



Building a positive online reputation

Age range: 11-16

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
60 mins	<ul style="list-style-type: none"> Explain what is meant by online reputation Identify ways information can be shared online with different people and the positive and negative impact this can have Show how posts that can help build a positive online reputation Recognise the importance of good 'netiquette' (internet etiquette) Describe how our personal and work lives can interact online Identify potentially damaging online posts Explain how we can choose what we share online 	<ul style="list-style-type: none"> Building a positive online reputation student worksheet Building a positive online reputation presentation slides

Remember that you can refer to the guiding principles for establishing a safe learning environment in the Appendix section of the LifeSkills content guide. This includes suggestions for signposting students to further support. The content guide can be downloaded [here](#).

Contents

Activities	Time	Page
Activity one: What is online reputation?	30 mins	3
Activity two: Behaving the right way online	30 mins	6

Introduction

The use of technology is becoming more significant as economic, societal and technological forces are changing the world of work, with many jobs which are currently not digitally reliant expecting to grow and demand these skills. Running alongside this are a set of core transferable skills which are becoming increasingly important to employers such as problem solving, communication and creativity – jobs which require these types of skills will also need a workforce who can apply them in a digital way. Therefore, there is an increasing importance for young people, as they learn skills, to explore how they can apply them digitally.

Digital platforms have grown in significance in both everyday life and the working world. It is essential that young people understand how their digital footprint could be compared to an electronic tattoo which is always there, and how having 'netiquette' and a positive reputation is crucial to aiming high in and out of work, including their mental wellbeing.

This lesson has been designed to be flexible for use with young people aged 11-16. You may wish to adapt certain areas depending on the age and ability of your group.

Activity one

What is online reputation?

1. Reputations

- Ask the students to write examples of famous people who have a good reputation and record these on a mind map or graffiti wall. You could create one as a class, though students who are less confident about sharing their ideas may wish to create individual mind maps or graffiti walls.

Why do they have a good reputation?

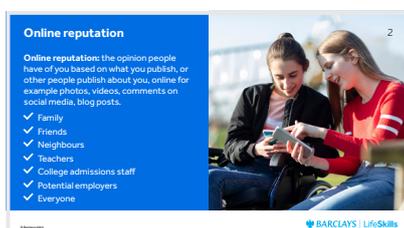
What did they do to achieve it?

- Explain that people with a good reputation tend to share similar characteristics such as being kind, fair, friendly, reliable and diplomatic.

Do the students think it's important to have a good reputation?

How could it help them to make friends, get a job, enjoy a volunteering opportunity or achieve other goals?

2. Online reputation



- Show **slide 2**. Explain that a good reputation can be extended online. Talk to the students about the different ways we can publish information about ourselves online and who can see the content. Ask what kind of posts they think could damage someone's reputation
- Load the interactive game [Tweet or delete?](#) at the front of the room or ask students to play it on their own if tablets or laptops are available. This will help them to understand the importance of thinking about what they should and shouldn't publish online

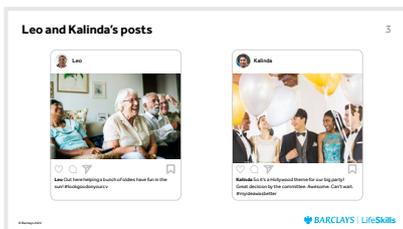
Activity one

What is online reputation? (cont'd)

3. The internet is forever

- Remind the students that the internet is a public place. Anything posted online is likely to exist forever. There are risks involved; they need to think very carefully about what they share, how it will be perceived by other people and if they may regret it later. On the upside, building a positive online reputation can help us find employment and to thrive at work
- Refer to the LifeSkills content guide which includes places where students can find further support if they're worried about something they've seen or posted online. The content guide can be downloaded at: barclayslifeskills.com/educators

4. Creating a positive online reputation



- To support this activity, show the [short film](#) to hear from young people who used social media effectively to identify work opportunities
- Show **slide 3**. Ask students what they think the posts are trying to convey.

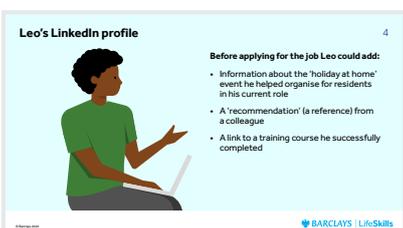
Are the messages easy to interpret?

Do they have a positive, negative or neutral tone?

- Using the **Positive social media posts student worksheet**, ask students to improve the social media posts so they help build a positive online reputation for both young people
- Ask some students to share their improved posts with the rest of the class. Compare the tone and language with the original post. Talk to the students about the dangers of criticising other people publicly online or posting something that can be misinterpreted. Elaborate on this further by discussing the offline impact this could have on other peoples' lives, friendships, communities or workplace
- Using the **Creating social media posts student worksheet** ask the students to create two new social media posts.

How could both young people proactively use social media to achieve their goals?

What could they publish to help build a positive reputation?



- Encourage them to think of their career aspirations and the types of posts or social media channels that would help them. Students can share and compare the content they have drafted if they feel comfortable
- Summarise the session by showing the examples on **slides 4 and 5**
- Revisit the mind map or graffiti wall you created at the start of the lesson and invite students to add new strategies or techniques for establishing and keeping a positive reputation

Activity one

What is online reputation? (cont'd)

Extension

Ask students to check the privacy settings on their social networks and write down any they decide to change, explaining how this lesson informed their decision to change it. Would it help prospective employers form a good opinion of them? How could they improve their online reputation? Encourage them to check the privacy settings on the social networks they use and make sure that only people they choose can see what they are sharing.

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, use the [CV builder interactive tool](#)



Activity two

Behaving the right way online

1. Internet etiquette

- Explain the term 'netiquette' – internet etiquette, put simply the use of good manners in online communication such as email, forums, blogs, and social networking sites. Ask the class to create a checklist for what we should do or how we should behave when posting information online i.e. what makes good 'netiquette'? Ask individuals to make suggestions and write a class list on the board, for example be polite, use a respectful tone, choose the right words carefully, read, and reread your post before hitting send/publish
- Explain that before you publish something online it's important to think about what you're sharing and who might see it – once it's out there it can't be taken back. Advise the students that it's a good idea to have different online accounts for our personal life and for work, but that in reality it's almost impossible to separate them completely

2. Uses for different online platforms

Should Leo send the post?		6
✓	X	
<p>Good morning message Thanks for dropping by at the conference and meeting me! The Caterina... ...to the airport. See you soon!</p>	<p>Bad morning message Thanks for dropping by at the conference and meeting me! The Caterina... ...to the airport. See you soon!</p>	
<p>Message to the boss Hi Leo, I'm sorry to hear you're having a bad day. I'm really looking forward to working... ...to the airport. See you soon!</p>	<p>Message to the boss Hi Leo, I'm sorry to hear you're having a bad day. I'm really looking forward to working... ...to the airport. See you soon!</p>	
<p>Message to a friend Hi Leo, I'm sorry to hear you're having a bad day. I'm really looking forward to working... ...to the airport. See you soon!</p>	<p>Message to a friend Hi Leo, I'm sorry to hear you're having a bad day. I'm really looking forward to working... ...to the airport. See you soon!</p>	
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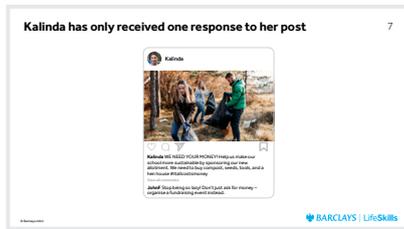
- Using the **Online reputation action plan student worksheet**, ask students to complete the action plan. After allowing time to complete the task, ask students which posts they think Leo should not make. Is there a consensus amongst the whole class?
- Refer to the LifeSkills content guide which includes places where students can find further support if unsuitable suggestions are made. The content guide can be downloaded at: barclayslifeskills.com/educators
- Explain that the only posts Leo should not make are:
 - The video of the hotel guest falling off a lilo; making fun of someone online, especially without their permission, won't reflect well on Leo
 - Apologising for causing the flight delay; Leo might have a funny story to tell but does he really want everyone, including his new employer, to know he is so disorganised? If he genuinely wants to apologise he could contact the airline
- Demonstrate using the examples on **slide 6** that Leo should only make the other posts if they are polite, respectful and positive. Students can also share and compare the content they have drafted if they feel comfortable
- Refer back to the class list created at the start of the activity. Ask students to add to their ideas and thoughts for how having a positive online reputation will help them achieve personal goals such as getting a part time job, work experience, or being picked for a leadership position in a team or club they participate in

2. Uses for different online platforms

- Remind students that what we publish online can be misinterpreted. Other people may even post negative comments about us. It's important that we know how to handle these situations and to prevent the negativity spiralling. We regularly see people in the news who have either posted something inappropriate online or their comments have been misinterpreted. They often face a huge amount of criticism and unwanted attention which can damage their personal lives, work and mental wellbeing

Activity two

Behaving the right way online (cont'd)



- Show **slide 7**. How might Kalinda feel about this situation? What effect might it have on her wellbeing? What could she be tempted to do?
- What might be the consequences? Remind the students to think about who might see the posts – her classmates, parents, local businesses, potential employers – and the impact this could have
- Ask the students for ideas about what Kalinda could do to cope with the lack of interest and the criticism for example ask an adult for advice, not respond to the negative comment, turn her social media account off, thank the person who made the comment for their suggestions, rephrase her original post and resend it to local businesses
- Point students to internetmatters.org/issues/cyberbullying for advice on how to keep safe in the digital world, and internetmatters.org/issues/cyberbullying/resources/#help_for_kids for support if they're concerned about anything they've seen or posted online. Ensure students know they should also talk to a teacher, pastoral lead or other trusted adult if they're affected by the lesson content

[The Wellbeing Toolkit](#) provides practical activities and real-life case studies that can help develop resilience, self-confidence and adaptability. The toolkit is designed to help young people understand the importance of mental wellbeing, and how it can have an impact on their future success and career prospects.

Extension

Ask students to think about their personal goals for the future. Direct them to pick one or more of the following questions to write a short response showing how they will consider changing their behaviour in order to benefit their future based on what they've learnt in this lesson. What do they want to achieve at school? Do they want to get a part-time job? What do they hope to do after they leave? Do they have a career in mind? Using what they have learned in this activity, can they suggest ways of building a positive online reputation that will help achieve their goals? What should they avoid?

Activity summary

- Reinforce the importance of having a good 'netiquette' and creating an online reputation that helps other people form positive opinions about you. Remind students that even if they think they are just sharing information with friends and family, prospective employers and work colleagues may also be able to see it. They need to check their privacy settings where possible
- Summarise the different ways information can be shared online, and how our choice of words and images can have a positive or negative impact. Remind students that they need to think carefully before sharing anything online, and to remember that anything they do publish is likely to remain on the internet forever
- Remind the students that a positive online reputation can help them achieve their personal goals including getting a job and thriving in the workplace

Building a positive online reputation

Positive social media posts

Use this sheet to rewrite the social media posts so they help build positive online reputations. Think about what you have discussed in your lesson.



Leo

Care worker at a nursing home. He is looking for volunteers to help run a 'holiday at home' event for residents.



Kalinda

Member of the organising committee for her school leavers' prom. She has just applied for work experience at a construction company as part of the project management team.



Building a positive online reputation

Creating social media posts

Use this sheet to create new social media posts that will help build positive online reputations. You can also include ideas for photos and links to things like relevant news articles. Think about what you have discussed in your lesson.



Leo

Leo has seen a job he would like to apply for as an activities co-ordinator at a centre to support young people with physical and learning disabilities. The employer is looking for candidates with experience of organising social events as well as providing a high standard of personal care.



Kalinda

Kalinda wants to set up a school allotment so her classmates can grow food and keep chickens. She needs sponsorship from local businesses to cover the costs.



Building a positive online reputation

Online reputation action plan

Leo is on holiday. When he returns home, he is starting a new job as an activities co-ordinator at a centre to support young people with physical and learning disabilities.

Use this sheet to create an action plan for Leo that will help him build a positive online reputation:

1. Tick the posts you think Leo should make, give your reasons why and then write the post for Leo
2. Put a cross against any you think Leo should not post and explain why
3. Add social media and online platforms you think Leo should use

✓ or ✗	Why? Why not?	Decide which platform is most suitable to post on	Write the post for Leo
	Posting a goodbye message to colleagues Leo worked with in the job he has just left		
	Commenting on an announcement by his new employer that Leo will be joining the team		
	Sharing a photo of the breakfast buffet at his holiday hotel		
	Posting a video of a hotel guest repeatedly falling off a lilo in the swimming pool		
	Reviewing the film he watched on the plane to his holiday destination		
	Apologising to fellow passengers about mis-reading his flight times and causing the plane to be delayed		
	Contacting the airline about his lost luggage		
	Encouraging people to sponsor his 24 hour silence for a local charity		