# Teaching Guide.

## Digital Footprint

## Introduction

The 'Digital Footprint' project was developed by the Digital Schoolhouse and V. Allen from Millais School to introduce pupils to the concept that their online activity leaves in effect a 'digital footprint' that can be used to identify them.

The workshop encourages pupils to see that what they do in the digital world is translatable to their activities in the physical world. Although they may feel it's ok to do something online it may not be. Entering the world of digital ethics, the workshop introduces students to the idea of copyright and copyright law and tackles media piracy.

Pupils will look at what makes a good digital citizen and how this relates to what is expected from a good UK citizen. What makes a positive footprint? Who will look at this? Why is it important to them?

The workshop ends with pupils using the information they have gathered during the day to create digital footprint wall display to take back into their own schools. The workshop builds in flexibility for this activity to be carried out using digital software packages, or using art materials. Teachers can easily use this workshop to connect their computing lesson with art, PSHE/Citizenship and for older students it may also be used as a topic of focus for their English lessons.

# Computing Programmes of Study Links

## Key stage 2

2.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

2.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

2.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## Key stage 3

3.9 understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns

## Key stage 4

4.3 understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns

# Progression Pathway bands covered

COM = Communcation & Networks: Pink, Yellow, Orange, Blue, Red, Black(B*)

IT = Information Technology: Pink, Yellow, Blue, Purple, Red, Black(B*), White

## Reference

| PC1 | Obtains content from the world wide web using a web browser |
|---|---|
| PC2 | Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private |
| PC3 | Knows what to do when concerned about content or being contacted |
| YC1 | Navigates the web and can carry out simple web searches to collect digital content |
| YC2 | Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online |
| OC3 | Recognises what is acceptable and unacceptable behaviour when using technologies and online services |
| BC3 | Recognises that persistence of data on the internet requires careful protection of online identity and privacy |

## Reference

| PI2 | Understands that people interact with computers |
|---|---|
| PI4 | Knows common uses of information technology beyond the classroom |
| YI4 | Shares their experiences of technology in school and beyond the classroom |
| BI3 | Understands the potential of information technology for collaboration when computers are networked |
| PI2 | Recognises ethical issues surrounding the application of information technology beyond school |
| RI3 | Identifies and explains how the use of technology can impact on society |
| B*I5 | Explains and justifies how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues |

| WI1 | Understands the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc. |

# Computational Thinking Strands

## DE - Decomposition

| Ref. | Activity |
|------|----------|
| De1 | Breaking down artefacts (whether objects, problems, processes, solutions, systems or abstractions) into constituent parts to make them easier to work with |

## AB - Abstraction

| Ref. | Activity |
|------|----------|
| Ab1 | Reducing complexity by removing unnecessary detail |
| Ab2 | Choosing a way to represent artefacts (whether objects, problems, processes or systems) to allow it to be manipulated in useful ways |
| Ab3 | Hiding the full complexity of an artefact, whether objects, problems, processes, solutions, systems |
| Ab6 | Filtering information when developing solutions |

## GE – Generalisation

| Ref. | Activity |
|------|----------|
| Ge1 | Identifying patterns and commonalities in problems, processes, solutions, or data |
| Ge2 | Adapting solutions or parts of solutions so they apply to a whole class of similar problems |
| Ge3 | Transferring ideas and solutions from one problem area to another |

# Learning Outcomes

1) Know, understand and be able to explain what a digital footprint is

2) Be able to explain the characteristics of a good UK citizen

3) Be able to compare a digital citizen to a UK citizen

4) Know and understand who might view their digital footprint and the effect this could have on them

5) Understand copyright issues and the penalties, which come with breaking this law.

6) Be able to change the settings on their social media account

# Session Overview
SESSION 1

| Session Content / Activity | Resources Used | Prog. Pathway | Comp. Thinking | Computing POS Link |
|---|---|---|---|---|
| Introduction to the day and the health and safety elements. Thunk! A question for class discussion to get the pupils thinking about the topic which the day will be based around. | Digital Footprint.pptx | | | |
| Pupils should be asked to (in groups) come up with a range of things that makes someone a good or not so good citizen of the UK. The term citizen can be discussed and defined before they start this task. | Digital Footprint.pptx, Student worksheet | PI2, PC2, | 2.7 | |
| Pupils will then be asked to do the same but for a digital citizen and then compare the two different lists. Are there anything, which are the same? Are these the same? Or could they be treated as the same thing? | Digital Footprint.pptx, Student worksheet | PI2, PC2, | 2.7 | |
| Q & A regarding copyright and whether this is ok to break if it is online? What are the implications of breaking copyright? What would happen if none of us took any notice of copyright? Would you like it if it were your film/music/book? | Digital Footprint.pptx, Student worksheet | YI2, YI3, BC3, RI3, | 2.5 and 2.7 | |
| What is your digital footprint? Watch the video, consider what this is and what is included in your digital footprint? Pupils can make notes to help them later. Pupils will then use the internet to complete the research task that will help them to answer the questions on slide 11. Evaluation of what they have found and what makes a positive footprint, why this is important to them and if this should include any personal information. | Digital Footprint.pptx, Student worksheet YouTube Video (https://www.youtube.com/watch?v=OBg2YYV3Bts) | YI2, YI3, BC3, RI3, | 2.5 and 2.7 | |

| | | | | |
|---|---|---|---|---|
| Pupils will then have to time to take what they have learnt and create a piece of wall art, which they will be able to share with the school as a wall display. There are two sections to this, one is what you would be happy to put on your digital footprint and the other what makes a positive footprint. Consider alternative ways of doing this, this could easily be carried out as part of an art project, or you could use an online graphics package to complete the task. | Digital Footprint.pptx, Student worksheet | YI2, YI3, BC3, RI3, | 2.5 and 2.7 | |
| Discussions by now should have revealed if the students are part of any social media platforms. If they are then use this extension activity to help them update their privacy settings. | Digital Footprint.pptx | YI2, YI3, BC3, RI3, | 2.5 and 2.7 | |

# Files/Resources

| Filename | Resource Type | Purpose/Description |
|---|---|---|
| DSH-teacher-presentation-digital-footprint.pptx | PowerPoint | Main teaching PowerPoint |
| Student Worksheet – digital footprint | PDF & Docx | Student worksheet with research questions |

PLEASE NOTE: The activities outlined in this workshop pack are a suggested outline of how the workshop can be delivered. It is envisaged that teachers will adapt the resources and the organisation of them according to the needs of their class.