Teacher's notes
Creating a positive digital footprint

Summary

Language level	B1–B2
Age	Primary 9+: main activity only Secondary and above: main activity + follow-up task
Length of lesson	25–30 minutes, follow-up task 30 minutes
Language objectives	– to watch and read for gist – to express and justify opinions – to take and report on notes
Additional objectives	– to collaborate and critically evaluate what happens to personal information once it is posted online – to identify steps to manage a digital footprint – to start developing a positive digital footprint for future life, study and work

Rationale

This activity raises learners' awareness of digital footprints and generates discussion on how they can manage their own digital footprint. It also helps learners to develop their speaking and critical thinking skills.

Materials

- PC, laptop or tablet for the teacher and learners in class and at home
- Internet access in class and at home for learners
- Interactive whiteboard (IWB) or projector
- Video: The Digital Footprint https://youtu.be/kHYkWtI7004
- Students' handout: *Creating a positive digital footprint* – project the handout onto the board so the whole class can see it, or print one copy of the handout for each group.

Procedure

1. Before the class, watch the video The Digital Footprint https://youtu.be/kHYkWtI7004 so you know what is in it. Depending on your learners' level you may need to pre-teach: *footprint, leave a mark, pass on, permanent, express, protect, privacy, proud, respect*. **Do not** pre-teach *digital footprint*.

2. Divide the class into groups of three or four.

3. Use an interactive whiteboard or projector to show your class the questions in Part A of the handout.

> Part A
>
> - What is a digital footprint?
> - Is it a negative or a positive thing to have? Why?
> - Does everyone have a digital footprint?

4. Give learners 5 minutes to discuss the questions. If they don't know what a digital footprint is, ask them to guess.

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5. Now show the video and ask learners to check their answers. Allow about 2 minutes for the video and 2 minutes for feedback.

Suggested answers:

- **What is a digital footprint?** A digital footprint is the information we leave behind from everything we do online.
- **Is it a negative or a positive thing to have? Why?** It can be a positive or negative thing, depending on how we use the internet.
- **Does everyone have a digital footprint?** Everyone who uses the internet has a digital footprint.

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6. Play the video again. Ask learners to pay special attention to the three questions at the end:

How will you express yourself?
How will you protect your privacy?
How will you respect other people's privacy?

These are the first three questions in Part B of the handout. Check any new vocabulary and make sure your learners understand the questions.

7. Show your learners Part B and ask them to discuss the questions in their groups. One of the learners must take notes – they are going to report back to the rest of the class. The other group members should discuss the questions.

Part B

- How will you express yourself?
- How will you protect your privacy?
- How will you respect other people's privacy?
- What is a negative and what is a positive digital footprint?
- If you Googled your name or username(s) what do you think you would find?
- Would you be proud to have your teachers/parents/friends look at everything in your digital footprint? Why? Why not?

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8. Get the class together and ask each group in turn to report back on the discussions. To respect learners' privacy, note-takers should not name who said what but should report how the discussion developed and what the group as a whole talked about. Allow at least 10 minutes for the activity and 2 minutes for each note-taker to report to class. *Variation*: depending on class time, you could ask just a couple of groups to report to class.

These are some possible answers, but accept any answer that is well justified and well expressed.

- **How will you express yourself?** I will express myself with care and remember that anything I do online is permanent and public. Even a private message should be considered public because it is so easy to copy and pass on.
- **How will you protect your privacy?** I won't post any information that can be used against me e.g., embarrassing or compromising photos, talking negatively about people or sharing secrets online. I won't share private information such as the year I was born, my address, my telephone number. I will be careful about the language I use. I won't get into heated arguments because I will never be able to take anything back.
- **How will you respect other people's privacy?** I will ask them before I tag or share anything about them online.
- **What is a negative and what is a positive digital footprint?** A *negative* footprint includes all the potentially negative content that I have created or shared, e.g. embarrassing or compromising photos, rude or aggressive language. It can also be negative content websites I have visited, e.g. websites displaying inappropriate, hateful or violent content. A *positive* footprint includes content that showcases my potential and accomplishments. This can be examples of my work, pictures or videos that show I can work as part of a team and comments that show I am a respectful and kind person.
- **If you Googled your name or username(s) what do you think you would find?** Learners' own answers.
- **Would you be proud to have your teachers/parents/friends look at everything in your digital footprint? Why? Why not?** Learners' own answers.

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Follow-up activity

1. To do the follow-up activity, you'll need to set up a platform for learners to post their videos to and a platform for writing blogs.

2. In class, explain the follow-up task and show your learners where the videos and blogs are going to go. Explain how your learners can upload their videos and where they can write their blogs.

3. Ask learners to do the task at home, either individually or in pairs. Working in pairs means they can share the work by taking half of the video presentation each. If they're writing a blog post, they can do this together and check each other's work.

Follow-up activity

Think about the video we watched in class and your group discussion. Do a search for *digital footprint* and read information from one or two sites. Write a blog post or create a video on digital footprints. Give it a title and include these ideas:

- – What is a digital footprint?
- – Why is it important for young people to manage their digital footprint?
- – How can young people build up a positive digital footprint?

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Useful language

Preparing for learning	Today's lesson is about digital footprints. We're going to watch a short video and then you are going to work together to answer some questions. By the end of the lesson, you will know more about how to create a positive digital footprint.
Setting up and managing activities	Watch … Pay special attention to … I'd like you to work in groups now. You will have to sit together to discuss your ideas. I'd like one person in the group to take notes. The note-taker is going to report the group's ideas to the rest of the class. Tell the class what your group discussed. Don't say which person said which things.
Conveying ideas and information	Does anyone know what *express* means? Who can tell me what a digital footprint is? That's right. A digital footprint is the information we leave behind from everything we do online.
Developing thinking skills	How do you think we can protect our privacy online? What kind of information do you think you'd find if you Googled your name? How can we make sure we have a positive digital footprint? What did you learn from discussing the questions in your group? Why shouldn't you say who said what in the group discussion?
Supporting and checking learning	Remember that one person in the group takes notes, the other people discuss the questions. Remember not to use people's names when you report to the class. What makes you say that? Have you changed your ideas now you've discussed the questions in groups? What are the key points you learned about digital footprints?

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