TEACHER GUIDE · MODULE 2 · AGES 14 TO 18 · 50 MINUTES

Oversharing, Privacy & Digital Footprint

Essential question: What can a post reveal about me, and how can I share online more safely?

Overview

This lesson follows Fake Profiles & Manipulation. Its big idea: small pieces of information can travel, combine and spread. A post can feel casual or private and still reveal a school, a street, a routine or a home, and screenshots mean "private" content can reach many more people. The goal is not to stop students posting. Digital safety is not silence: it is **smarter sharing**.

Students will be able to

1. Identify what an image, background, caption and timing can reveal.
2. Explain how small details combine, and how screenshots and forwarding spread content.
3. Explain the risks of live posting and location sharing, and why posting later is safer.
4. Use a quick share check, and four habits: think, check, delay, protect.

Key vocabulary

Term	Meaning
Oversharing	Giving away more than you realize about you, your routines or where you are.
Digital footprint	Everything you post, share or are tagged in online, which can stay around for a long time.
Live location	Sharing where you are right now, in real time.
Privacy settings	The controls that decide who can see your posts and contact you.
Audience	Everyone who can see what you share, now and after it is forwarded.
Screenshot	A saved copy of a screen. It means "private" content can still be shared.

Materials

- Sticky notes, 2 per student
- Wall signs: Safer share, Look closer, Risky share (wall-signs.pdf)
- Scenario cards, one set per group of 4 (scenario-cards.pdf)
- Student activity sheets, one per student (student-activity-sheets.pdf)
- Quiz, one per student (quiz.pdf)
- Family tips to send home (family-tips.pdf)

- The lesson video, at the top of the lesson web page (about 1 minute 30 seconds)

Before you teach

- **Tone.** Curious, practical, not scary. Most posts are fine. The skill is noticing what a post reveals.
- **No real posts.** Don't display students' real accounts or photos. Use the cards.
- **Card 3.** An embarrassing photo is forwarded. Keep the focus on screenshots and spreading, and on support for the person affected.
- **Never blame.** If something a student shared was spread, the people who spread it are responsible. Focus on what helps now.
- **If a student discloses** that private images were shared, follow your child protection policy the same day. Never ask to see the images. Take It Down (takeitdown.ncmec.org) can help remove images taken before 18.

Lesson procedure

Step	Time	Activity
1. Warm up	5 min	What does this post say?
2. Learn	10 min	The video, and the three zones
3. Discuss	15 min	Scenario cards in groups
4. Create	12 min	Fix the post
5. Wrap up	8 min	Share check, quiz and exit ticket

1. Warm up: What does this post say? (5 min)

1. Hand out two sticky notes per student.
2. > *"On one note, write the kind of thing you post most. On the other, write one detail that could show where you live or go to school without you meaning to."*
3. Group the notes. Point out how many details are visual: uniforms, signs, views, timing.

2. Learn: Safer share, look closer, or risky share? (10 min)

1. Play the lesson video. Pause on the bus-stop story and ask: *"What does this post reveal, beyond the caption?"*
2. Walk through the three zones on page 1 of the student sheets.
3. Stress the four habits: **Think, Check, Delay, Protect**. And: *assume screenshots exist*; *post later when possible*.
4. Quick check: read each line below aloud and have students point to a sign.

Situation	Zone
Photo posted the next day, no location shown	Safer share
Story shows your home address in the background	Risky share
A private joke sent to one person	Look closer
Account set to private, but full of strangers	Look closer
"Home alone all weekend!" posted live	Risky share
Checking the background before posting	Safer share

3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one Safer share card (2 or 8).
2. Groups decide the zone and answer the questions on their activity sheet.
3. Each group shares one card. A student stands under the matching wall sign. Ask: *"What one change would make this a safer share?"*

4. Create: Fix the post (12 min)

1. For one card, students write what the post reveals and how they would fix it: crop, blur, post later, remove location, change the audience.
2. Students tick their sharing habits on page 3.

5. Wrap up (8 min)

1. Teach the quick share check: *Who can see this? What does it reveal? Would I be okay if it spread? Do I need to share it now?* Then the four habits:

1 Think
Notice what the post reveals: place, school, routine.

2 Check
Look at the background, timing and audience.

3 Delay
Post later, after you leave.

4 Protect
Review privacy settings and your follower list.

2. Students complete the quiz (4 min), then go through the answers.
3. Students fill in the exit ticket. Hand out the family tips.

Teacher key: scenario cards

Card	Zone	Signs to notice
1. Bus again	Look closer	Small details combine: the school logo, the street sign, and the same time every day reveal where she goes and when.
2. Posted later	Safer share	Posted after he left, no live location, and a trusted audience.
3. Only one person	Risky share	Sending to one person is not the same as one person seeing it. Screenshots and forwarding change everything.
4. At the mall right now	Look closer	A live post shows where she is in real time, and the pattern shows her routine.
5. Home alone	Risky share	It reveals that he is alone, for how long, and where he lives.
6. Private, but…	Look closer	Privacy settings help, but a “private” account is not private if the audience is not trusted.
7. The fun quiz	Look closer	These are common answers to password security questions. “Fun” prompts can collect personal data.
8. The share check	Safer share	She asks what the post reveals, and fixes it before sharing.

If something has already spread: ask for it to be deleted, report it on the platform, save evidence, and tell a trusted adult. It is never the fault of the person whose content was spread.

Where to get help

Write these on the board, with your school counselor’s name and room.

1564

National Lifeline for emotional support, open 24/7

LARA

Email for support and guidance: laraa@laraa.org

112

Internal Security Forces, if someone is in danger or threatening you

Take It Down (takeitdown.ncmec.org): Free help to remove private images taken before you turned 18. The image never leaves your device.

Activity 6 answer guide: Reflect

Students complete three sentence starters. These are examples of strong answers, not the only right ones. Use them to check understanding and to correct the common misconception in each "Watch out for" line. Online, students see the same examples after they finish the activity.

1. One detail I will check before posting is...

Strong answers include:

- A school logo or uniform
- Street signs or a house number
- Live location or check-ins
- Times that show my daily routine
- Screens or reflections in the background

Watch out for: "My account is private, so it doesn't matter." Followers can still screenshot and forward. Who sees it matters as much as the setting.

2. One sharing habit I will start is...

Strong answers include:

- Posting after I leave a place, not while I'm there
- Turning off live location
- Asking before I post photos of others
- Skipping quizzes that ask for my pet's name or first school
- Checking who can see my posts

Watch out for: "Sending it to one friend keeps it private." Anyone they forward or screenshot it to can see it too.

3. If something I shared spread too far, I would tell...

Strong answers include:

- A parent, carer or another trusted adult
- A teacher or school counsellor
- The app, by reporting and asking for removal
- Take It Down, if it's a private image taken before I turned 18
- National Lifeline 1564
- LARA at laraa@laraa.org

Watch out for: "It's my fault, so I can't ask for help." You still deserve help. The people spreading it are responsible for spreading it.