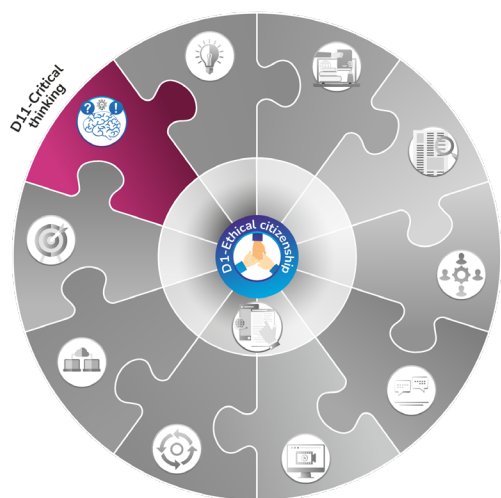


UNDERSTANDING DIGITAL IDENTITY



HOW THIS CONTENT HELPS DEVELOP DIGITAL COMPETENCY

Students come to understand that their online actions contribute to the image they project. From a young age, by posting, sharing and viewing content, they are already leaving a digital traces that help shape their digital identity. Students also learn to protect their privacy online by distinguishing between what can be shared and what should be kept private. This content contributes in particular to developing the dimensions *Exercising ethical citizenship in the digital age (D1)* and *Developing critical thinking with regard to the use of digital technology (D11)*.



ELEMENT FOR DEVELOPMENT

Understand digital identity



Students come to understand that:

- digital identity is the self-image associated with a person's online actions
- digital actions leave traces that contribute to the construction of digital identity
- some of these traces may remain accessible over time
- online behaviours influence how others perceive a person



Students develop their ability to:

- recognize digital traces
- connect online actions to what they might reveal about a person
- distinguish between appropriate and inappropriate behaviour
- anticipate the effects of posting or sharing something



EXAMPLES OF STUDENT APPLICATIONS

- Recognize situations where an online action reveals information about a person, even unintentionally.
- Indicate, in a given situation, whether or not the information can be shared.
- Choose an image that doesn't show their face or create an avatar as their profile picture.
- Explain what can happen after they post something, even if they delete it later.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- Do students understand the visible information and actions that contribute to a person's digital identity, such as profiles, interactions, posts, digital footprints, comments and reactions?
- Are they able to identify digital actions or habits that affect a person's digital identity?
- Do they know that the posts they share online do not necessarily disappear even if they are removed?

ELEMENT FOR DEVELOPMENT

Understand personal information



Students come to understand that:

- personal information can be used to identify an individual
- some types of information are more sensitive than others
- the protection of personal information is a right
- there are ways to protect personal information
- sharing personal information can carry risks



Students develop their ability to:

- identify personal information in various contexts
- determine whether it is appropriate to share certain information
- recognize situations where a request for information is inappropriate
- adopt behaviours that help protect their personal information



EXAMPLES OF STUDENT APPLICATIONS

- Recognize information that is about an individual person and explain why certain information should not be shared.
- In certain situations or examples, identify what constitutes personal information and decide whether or not it can be shared.
- Compare an easy-to-guess password with a harder-to-guess password for protecting personal information.
- Recognize messages or requests seeking personal information and explain what to do in such cases.
- Explain what can happen to a person or a group if personal information is shared without permission.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- Do students know what types of information can be used to directly or indirectly identify a person, such as a name, address, email address, photo, date of birth, etc.?
- Do they know how to recognize a question or message that contains personal information?
- Do they know that certain situations require them to provide personal information, and that they can then assess whether it is necessary to do so or ask for help?

ELEMENT FOR DEVELOPMENT

Understand online privacy protection



Students come to understand that:

- privacy concerns information related to an individual's personal life
- digital environments are not entirely private
- certain online actions make personal information visible
- their own privacy and that of others must be respected



Students develop their ability to:

- apply basic rules to protect their privacy online
- recognize situations that could compromise privacy
- respect the privacy of others in their digital activities
- make appropriate decisions or ask for help when in doubt



EXAMPLES OF STUDENT APPLICATIONS

- Identify, in simple situations, information that is considered private.
- Determine, in a given situation, whether it is better to share or keep private information such as a photo of one's home showing the address, a person's full name or a favourite pet.
- Identify elements in an image that reveal personal information and explain what could be hidden or not shown.
- Recognize when a camera and microphone are active in order to decide whether it is appropriate to leave them on.
- Recognize access requests (e.g. camera, microphone, location) and determine whether access should be granted or whether to ask for help.



EXAMPLES OF QUESTIONS TO CONSIDER BEFORE INTRODUCING THIS ELEMENT

- Do students recognize what constitutes private information?
- Do they know that certain information or actions online should remain private?
- Can they recognize a situation where it's better to ask for help than to act on their own?
- Are they aware of the negative consequences of not protecting their privacy online?