evaluated to know more about a person. A student's digital identity also helps in establishing one's reputation both in the physical world and in the digital world.

Every parent desires that their children understand the importance of reputation and maintain it throughout their life. Parents expect that we help the student build their own reputation by assisting them to study well, and do well professionally. The way they conduct and carry themselves in their personal and professional lives will strengthen their reputation. We monitor each student in the class and ensure that they behave and study well. We have to make each student realize that whenever they get involved in wrong activities, the reputation of family, school and community as a whole will be at stake. So students should be aware of their actions in whatever they undertake. Students of this generation have to maintain two levels of reputation, i.e. one in the real world and the other in the digital world.

Today most students have established their identity in the digital world and they are actively participating in all services provided by the Internet. Their identity is mostly on social media sites, Internet messenger, Skype, etc. Some students provide their true identity with parent's name and school in which they are studying. Any wrong message that is posted by a student can bring a bad name to their family as well as to the school.

Our attempts to teach students to behave appropriately at school and also extend help to parents during parents-teachers meetings by sharing their children's shortfalls and the areas where they need assistance in working towards building a sound character foundation for children. Similarly it is our responsibility to check their behavior online. Now that Internet education has become part of the school's curriculum, it is essential for us to know how our students are using the Internet services. Considering the current news on Internet related crimes, it is necessary for each student to be made aware of the right practices on the Internet as well as the wrong practices. The consequences of the wrong activities should be clearly explained to each student by way of examples and real life incidents.

We need to understand that in the real world if your reputation is damaged the people living in your neighborhood, school and relatives will know it. But if your reputation is damaged online, it will be known all over the world affecting your present and future.



## Youth And Social Media Consequences:

There have been many definitions associated to 'social media'. However the fact is social media was initially developed for marketing companies who used social media as a communication tool to interact with their online users and get feedback about their products. Nowadays social media is less used by the online marketing companies and widely used by youth.

The popular social media sites such as Facebook, Twitter and Instagram have created a platform where youth and adults have established a permanent place on the Internet. Their access to these services has increased compared to the previous years and they seem to have become addicted to these services.

It is a known fact that any habit practiced without control can lead to addiction, which can later cause grave damage to both health and mind of any individual. The problems of cyber bullying, Internet addiction, privacy breach, identity theft etc. are on the rise and because of these risks youth are becoming victim to depression, damage to online reputation, threat to copyright works, suicidal threats, etc.

This is because youth have not been able to understand the benefits of social media sites and have not been using the service effectively. Social media sites can be used for several benefits such as:

- Connect with other users who share the same interest.
- Learn about online users who come from different culture and traditions.
- Improve your intellectual understanding by sharing your ideas, opinions and school assignment projects.
- Expand your ideas by subscribing blogs, videos and podcasts.
- Inform any emergencies such as need for a particular blood group for a surgery, contacts of medical specialists etc.
- Raise money for charity.
- Create awareness about social issues.

However youth have forgotten the good side of it and replaced it with the bad side.

- Trying to lead a reclusive life with the Internet enabled devices.
- They prefer going online and socialize with unknown people rather than making friends and socializing with real people.
- They are communicating less with family and friends and are happy accessing these social media sites.
- There was a time when youth preferred hanging out at malls or food courts, but now youth are satisfied being provided with an Internet enabled device. They spend hours texting, tweeting and uploading information which they would not communicate with someone in the real world.

Some youth have become so obsessed with social media communication that they get irritated if there is power failure or if their smart phone is not able to pick up Internet signal. Some youth are tweeting and texting even while eating and parents are having trouble in counseling the children.

In the US and China rehab centers have been established because youth have gotten so addicted to the Internet similar to drug addicts. Some youth are becoming violent when questioned about their addiction to these social media sites.

There are more concerns as social media usage has been misunderstood by many youth, that's why we see a misuse and the rise of its consequences. When youth realize its correct usage and use it moderately and with respect, many online crimes can be stopped and a safer online journey can be ensured for everyone.



## A LinkedIn Kind of Social Media for Building Youth Reputation:

A new website called “ethosU.com” has been designed to help parents build positive profiles of their children online. This reputation-building website was developed in partnership between Paul Evans, a Naples entrepreneur and My T. Thai, an University of Florida professor in 2012.

ethosU.com has been designed similar to LinkedIn which helps its users build a personal brand. The site offers more fun and interactivity. It is customized for students specially who can use this site to help fellow students with<sup>1</sup> homework, or connect and chat with others who share the same interest. As parents are going to be part of it they can view the profile of other users and identify users who share the same interest of their children and they can help their children to connect and chat with them. The site offers topics and news feed pages to build the conversation.

The security management of the website is taken by the University of Florida which reviews posts uploaded on the site and removes inappropriate content from the site. They are very much determined to secure the site from unwanted viewers.

ethosU.com website also measure the reputation quotient of each student subscribed to their service. The reputation quotient is determined based on student’s positive action, from sharing personal achievements and helping other online users. The students available online can get a thumbs up when they answer other student’s homework. This kind of achievements will help them build a good reputation online.

This site also encourages parents to get involved with their children to develop profiles that can be built for high school, colleges and later can be considered for professional opportunities.

This kind of websites should be developed and accessed by all youth who have parental supervision as this will help them know how their children would be understood by others. This is a very good step towards building a positive reputation online.

### Tips:

1. Teach students<sup>2</sup> never to write anything negative about their school, educators, or fellow-students. This will bring bad reputation to them as well as the school and may hinder his/ her chance to pursue higher education.
2. Ask them to avoid sharing too much about themselves as well as others online, because when we share too much we may divulge some sensitive information unknowingly.
3. Teach them never to post pictures which may embarrass yourself or others when viewing them online.
4. Teach students to be consistent on all their online accounts by providing the same kind of information about themselves.
5. Show them how they can set their profile to ‘private’ to secure the information contained in their online accounts. This is one of the steps to maintain privacy and online reputation.

<sup>1</sup> <http://www.reporternews.com/news/2013/nov/08/site-an-aid-to-kids-online-reputation/>

<sup>2</sup> <http://www.safetyweb.com/online-reputation-guide-for-college-students>



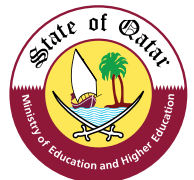


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP READING  
FOR STUDENTS**  
ONLINE REPUTATION MANAGEMENT



# Background Reading For Students

**Note:**

Have the students read the backgrounder before coming to the workshop or prior to kicking off the workshop session.



# Online Reputation Management For Students

## Youth and Online Reputation

Reputation is defined as the beliefs and opinions that are generally held about someone or something. Everyone wants to maintain a good reputation. Your reputation is defined by your behavior with the people around you in school, with neighbors and at home. The attitude that you show and the way you communicate with elders and the younger generations may all be attributed to your reputation. Similarly, your online reputation or digital reputation is defined by your behavior in the online environment, i.e. on the web (Internet) and by the content that you post about yourself and others.

In the physical world (real life) we are taught and given guidance about how we should present and represent ourselves before others. We are corrected by our parents and elders when we show disregard to someone in public and also taught to apologize for any wrong behavior of ours.

The caution that is shown in real life towards one another is not maintained and practiced by many of us in the digital medium. Some of us when online become so casual and careless that we reveal our personal information to other online users.

The present advances in technology are sometimes a threat to our reputation and others, because we knowingly and unknowingly expose ourselves and others online which can later damage our reputation, as well as that of others. Sometimes after posting a picture, when we realize that we might depict the people in it in a wrong way, we delete it from our online posts. However anything once posted online, even after

being deleted, remains forever. There are chances for someone to have copied the image and saved it in their online storage, or someone would have forwarded the picture to someone else. Today we might believe that we have removed the picture but tomorrow, if someone reports the pictures it can really damage our reputation. Similarly we sometimes post our own pictures or family pictures online. There are cases where online users have posted their home pictures with each room, entrance and exit online, which has helped burglars to carry out a robbery. Some post pictures of where they travel, revealing their whereabouts. Hence as a right practice we need to be protective of our personal information online and always know what we want others to know about us. Similarly when you comment on someone in a hurtful way it remains online forever. Today our online reputation helps in building a professional career. Corporate recruiting processes involve evaluating your communications online on social media sites. Thus your character and your reputation are ascertained or observed through your posts and comments.

Hence it is critical for everyone to think before they write anything online. You not only represent yourself but also your family, what you say online will impact you as well as your family and others about whom you post or write. You should practice the same rules of communication and courtesy in the online world that you usually practice in the real world. Hence while posting pictures and videos of yours or others it's important to consider whether it will hurt anyone, and leave off if you think it will harm other online users.