

NEW MEXICO 4-H

Aggie Next Step

Digital Footprints



Post Secondary Pathways



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Digital Footprints

INTRODUCTION

A digital footprint is the trail of data created through online and offline actions. Every post, search, and share adds to it and shapes how others see you. In this lesson, participants will explore how digital footprints are formed, their potential impact, and ways to manage them responsibly.

SET UP

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

ACTIVITY

1. Have participants complete the Pre-assessment.
2. Start discussion:
 - Q: Have you ever looked yourself up online?*
 - Q: Were you surprised by what you found?*
 - Q: How much do you think someone could find out about you from your digital footprint?*
3. Complete *The Amazing Mind Reader Activity*.
4. Watch *You're Leaving Footprints* video. (Link in the resources section.)
5. Distribute the *You're Leaving Footprints Video Reflection* and allow participants time to complete the worksheet.
6. Use optional group questions to extend discussion on AI use, online/offline impact, and data privacy.
7. Distribute and review *Managing Your Footprint: Privacy Settings Checklist*.
 - Direct participants to <https://teachingprivacy.icsi.berkeley.edu/prevention> to learn how to check privacy settings.
 - Have them compare desired vs. actual settings, check reviewed apps, and note improvements.
 - Highlight bonus tasks: deleting old accounts, reviewing permissions, and understanding AI data collection.

Supplies

- Worksheets
- Handouts
- Pens/Pencils

OUTCOMES

Students will be able to:

- **Define** the term "digital footprint" and **explain** how online and offline actions contribute to it.
- **Identify** common activities and behaviors that expand or alter a digital footprint.
- **Evaluate** how different online activities can impact a person's digital footprint and reputation.
- **Describe** potential risks and consequences of unmanaged digital footprints.
- **Apply** strategies to reduce or manage their digital footprint.



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8. Distribute and review *12 Tips for Managing Your Digital Footprint*. Ask participants to identify two tips they already practice and one new strategy to adopt.

9. *Exit Ticket* – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.

10. Have participants complete *Post-assessment*.

Instructor Tips

- Maintain sensitivity when discussing personal examples—students should never be pressured to share real account names or personal details.
- Keep examples current; consider adding a recent news story about digital footprints or AI privacy risks to make the lesson even more relatable.
- Encourage ongoing privacy audits as a routine, not a one-time task.

WRAP UP

Your digital footprint shapes how others see you, often before meeting you. By making smart choices, adjusting privacy settings, and thinking before you post, you can protect your reputation and control your online identity for a safer, more positive future.



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RESOURCES

NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 2.1.1: Select and employ appropriate reading and communication strategies

CTE 2.2.2: Identify the main ideas of an informational text

CTE 4.1.3: Operate internet applications to perform tasks

CTE 8.1.1: Apply ethical reasoning in order to make ethical decisions

CTE 10.1.1: Employ information management techniques and strategies to assist in decision making

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-5: Consider the environmental, social, and economic impacts of decisions

CRP-7: Employ valid and reliable research strategies

CRP-9: Model integrity, ethical leadership, and effective management

CRP-11: Use technology to enhance productivity

Optional ELA Alignment (Grades 6-12)

SL1: Participate in a range of conversations

SL2: Integrate and evaluate information presented in diverse media and formats

RI1: Read closely to determine what the text says explicitly



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Video Resources:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

Digital Footprints

Internet Safety Tips for Teens (6:26)

<https://www.youtube.com/watch?v=Cnc4LaevRBw&t=1s>

Private and Personal Information (1:36)

<https://www.youtube.com/watch?v=MjPpG2e71Ec&t=79s>

Live My Digital for students: Digital Footprint (4:52)

<https://www.youtube.com/watch?v=OBg2YYV3Bts>

Managing Your Digital Footprint (15:21)

<https://www.youtube.com/watch?v=hpWlbfOduoU>

Digital Footprint - Behind the News (4:22)

<https://www.youtube.com/watch?v=h-S3ibdFIYI>

Additional Video Resources

TROPE video series, explores the many factors and activities that add to each person's information footprint, and describes some of the strategies for limiting our exposure.

You're Leaving Footprints (4:12) <https://www.youtube.com/watch?v=KAeJuod0GFA&t=184s>

Sharing Releases Control (6:10) <https://www.youtube.com/watch?v=gpxrJSFkwlc&t=31s>

Identity Isn't Guaranteed (7:32) https://www.youtube.com/watch?v=oZ2_MKCQDgQ&t=32s

Search Is Improving (4:36) <https://www.youtube.com/watch?v=aqPe4Pe5iJ8&t=30s>

There's No Anonymity (8:41) <https://www.youtube.com/watch?v=24Ne9MZebg0&t=350s>