













Y2 Online Safety: Digital Footprints

<p>Aim: Recognise common uses of information technology beyond school. 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 in the context of looking at how much information we can find out about a person online.</p> <p>To understand that the information I put online leaves a digital footprint.</p>	<p>Success Criteria: I can explain what 'digital footprint' means. I can explain how people might use the information I put online. I can explain how a digital footprint contains information about a person.</p>	<p>Resources: Lesson Pack Whiteboards and pens</p>
	<p>Key/New Words: Digital footprint, trail, e-Safety, online, website, advert, content, social media, post, public.</p>	<p>Preparation: Differentiated All about Penelope Activity Sheet - per child Online Activity Information Cards - pre-cut and spread around the room</p>

Prior Learning: It will be helpful if children have used the Internet in a range of different contexts.

Learning Sequence

	<p>Footprints: Show the map on the Lesson Presentation and ask children to list write a list of where Penelope has been on their whiteboards. Use the question prompts to make sensible guesses about her, using the information about where she has been. Explain that when we go online, we also leave a footprint.</p>	
	<p>Digital Footprints: Using the Lesson Presentation, explain that when we go online, everything we do leaves a type of 'footprint' that other people might be able to see - not just our online posts, but also the websites that we have looked at. Introduce the word 'digital' and explain what this means. Ask children for an example of something they have done online in the last week - ask other children to say what this activity tells us about them. <i>Can children describe what is meant by 'digital footprint'?</i></p>	
	<p>All about Penelope: Give each child an All about Penelope Activity Sheet and ask them to walk around the room, looking for the Online Information Cards. As they find the information on the trail, ask them to record this on their sheets using the information they have found.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="213 1149 293 1227">  <p>Children complete the differentiated All about Penelope Activity Sheet, recording the information they find out about Penelope using the clues on the Online Information Cards.</p> </div> <div data-bbox="815 1149 895 1227">  <p>Children complete the differentiated All about Penelope Activity Sheet, recording the information they find out about Penelope using the clues on the Online Information Cards. Children then add how they found out each piece of information about Penelope.</p> </div> </div>	
	<p>How Much Do We Know? Ask the children to share what we now know about Penelope. (Ensure that the children have drawn logical conclusions.) Check the answers on the Lesson Presentation and show how all the small pieces of information can tell us a lot about a person. <i>Can children explain how a digital footprint contains information about a person?</i></p>	
	<p>How Can Your Digital Footprint Be Used? Give each child a whiteboard. Working in mixed-ability pairs, ask children to write down who they think this information could be used by. Click through the uses on the Lesson Presentation. <i>Can children explain how people might use the information they put online?</i></p>	

Taskit

Secureit: Use the [Online Activity Cards](#) and sort them into two piles: information that could be safe to share publicly and information that should be kept private.

Guidance for macros in PowerPoints

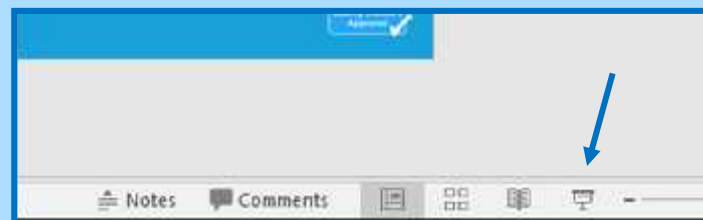
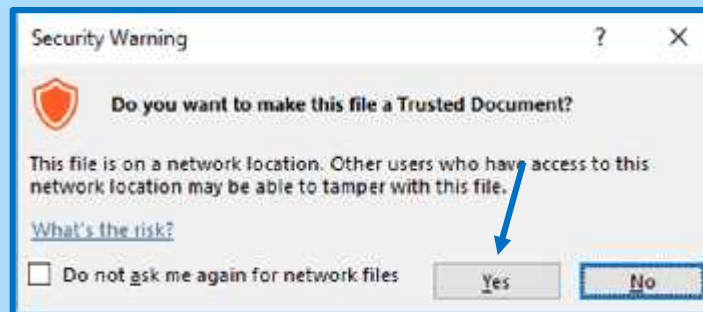
We use macros within PowerPoints to increase the interactivity of our presentations. Follow this simple process to get the most out of this resource.

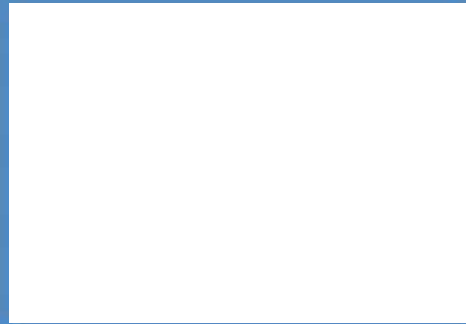
What to do:

Open the PowerPoint file and enable editing.

A security warning box will appear. Click yes.

Enter presentation mode (start the slide show).

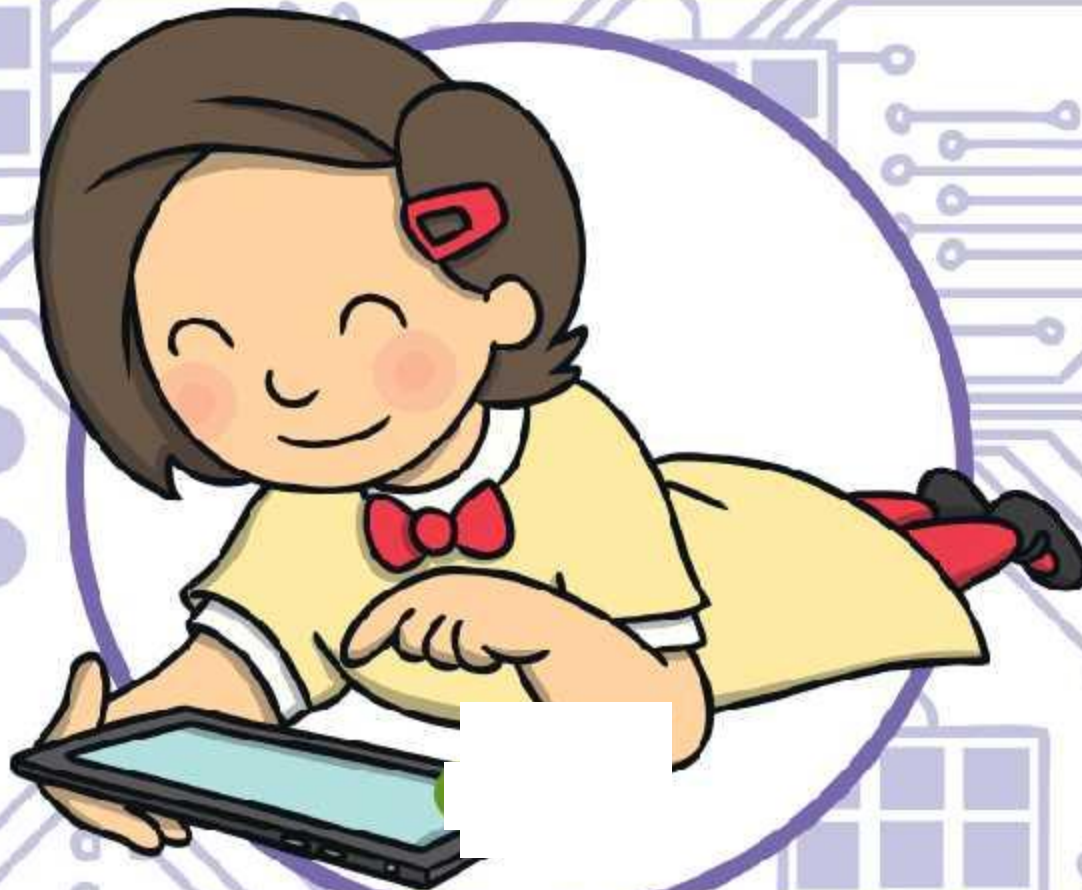




Computing

Online Safety

Digital Footprints



Aim

- To understand that the information I put online leaves a digital footprint.

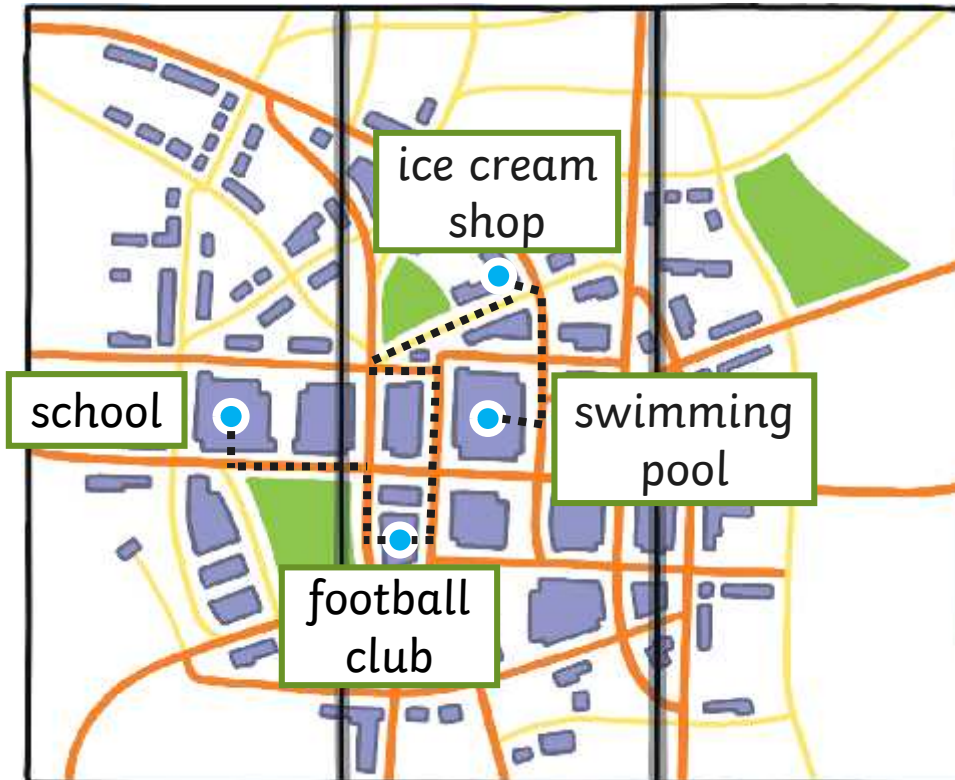
Success Criteria

- I can explain what 'digital footprint' means.
- I can explain how people might use the information I put online.
- I can explain how a digital footprint contains information about a person.

Footprints



Look at Penelope's footprints. On your whiteboard, list the places she has been.

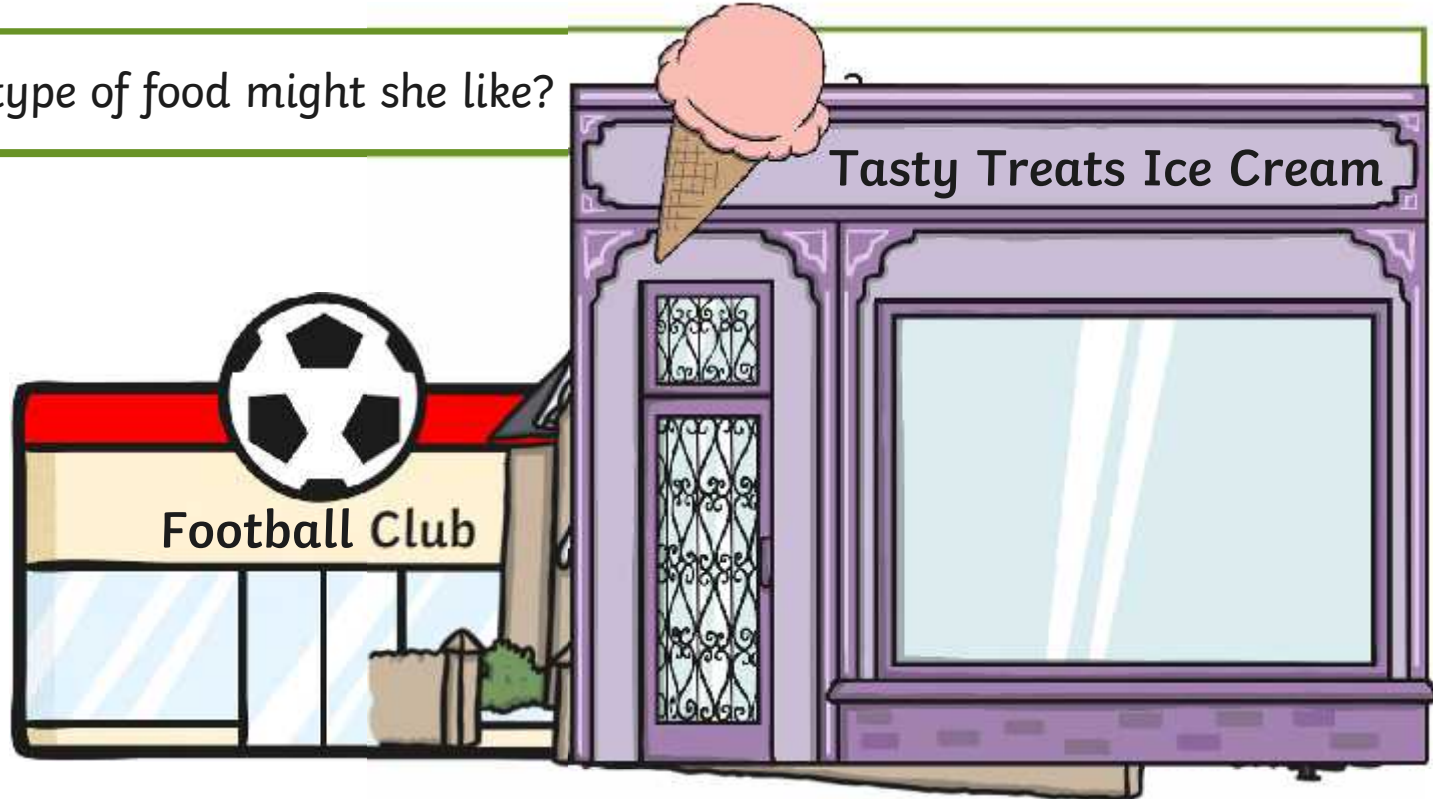


Footprints



We can tell some things about Penelope by looking at where she has been.

What type of food might she like?



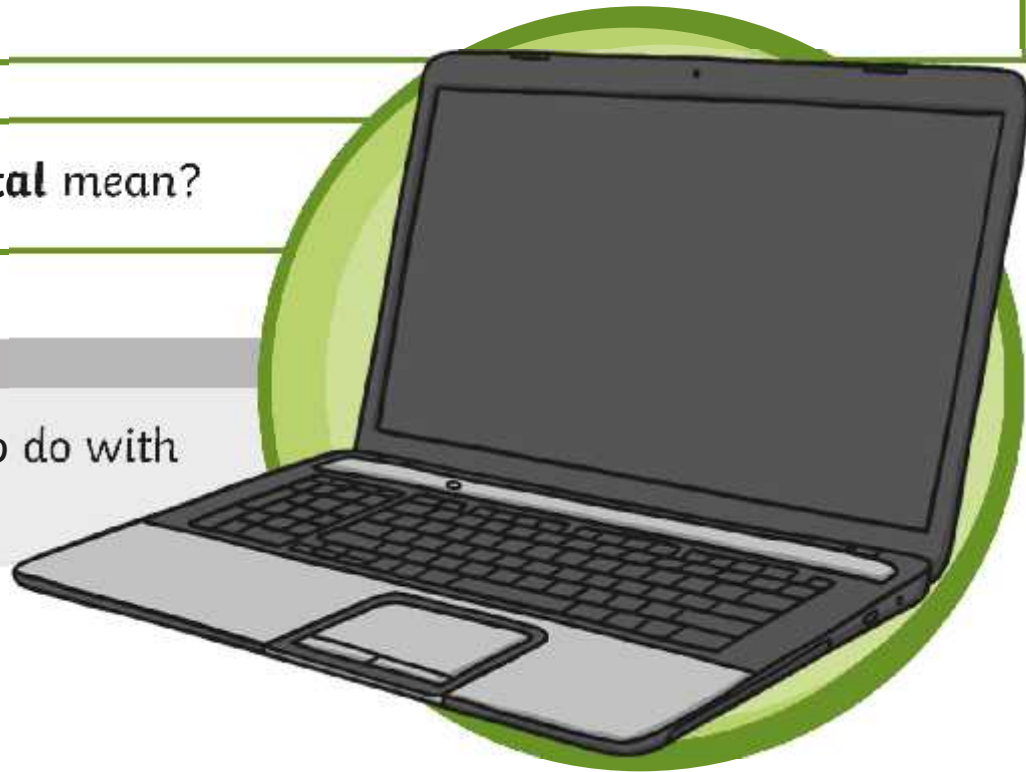
Digital Footprints



When we go online, everything we do leaves a 'footprint' that other people can see, even if it's not something you have posted somewhere publicly.

What does the word **digital** mean?

Digital means anything to do with computer technology.



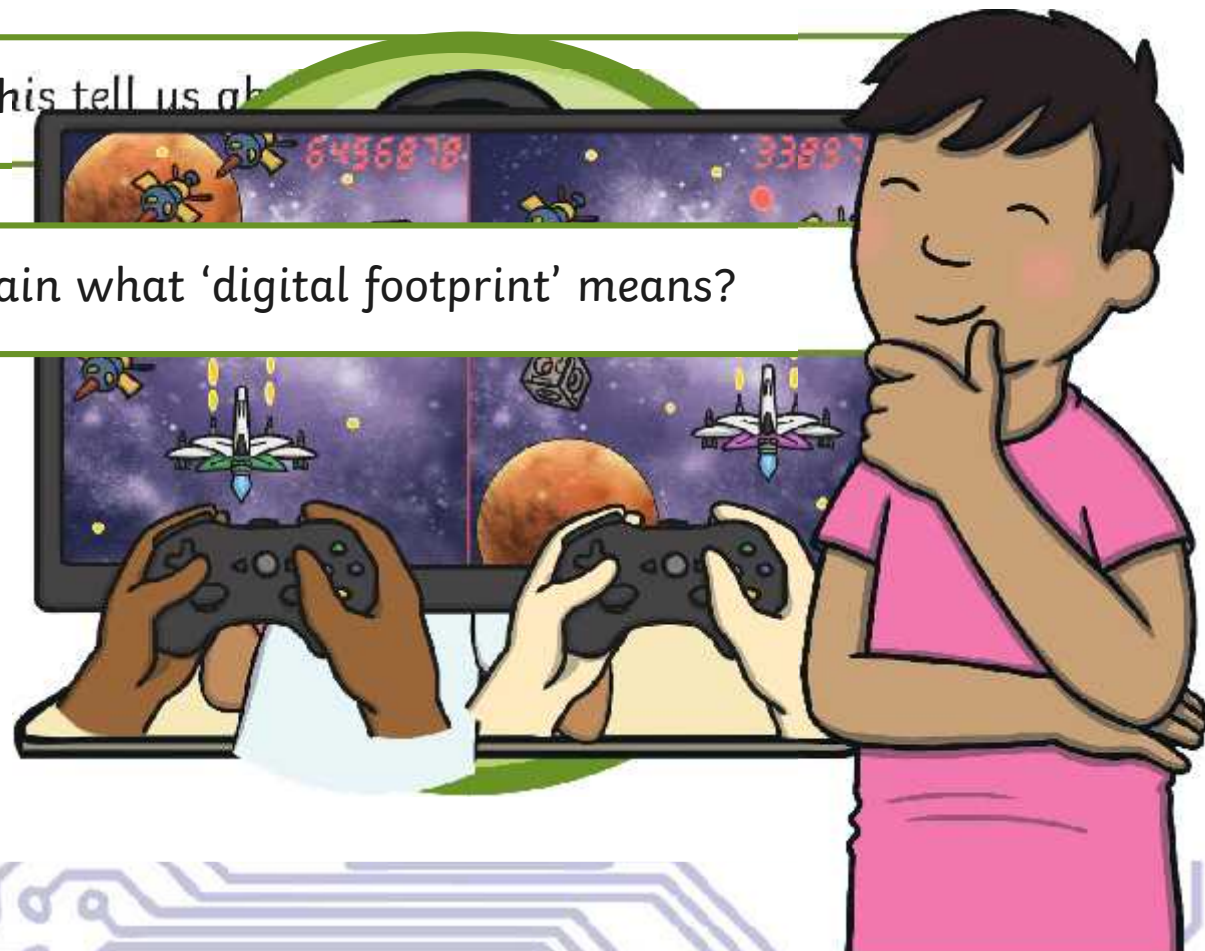
Digital Footprints



Can you tell me something that you have done online in the last week?

What might this tell us about you?

Who can explain what 'digital footprint' means?



All about Penelope



As you go, use the information that you find out to help fill in the **All about Penelope Activity Sheet**.



★

All about Penelope

To understand

to understand that the information I put online leaves a digital footprint.

Use the **Online** about Penelope:

Use the **Online Activity Cards** to see how much information you can find out about Penelope just from looking at her digital footprint.

Full name	Full name
Where she lives	Where she lives
Football team	Football team
Birthday	Birthday
Favourite animal	Favourite animal
Friends' names	Friends' names
What does she want for her birthday?	What does she want for her birthday?
Other information	Other information

How did you know this?

How Much Do We Know?



What do we know about Penelope now?

- ✓ What is her full name?
- ✓ What town does she live in?
- ✓ What house number does she live at?
- ✓ What football team does she play for?
- ✓ What might she want for her birthday?
- ✓ When is her birthday?
- ✓ What animals is she interested in?
- ✓ What are her friends called?



How Much Do We Know?



What other information could we work out from Penelope's posts?

If we know what town she lives in, and the colour of her uniform, what might we be able to work out?

All these tiny bits of information make up our digital footprint and all together, they tell us lots of information about a person.



How Can Your Digital Footprint Be Used?



If you write a post somewhere publicly, who can see the information?

might be put at the top of the page which means parents might see it
in to buy this

- ✓ who can see your information
- ✓ how can you control this



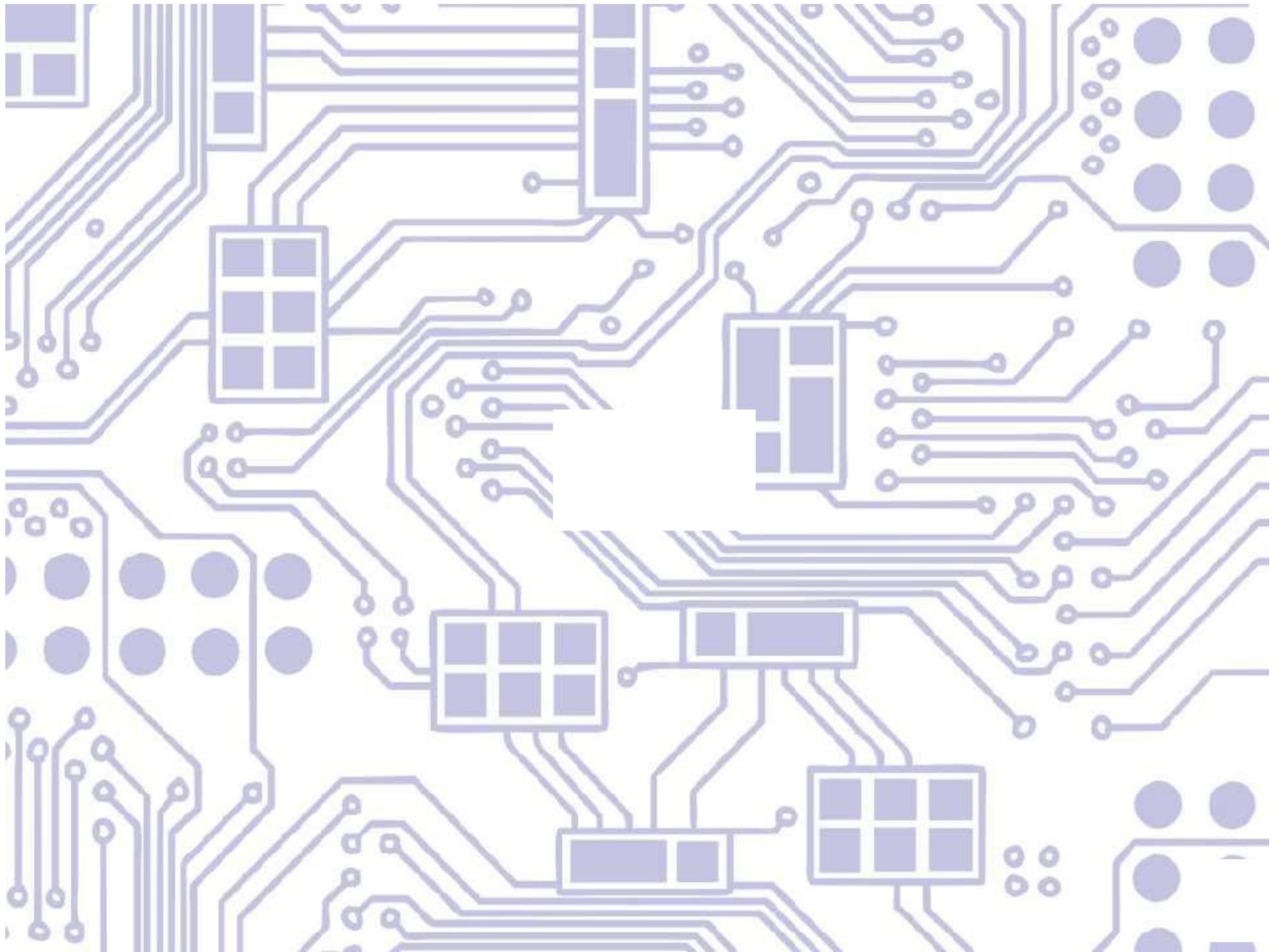
Aim



- To understand that the information I put online leaves a digital footprint.

Success Criteria

- I can explain what 'digital footprint' means.
- I can explain how people might use the information I put online.
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				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain what 'digital footprint' means.				Notes/Evidence					
I can explain how people might use the information I put online.									
I can explain how a digital footprint contains information about a person.									
Next Steps									
) _____									
) _____									

T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
S	Supply	GP	Guided Practice

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All about Penelope

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Use the **Online Activity Cards** to see how much information you can find out about Penelope just from looking at her digital footprint.

Full name	
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Football team	
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Friends' names	
What does she want for her birthday?	
Other information	



All about Penelope

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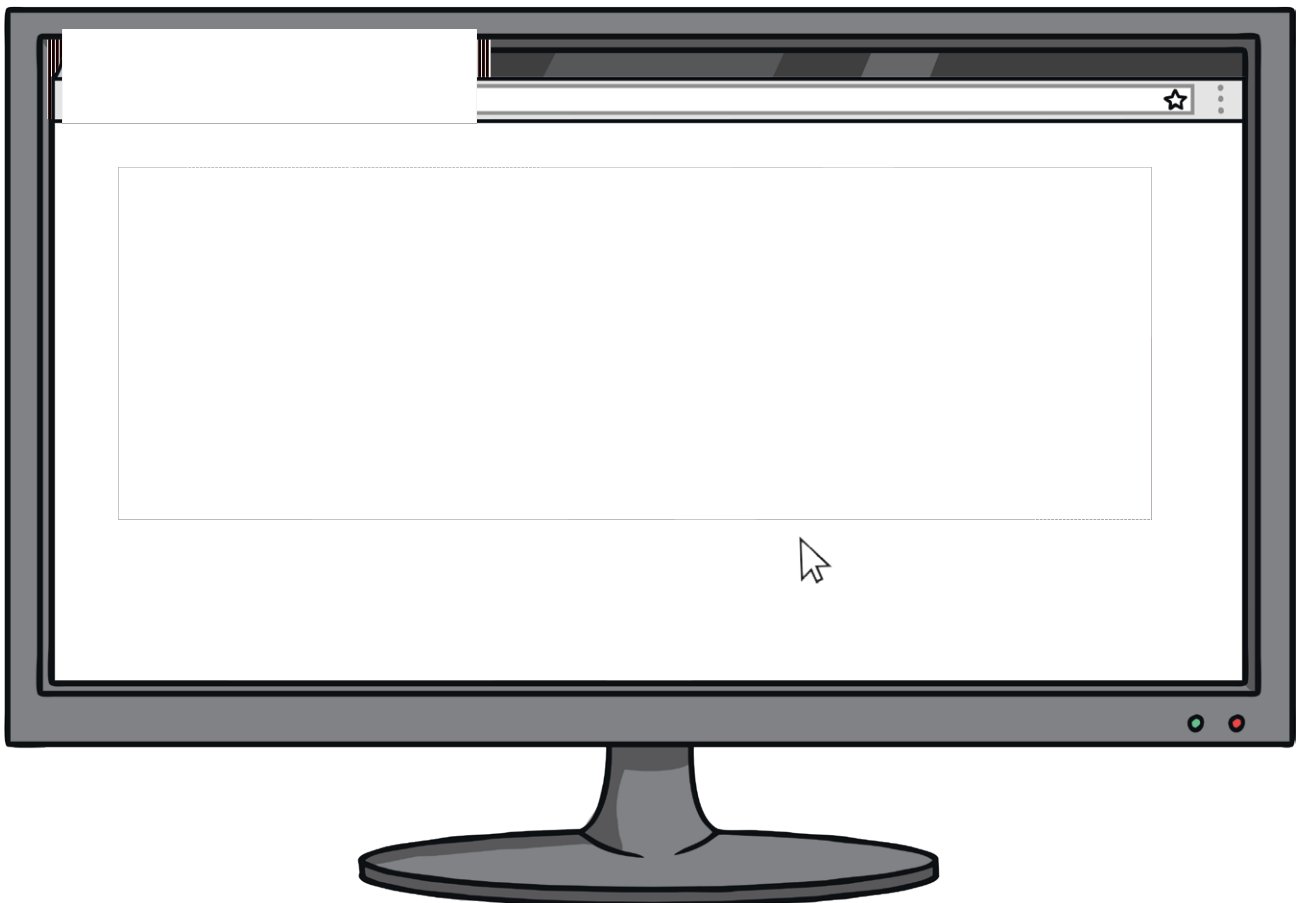
	How did you know this?
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Online Activity Cards

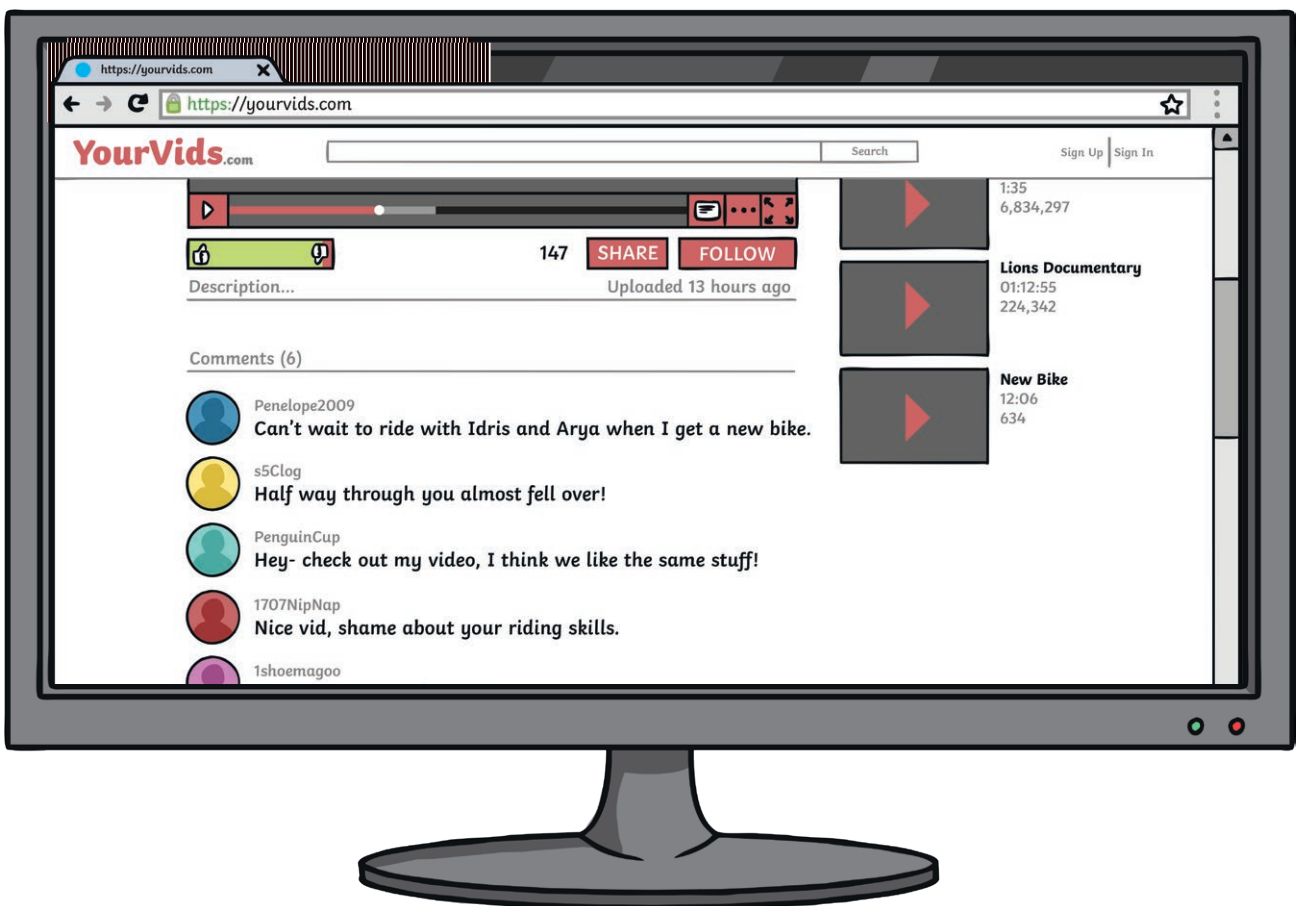


Online Activity Cards







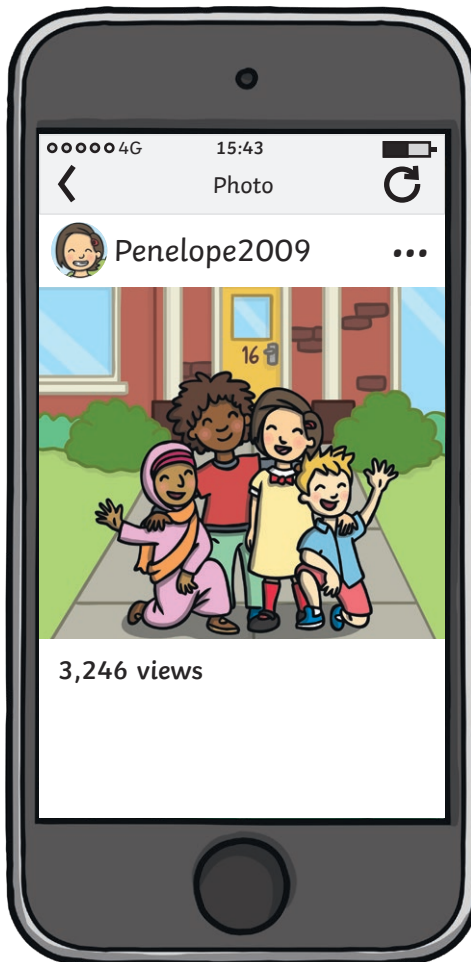


Online Activity Cards



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Online Safety | Digital Footprints

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