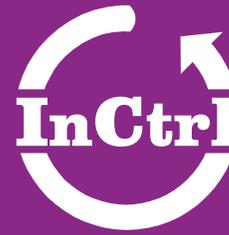


your digital footprint: leaving a mark



about this lesson

Your Digital Footprint: Leaving a Mark is part of **InCtrl**, an engaging collection of hands-on lessons covering seven key **digital citizenship** topics. These free lessons, for grades 4–8, empower students to be smart, safe and effective participants in a digital world. Get **InCtrl** at www.ciconline.org/InCtrl.

LESSON SUMMARY

In a digital world and information-sharing age, it can sometimes be hard to understand where privacy ends and what the real risks are. Everyone cares about their reputation, but many students don't know that what they do online can impact their digital footprint, permanently. In this lesson students will continue learning about the rights and responsibilities they have as digital citizens, and gain awareness of steps they can take to be safe and secure, and be empowered to make smart choices in order to remain **InCtrl** of their digital reputation!

LEARNING OBJECTIVES

Students will...

- Identify what personal information should remain private, and what is suitable to be shared publicly
- Demonstrate good digital citizenship
- Explain how one's digital footprint can impact him/her in the future

BACKGROUND

In preparation for the lesson, watch the following videos:

Your Digital Footprint: Leaving a Mark/ Teacher Video [4 minutes]

Many students don't know that what they do online can impact their digital footprint, permanently. This video explores how having control over your digital footprint is an important step in managing your privacy.

Your Digital Footprint: Leaving a Mark/ Student Video [2 minutes]

Like many teens, Zoe is often online sharing what she's up to and tagging her friends in photos. She thinks it's all in fun but her older sister, Emma, understands how all these interactions leave a digital footprint. Watch Zoe and Emma have a light-hearted and positive conversation about making smart choices and being in control of your digital reputation



TEACHER TIP!

This lesson is designed to work for 4th-8th grade students and be adaptable to varying abilities. Activities build upon one another and increase in depth and complexity as the lesson progresses.

TOPIC: PRIVACY

TIME REQUIRED

Two 3-minute videos,
Three 30-minute sessions,
15 minute reflection

SUPPLIES*

- Process Journals
- Computers/Tablets
- Internet Access
- Projector/Interactive whiteboard

*Lesson activities can be adapted for use without supplies

PREPARATION

- Watch:
Your Digital Footprint:
Leaving a Mark/Teacher Video
(for you)
- Your Digital Footprint:
Leaving a Mark/Student Video
(for the class)
- Photocopy the student handouts
(1 per student)

STUDENT HANDOUTS

- Shared...Squared²
- InCtrl of My Digital Footprint

STANDARDS*

- **Common Core ELA Standards**
- **Common Core Math Standards**
- **American Association of School Librarians**
- **National Education Technology Standards (NETS), ISTE**
- **Partnership for 21st Century Skills (P21)**

*See page 7 for a complete list of standards strands met.

• LESSON LINKS • • •

Check out these lessons to explore these topics in-depth:

Working Together Digitally
(Digital Collaboration and Communication)

Living in a Digital World
(Digital Citizenship)

PRIVACY & YOUR DIGITAL FOOTPRINT

What information about you can be tracked?

- the websites you visit
- what time of day
- the search and key words you use
- your location while browsing
- your IP address (unique online identity)
- what you said
- who you interact with
- what you search for
- what is said about you
- what you say in your email, texts, social media posts
- what you "like" or "share" on social media and online
- how much money you spend
- how old you are
- where you live
- if you were mentioned or quoted in a news story or blog post.

How is it collected?

- through search words
- browsers
- cookies on websites
- forms or surveys you fill in
- information you post on social media (private/public)
- comments
- purchases
- logging in to sites
- the GPS in your cell phone
- etc

What is it used for?

- marketing
- social influence
- digital reputation
- behavioral economics
- recommendation for ads you see in the future
- emails and other target marketing.
- invasive attacks on your privacy:
 - hacking
 - cyber attacks
 - malware
 - spyware

How Can We Stay InCtrl?

- Before you post, think about what information to share, where to share it, and how to share it (i.e., what platform, what medium, what format, what tone?)
- Consider using avatars and non-identifiable usernames to protect your identity (though it's important to consider and evaluate when it is appropriate to be transparent and public)
- Use strong passwords and vary them on different sites. Change your passwords often
- Password-protect mobile phones, tablets and computers
- Read the fine print (privacy policies, terms) before clicking "agree"
- Regularly check the privacy settings of your online accounts (social media sites like Facebook and Instagram change their privacy settings frequently)
- Be aware of photographs being taken you and photos of you that someone else "tags"
- Don't share passwords (except with parents)
- Consider who you share your contact information with
- Conduct transactions only over a secure wi-fi connection that requires a password
- Respect other's privacy, property, space
- Be nice to people online and offline
- Use security/virus protection software
- Back up your data
- Remember that not everything you see, read, or hear about online is true. People and websites may pretend to be something they are not.

• WORDS TO KNOW • • •

Digital Footprint: The trail or history left behind by your interactions with the digital environment including use of TV (on demand), mobile phone, Internet, email, texting, and social media. It can often be permanent. Online presence can also be measured by number of people you interact with.

CISPA (Cyber Intelligence Sharing and Protection Act): A law that allows companies to collect and share information about users.

COPPA (Children's Online Privacy Protection Act): A law that intends to keep children under the age of 13 protected from the collection of private information and safety risks online. However, it is not 100% effective; there are several ways kids can get around it.

Avatar: A graphical representation of an online user.

Cookies: A piece of data sent from a website and stored in a user's web browser. Often cookies are essential for the website to work. But sometimes a cookie can track user behavior. Approximately half of all websites use cookies in some way.

- Cookies remember you, and prevent you from having to sign in on every page you visit.
- Cookies can optimize how information is delivered to you by knowing the type of computer or device you are using, operating system, browser you are on, etc.
- They can also track what you look or search for when visiting an online store (such as Amazon or Etsy) and serve up suggestions for similar items on other sites or in advertisements (on Gmail or Facebook).

introduction [10 minutes]

Brainstorm! Start by asking students to think about, then respond to, the following questions in their process journals: *Why is your privacy important? Have you ever been in a situation when something private, or secret, of yours got out?* Explain that this could involve people they know or don't know, online or offline. Invite any student volunteers to share.

Ask students to consider: *How do you keep private information private in the "real world"? How can you keep information private in the digital world? What information about you is being tracked, saved, and shared online?* Invite volunteers to share and explain their rationale for both private and public sharing. Keep track of student responses on the board. Explain that while we can't always see it, our online behaviors are being tracked and saved. For example:

- Our browser remembers what page we visited for weeks, and can even remember our passwords for us!
- Our search engine provides us with suggestions based on recent key words we've searched.
- Web pages we visit post advertisements for items we've checked out on other websites.

Some of this technology is helpful, but we need to be aware of when it is not.

activity 1 [20 minutes]

Show the Student Video *Your Digital Footprint: Leaving a Mark*. After watching, invite students to share their initial impressions. Ask: *What is your digital footprint?* Distribute the handout **Shared ... Squared²**, and give students a few minutes to individually complete it.

- First have them think about the latest piece of information they shared with a friend or family member, or (if they meet age limit requirements) what they posted on a social media site.
- Next, have them go through the steps to calculate the number of people they reached online. Ask: *Did the results surprise or shock you? Why? What could be the negative implications of sharing information with so many people?* Invite students to share their responses.

Discuss. Next, ask: *Could there be a positive side to sharing information?* Allow students to discuss. For example: In cases of emergencies or good news, online sharing can spread important information quickly, and reach a lot of people.

activity 2 [30 minutes]

Deconstruct the Cookie Recipe: Write the following riddle on the board and give students a couple of minutes to guess the answer:

Q: What sweet treat follows you around online? A: A cookie!

Explain that our online behaviors are measured by something called "cookies" (see **Words to Know** on page 2.) Share or project the sidebar, **Privacy & Your Digital Footprint**.

Ask: *What are some examples of online "cookies" that you've experienced?* For example, *have you ever browsed or shopped for something online (like on Amazon, NewEgg or Best Buy), then notice how ads for the same item appear in the sidebar of your social media or email sites?*

How can cookies be helpful? For example, *ever forgotten your username or password but your device or browser remembers it for you? How have you stayed InCtrl in the past ... and how will you change your approach now that you know more?*

Make an InCtrl Plan. Distribute the [InCtrl of My Digital Footprint](#) handout. Have students work in pairs to fill out what they've learned about how information is shared online. Ask: **Are there aspects of online sharing that they'd like to learn more about?** Provide them with access to computers (or tablets) and the Internet to do additional research if needed. Have them refer back to the sidebar to generate a discussion on other components of privacy and to discuss the science of how information is collected online

activity 3 [30 minutes]

Share InCtrl Tips. After students have compiled information on their handout, have each team choose one "tip" list to share with others. Have them explain how their tip can help create a positive digital footprint.

Students may create posters or fliers to post around the school, or share on the class blog or website. Or, have them try one of the free online tools listed below to transform their list into a visual infographic. These tools are easy and fun for students to use, and will help them think about how to communicate their information in an engaging and impactful way!

- [Easel.ly](#)
- [Infogr.am](#)
- [Piktochart](#)

(Also see sidebar "[Open Sesame](#)" for more tips and information.)

reflection [15 minutes]

Ask students to reflect on what they have learned by writing in their process journals.

Ask: **How can you be in control of what you share online? What do you want your digital footprint to say about you? Why is a favorable digital reputation important for you?** Invite volunteers to share and discuss their thoughts with the rest of the class.

• EXTENSIONS • • •

Blog: Have students share their tips and/or infographics from Activity 2 on the class blog or wiki (see Lesson: [Living in a Digital World](#)). Show them how to adjust the privacy settings of the blog. Discuss if you want to allow public comments and the pros and cons of inviting blog visitors to contribute.

Build My Avatar! Ask students to think about and discuss why they may or may not want to share their personal photos online. Ask: **When is it okay to share a personal photo? When would it not be okay?** Have students create an avatar to use in place of their own photo to use on social media, in their online communities, or on their blog profiles. Try one of the avatar generators at right for fun!

- [Marvel – Create Your Own Superhero](#)
- [Build Your Wild Self](#)
- [Face Your Manga](#)
- [Clay Yourself](#)

After students have built their avatars, share them with the rest of the class. Can students guess which avatar belongs to which classmate? Discuss that while an avatar may represent a person while keeping their identity private, it can also *misrepresent* the creator (intentionally or unintentionally). Our perceptions of ourselves sometimes differ from how others know or see us.



TEACHER TIPS!

"Open Sesame" – Password Power!

- Changing passwords often can make them harder to remember. But, the easier a password it to remember, the easier it often is to crack! Try [RoboForm](#) or [Lastpass](#) to keep track of passwords in a secure location.
- Check out [this infographic](#) that shows how long hackers need to crack your password based on the characters used
- Try [PassMeter](#) to test the strength of different passwords. It uses a complex equation to test its level of security.

Did you know that much of what you share online is permanent?

Just like a fingerprint, your digital and online interactions are a unique reflection of you. Our behaviors leave a trail of information that can be tracked, saved, or shared, even when think we've deleted them.

Have you ever thought about who is able to see what you have posted online?

Do you know how many people can view what you've posted online?

What about how long your post will last?

Let's get an idea of how many people may actually see a post by calculating your digital footprint. Think about the latest thing you shared with a friend, via email or text, or posted on a website or social media platform. For example: a story, a photo, a link, or a comment.

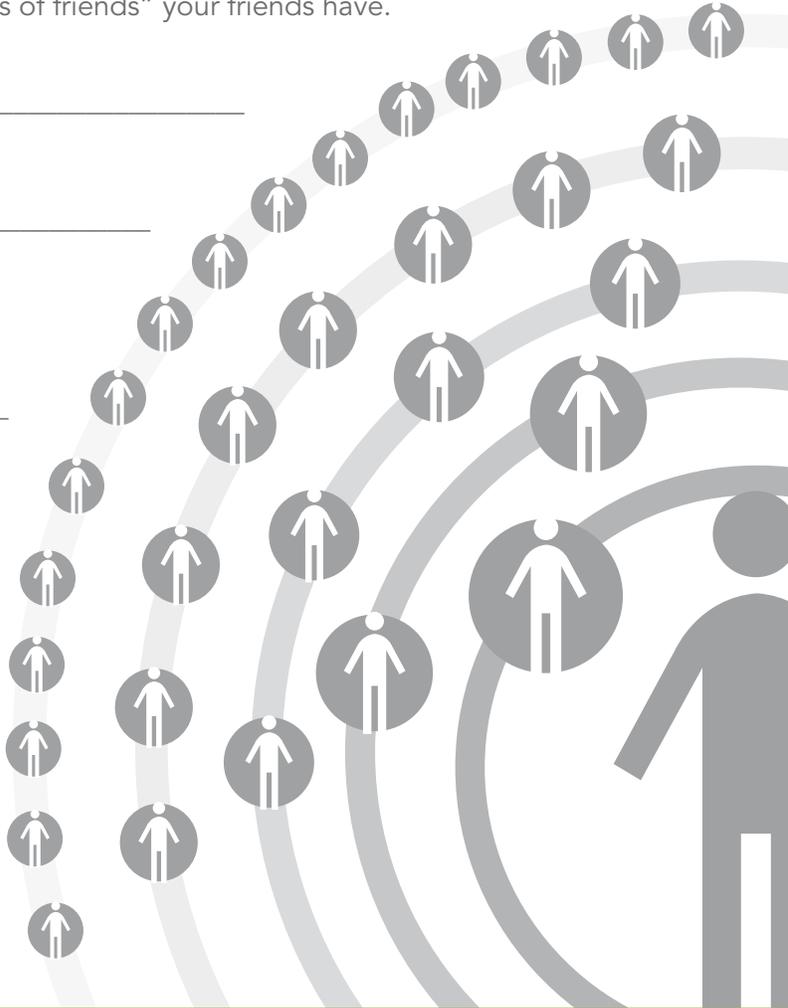
Latest piece of information I shared digitally: _____ ("1" item)

- Multiply "1" by the number of friends you have online or as email/text contacts. _____
- Multiply that number by 300, or the number of friends your friends have. _____
- Multiply that number by 500, or the number of "friends of friends" your friends have.

- **What number are you up to?** _____
Gets big quickly, doesn't it?
- Now imagine multiplying that number by the number of people who live in your town, city or state. _____
(and remember: they have "friends of friends," too!)

This is just the beginning of the number of people who could potentially see (or forward/share) what you've posted online. For example: It's how one funny video clip suddenly has millions of views on YouTube.

Imagine you tell your friend something personal. Would you want it 150,000 people to know about it?



Think about the mark you want to leave behind in the world. **What would you want a search of your name to reveal?** Your digital footprint may be your online reputation, but it impacts your offline world too. Friends, family, college admissions officers, law enforcement, future employers, and anyone who is interested in finding out about you can and will search for you online. So, be thoughtful about what you want to put out there – because once it's online, it could be there forever!

Use this graphic organizer to track what you learned about how you can stay **InCtrl** of your privacy and how you can create a positive digital footprint! When complete, choose 1 list to transform into an infographic and visually communicate and share what you learned with others.

WORDS TO KNOW: _____

INFORMATION I WANT TO/ SHOULD KEEP PRIVATE: _____

INFORMATION I WANT TO SHARE: _____

ONLINE SAFETY TIPS: _____

POWER PASSWORD TIPS! _____

MY PERSONAL DIGITAL GUIDELINES: _____

For example:
"Be respectful to other people"

1. _____

2. _____

3. _____

4. _____

5. _____

education standards addressed in lesson

Common Core ELA Standards

Reading: Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas

Writing: Production and Distribution of Writing; Research to Build and Present Knowledge

Speaking and Listening: Comprehension and Collaboration; Presentation of Knowledge and Ideas

Language: Vocabulary Acquisition and Use

Common Core Math Standards

Operations and Algebraic Thinking: 4.OA, 5.OA

Number and Operations in Base Ten: 4.NBT, 5.NBT

The Number System: 6.NS

American Association of School Librarians

Standard 1: 11.1.1, 1.1.2, 1.1.3, 1.1.6, 1.1.7, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.4, 1.3.5, 1.4.2, 1.4.3

Standard 2: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.3, 2.4.4

Standard 3: 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.4.1, 3.4.2

Standard 4: 4.1.5, 4.1.7, 4.1.8, 4.2.3, 4.3.1, 4.3.4

National Education Technology Standards (NETS), ISTE

1. **Creativity and Innovation:** a, b, d

2. **Communication and Collaboration:** a, b

3. **Research and Information Fluency:** a, b, c

4. **Critical Thinking, Problem Solving, and Decision Making:** a, b, c

5. **Digital Citizenship:** a, b, c, d

6. **Technology Operations and Concepts:** a, b, d

Partnership for 21st Century Skills (P21)

Learning and Innovation Skills:

1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

Information, Media and Technology Skills

1. Information Literacy
3. ICT Literacy

Life and Career Skills

1. Flexibility and Adaptability
2. Initiative and Self-Direction
4. Productivity and Accountability
5. Leadership and Responsibility