DEBATING
Digital Footprints

Lesson Overview:
Students explore how digital footprints shape online identity. They debate whether it is fair to judge someone based on their online presence.

Learning Outcomes:
By the end of this lesson, students will be able to:
- explain what a digital footprint is and how online actions can lead others to form assumptions
- recognise that online content does not always show the full story and explain why assumptions may be fair or unfair
- participate respectfully in a structured discussion or debate, using listening, turn-taking and examples to support their ideas
- reflect on different viewpoints and consider their own responsibility when sharing or posting online

Key Words
Digital footprint, Online identity, Perspective, Reputation, Bias, Judgement.

Lesson Resources
Lesson Slides, Provocation Video, Public Speaking Tips

Curriculum Links

Digital Technologies
- Explore how digital systems collect, represent and share data, and how this information can influence the way people are viewed online through text, images and interactions (AC9TDI6K02)
- Explain how digital systems shape online identity, relationships and communities, with a focus on ethical, safe and responsible use. (AC9TDI6K04)

English
- Use interaction skills to contribute to discussions, acknowledging and responding to the ideas of others using appropriate language and evidence.(AC9E6LA01)

Health and Physical Education
Describe strategies to manage online situations and behaviours to support wellbeing and respectful relationships. (AC9HP6P04)

LESSON SLIDES

Introduce:

- Display the statement on screen:

    "It is fair for others to form opinions about you based on your digital footprint."

- Students move to one side of the room:
   Agree / Disagree / Unsure
- Students briefly justify their position.
- No debate yet. Just first impressions.
- Introduce what a digital footprint is.
- Include posts, likes, comments, images, gaming usernames, and shared content.
- Present the 2 short scenarios.
- Each scenario shows a fictional student's online activity.

Explore:

In small groups, students:
- Identify what assumptions could be made
- Decide if those assumptions are fair
- Consider what information is missing

Watch **Debating Provocation (Marty & Fadzai)**
Move into a structured debate:
- Affirmative team
- Negative team
- Observers track strong arguments and respectful language

Emphasise listening, turn-taking, and evidence.
Optional: Watch **Public Speaking Tips from Fadzai**

Reflect:

Students respond orally or in writing:
1. Did your opinion change? Why or why not?
2. Is a digital footprint the full story of a person?
3. What responsibility do we have online?

Exit Ticket: "One thing I will think about before posting online is..."