

Digital Footprint: Positive and Negative

60 minutes

ICT Specialism 4: The internet and digital literacy

Outcome M4.U2.4

WHAT THIS LESSON DOES

Discover how the same online activity that creates risks can also open doors to future opportunities. Learn to recognise both the benefits of building a professional presence and the dangers of oversharing, then create your own positive footprint action plan.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M4.U2.4	Appreciate the creation of their digital footprint and its consequence both positive and negative.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain positive footprint opportunities such as LinkedIn and portfolio presence
- Recognise long-term risks of oversharing and old posts
- Write one Positive Footprint Plan action for this year

BEFORE THE BELL

- Print the common issues table for teacher reference during the portfolio build.
- Have each student's audit document path ready: Project_Portfolio/09_specialism/sm4/sm4_digital_footprint.
- Have a board or screen free at the start so you can sketch the two sides of a footprint as a set of scales while you introduce the lesson.
- Read Aoife's worked example on Key concepts beforehand so you can tell it as a story rather than read it off the screen.
- Have one safe classroom example ready of a constructive public profile (LinkedIn-style or portfolio-style), not a real student's account; display the footprint-balance image on the board
- Have the Footprint match-up worksheet ready only if you plan the optional 3-minute pair check
- Open the scenario-cards activity on the board; run only the three core cards in the live slot
- Confirm students can open Project_Portfolio/09_specialism/sm4 and sm4_digital_footprint; display the four plan labels on the board

Digital Footprint: Positive and Negative

HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Footprint choices in real situations
4 min	content	Common issues
20 min	activity	Portfolio build: Positive Footprint Plan
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- This is a teacher-led 60-minute class: pace the build, scaffold weaker readers, and verify the portfolio artefact before log-off.
- Use whole-class discussion for the three footprint-choice cards on the activity step, and keep the two extra scenarios in the teacher notes as a next-day starter or for fast finishers.
- Leave Aoife's four labels on the board during the portfolio build.
- Keep the reflection step brief and limit it to two or three students speaking.

WHAT TO WATCH FOR

- Students focus only on deleting old posts: emphasise the need to build constructive presence as well.
- Students struggle to find realistic positive actions: point to the sentence starters and shrink the action to one profile draft or one public sample.
- Students cannot open the audit file: deal with it privately without asking what is in it, and have them create sm4_digital_footprint on the spot if needed.

DIFFERENTIATION

- Support: use the four sentence starters in the portfolio task card (Action / What goes on it / Why it helps / First step this week).
- Extension: the stay-private note under the plan, or the two extra scenarios in the teacher notes on the footprint choices step.
- Support: allow paired discussion during the footprint choices activity.