

We are aware of our digital footprint

Understanding the digital trails we leave behind

1 About this unit

UNIT SUMMARY

In this unit, children will learn what is meant by '**digital footprint**'. They will discuss how data about their internet activity is collected passively without them actively authorising this and how this compares with their **active digital footprint**. They will understand that everything shared on the internet can be found, shared, broadcast and copied and that it lasts forever. Finally, they will begin to build a picture of their own digital footprint that can be shared with grown-ups at home.

REPORTING ROUTES

In Year 3, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111).

These points should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

ONLINE SAFETY FOCUS

In this unit, children will:

- understand that every time we use the internet we leave a digital trail that can be found, copied, shared and broadcast
- understand that the things we upload onto the internet last forever.

ENGAGING PARENTS AND CARERS

- In this unit, children will take what they have learned from this session and share it with their parents by creating a diary of their family digital footprint.

- Consider running an online safety session with parents to discuss the importance of digital footprints and how to support their children to manage theirs as they develop greater internet independence.

TEACHER KNOWLEDGE

- This session lays the foundations for the children to develop mindfulness of their digital footprint, how it works and how it can be used by others.
- A digital footprint is the digital trail we leave behind every time we go online. There are two types of digital footprint: a **passive digital footprint** is data that we do not *actively* share, such as web searches we perform using a browser. An **active digital footprint** is created when we purposefully share information or content on the web, such as uploading images to a social media site.
- Review the definitions of the following terms using the glossary on page 64: **active digital footprint**, **IP address (Internet Protocol address)**, **passive digital footprint**, **web browser**.

CROSS-CURRICULAR LINKS

Computing

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

2 Getting ready

ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 3 pupils are finding out about digital footprints.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term Year 3 pupils have been finding out about digital footprints. Each child will be asked to create a diary of their family digital footprint so please support them to do this by writing down the different websites you are accessing or content you are uploading over the period of a few days.'

THINGS YOU NEED

- Interactive whiteboard

THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Double-check the content of all websites before sharing in class.
- Test the digital footprint video (see *Useful links*) to make sure it works in your setting and familiarise yourself with the content.
- Open the History settings on a **web browser** prior to the session. Ensure that there is nothing inappropriate in the history.
- Print and photocopy *Digital footprints* photocopyable master – one per child.



MY RISING STARS RESOURCES

- *Digital footprints* (.pdf)



OTHER RISING STARS RESOURCES

- This lesson links closely to *Switched on Online Safety Unit 1.3 – We are responsible internet and device users*, *Unit 2.3 – We are safe searchers* and *Unit 2.4 – We are code masters*.



INCLUSION/THINGS TO CONSIDER

- Be aware that some children may not have internet access at home. Use examples of internet activity at your school to ensure everyone is included equally in the lesson.



USEFUL LINKS

- Kidsmart information on digital footprints: www.kidsmart.org.uk/digitalfootprints
- Digital footprint', by Common Sense Media (1 minute): www.common Sense Media.org/videos/digital-footprint#

3 Running the lesson



Resources

- www.common sense media.org/videos/digital-footprint#
- *Digital footprints* photocopyable master – one per child

Possible outcomes

- The children will use their knowledge of the internet to create a digital footprint that reflects their internet activity. They will then ask their family to add to this.

Step 1: Introducing the session

- Explain to the children that in this online safety lesson they are going to learn about digital footprints.
- Watch the digital footprint video clip (see *Useful links*) or explain that every time we go online we leave a digital trail that can be searched, shared, broadcast or copied and it lasts forever. This is called a digital footprint.

Step 2: Passive digital footprints

- Ask the children to recall what the internet is. Prompt them if necessary to remember that the internet is lots of computers all connected to each other so that people can stay in touch.
- Explain that to communicate across the internet, every device has a unique **IP address**. Write an example on the interactive whiteboard, e.g. 172.16.254.1. This address can be traced to find out where the device was when it was used to access the internet. It is the start of our digital footprint.
- Ask the children to think about all the different devices they use at home and at school. What are they? How many are there? Does it seem like a lot? Remind them that all of these different devices have an IP address and we are creating a digital trail when we use any of them.
- Explain to the children that every time we search on the internet, the search is stored in the web browser. Ask the children to recall what a web browser is (i.e. a doorway to the internet).
- On the interactive whiteboard show an example of a browser's search history. Explain that this history is another part of our digital footprint that is stored on devices.
- Ask the children to discuss why a saved search history might be useful, e.g. to help us easily find websites already visited, to block inappropriate web addresses.
- Explain to the children that the IP address and search history are specific to devices and are passive digital footprints because we are not choosing to upload or store this data.

Step 3: Active digital footprints

- Explain to the children that we also have an active digital footprint. Ask them to discuss what this might mean.
- Explain that an active digital footprint is where we purposefully choose to share information on the internet.
- Ask the children to discuss what sort of things people might share. Prompt them to think about YouTube; who makes the content? Do their grown-ups use social media? What sort of things might they share? What sort of information might someone share to shop online?
- Explain that every time someone shares a photo, video or comment, it stays on the internet forever and can be found, shared, copied or broadcast.
- Ask children if parents and/or friends ever share photographs of them online. How does it make them feel to know these images are online for others to see?
- Explain that when the teachers get an email account for school, they share personal information with the internet company. Every time they log in to the account, they are adding to their digital footprint.

Step 4: Recognising our digital footprint

- Explain to the children that they are going to build a picture of their digital footprint from the last two days. Maybe they have watched BBC iPlayer, YouTube, played a game online or with a console, done some research? Any time they have been on the internet counts as part of their digital footprint.
- Hand out the *Digital footprints* photocopiable master and support the children to complete the task.

Step 5: Summing up

- Reinforce that every time we use the internet, we are building a digital picture that can be traced, shared, broadcast and copied and it lasts forever.

4 Taking it further

- Ask the children to take their digital footprint home and use it to build a diary of internet use for their family at home. Suggest each person at

home uses a different colour pen to record their entry. How does the footprint of each family member compare?