Follow the Footprints

Cyber Safety Lesson Plan (Age 10)

This lesson guides students in understanding their digital footprints, emphasising the lasting impact of online actions and the need for responsible digital behaviour.

Learning Objectives

Students will be able to:

- Explain how one's online activities contribute to their digital footprint.
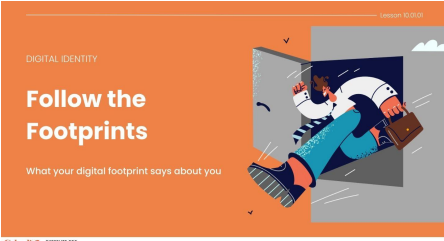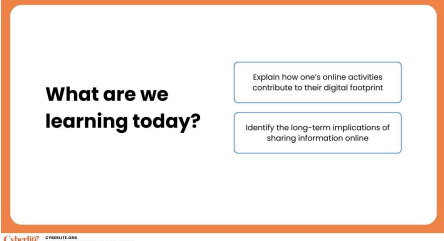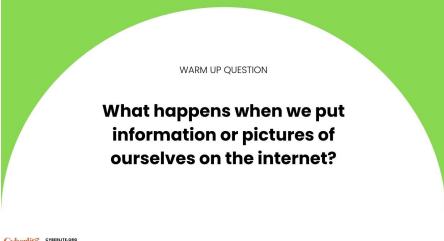- Identify the long-term implications of sharing information online.

Duration

30 minutes

Key Concepts

- **Digital Footprint:** The record of a person's online activities, including posts, comments, likes, and other interactions that form their online identity.

Internet Independent Framework

The learning objectives in this workshop are aligned with the Digital Identity pillar of the Internet Independent Framework. Visit cyberlite.org for more information.

LESSON SLIDE	WHAT TO SAY OR DO
Slide 1	Welcome students to the lesson and briefly explain that today's lesson is about their digital footprints.
Slide 2	Share the lesson objectives of what students will be learning today.
Slide 3	Start the lesson by discussing what happens when information or photos are posted online. Encourage students to consider the permanence and visibility of online actions.
Slide 4	Introduce 'digital footprint' and discuss how each online action contributes to this footprint. Use examples like social media posts and comments for illustration.
Slide 5	Expand on the digital footprint concept, using the analogy of footprints in the sand to show how online actions leave a trace.
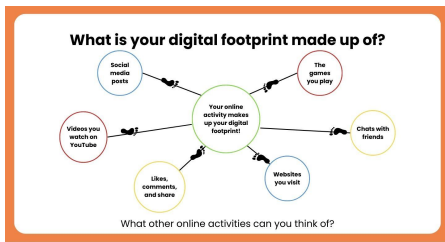
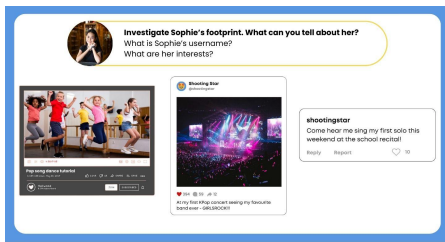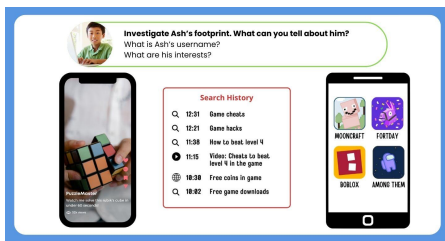|	
What is your digital footprint made up of? *Slide 6*	Explore different elements contributing to a digital footprint, such as social media activity, online gaming, and video viewing habits. Prompt students to think about other online activities that might contribute.
Why is your digital footprint important? Your digital footprint is important because **it can affect your future**. Things you share online can be seen by others, like teachers, friends, family, and even future employers. It gives people **an impression of you**, so you want it to be a good one! *Slide 7*	Emphasise the role of a digital footprint in shaping online perceptions and its potential future impact, including on education and career opportunities.
How to manage your digital footprint Think before you post or share online! Always share things that are positive and good. Your footprint makes up your digital identity. It is how people online see you. Don't share anything that is rude or inappropriate, as your digital footprint stays with you forever! *Slide 8*	Provide strategies for managing digital footprints, like considering the implications before posting, sharing positive content, and understanding the enduring nature of online actions.
ACTIVITY **Footprint Finders** Investigate the digital footprints of Sophie, Ash, and Hassan. *Slide 9*	Facilitate this activity where students analyse fictional characters' digital footprints to deduce their interests and behaviours, demonstrating the informativeness of a digital footprint.
Instructions Investigate the footprints of Sophie, Ash, and Hassan. What can you tell about them based on their footprints? Sophie Ash Hassan *Slide 10*	Read out the instructions and encourage active participation from the class.

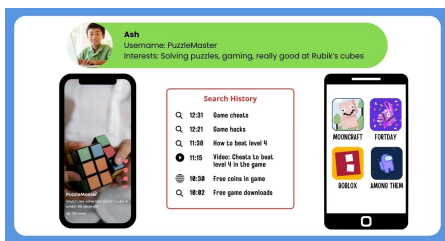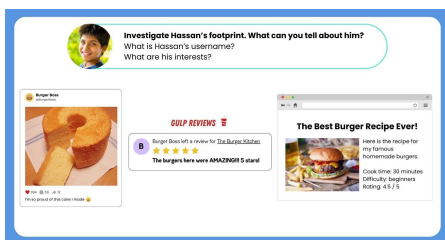|	
Slide 11	Go through each photo evidence on the screen. Have students identify what Sophie's username is, and what her interests might be.
Slide 12	Read the answers in the yellow box. Analyse Sophie's digital identity through a group discussion by asking students whether they think Sophie has used social media in a positive way.
Slide 13	Go through each photo evidence on the screen. Have students identify what Ash's username is, and what his interests might be.
Slide 14	Read the answers in the yellow box. Highlight the "Search History" image and ask students whether Ash is leaving a positive or negative digital footprint behind, as he is searching for dishonest ways to cheat in games.
Slide 15	Go through each photo evidence on the screen. Have students identify what Hassan's username is, and what his interests might be.
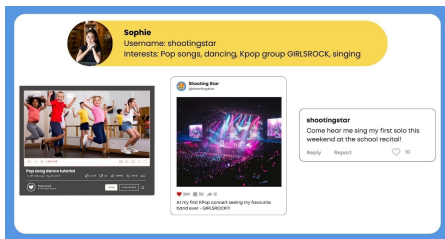
 Slide 16	Read the answers in the yellow box. Facilitate a group discussion by paying attention to how Hassan has used online platforms for positive reasons, such as sharing recipes and posting good reviews.
 Slide 17	Lead a reflection on the day's lesson, inviting students to share insights about digital footprints and their plans for managing theirs responsibly.
 Slide 18	Reinforce the key message: digital footprints are lasting records of online actions, making it vital to make positive and thoughtful choices.
 Slide 19	Applaud the students for completing the lesson and motivate them to continue being cautious about their digital footprints.