

Privacy, Data Protection, and the Student's Digital Footprint

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U2.3

Outcome M4.U2.4

WHAT THIS LESSON DOES

In this lesson you will examine your online presence by checking what information is publicly visible about you. Adjust privacy settings in your browser and identify one specific change to make to improve control over your digital footprint.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U2.3	Discuss the ethical implications of internet use and their digital footprint in relation to issues such as privacy and data protection.
M4.U2.4	Appreciate the creation of their digital footprint and its consequence both positive and negative.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Audit what is publicly visible using a browser check and at least one platform or school/project fallback
- Apply browser privacy settings and name one GDPR right with where you would start
- Identify one concrete footprint change to make this week

BEFORE THE BELL

- Have the key concepts table available for reference.
- Confirm Google Chrome is available (or plan the Edge fallback).
- Check that Project_Portfolio / 09_specialism/sm4 exists for each student.
- Confirm students can open Chrome and their cloud portfolio; prepare one projected sample audit page.
- Project Aoife Byrne sample; ready to annotate public vs logged-in and Privacy Centre location.
- Open Chrome Settings on the classroom screen before this step; confirm Chrome is available on student devices.
- Model the exact folder path and filename on the board before students write; plan a mid-write circulate for path checks.
- End-of-period filename and folder path check; tick SM4 evidence on the record sheet.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
7 min	content	Key concepts
18 min	activity	Step-by-step task
3 min	content	Common issues
17 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Annotate the Aoife Byrne sample on the key concepts step before students start their own audit, so the layout is on screen when they begin.
- Model the browser walkthrough on the classroom device first.
- Model create, rename and save for Word Online and Google Docs before the silent write.
- Move around the room to assist students during the activity.
- Emphasise control and personal agency in all discussions.

WHAT TO WATCH FOR

- Difficulty locating settings, advise using the search function at the top of the page.
- Reluctance to search personal names, permit auditing a school account instead.
- Untitled or wrong-folder files, check the exact name and the sm4 path while students are still writing, so it can be fixed there and then.
- Confusion over varying menu options, note that labels may differ slightly by version.

DIFFERENTIATION

- Support: Offer a simplified checklist for the audit process (the five headings on the task card).
- Extension: Positive footprint note in the summary challenge.
- Support: Allow pair work for the reflection section if preferred.