



THE PERSONAL DATA JOURNEY_

Intro (2 minutes)

 **Introduce yourselves** to students and explain that this session is called *Digital Footprint*, part of the *Be Strong Online* programme from The Diana Award charity and Vodafone

Show the **learning objectives** slide and read these out:



- Students will be able to demonstrate an understanding of the concept of digital footprint
- Students will be able to identify the potential risks of oversharing online
- Add** the **learning objective** from the **activity you choose** → 

Next, show the ground rules slide and explain that you expect students to follow these:

- Everyone** has the **right to 'pass' on a question** they don't want to answer
- Everyone** has the **right to be listened to**
- There should be **no judging of others**
- There should be **no shouting out**

 Also **explain** that the form tutor or teacher will be present throughout the session

Introductory video (3 minutes)

Preparation: Load the 'Teens discuss online privacy' video (youtu.be/7WSl2Zfj7kM); hand out mini whiteboards and pens if available, otherwise pieces of paper



To introduce the topic, ask students: how much do you use a phone, tablet or other device? Could you live without the internet?



Play the video to students



Ask for a show of hands who uses the internet or a device as often as the people in the video? And a show of hands for who often thinks about how to keep their information safe online, e.g. using privacy settings?

Digital Footprint Intro (2 minutes)



Hand out the whiteboards or paper

- Split the room** into two halves, Team A and Team B
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 **Ask Team A:**

 *Imagine if somebody looked you up online. They look at your social media profiles, blog posts, YouTube videos, and any other info available about you online*

What would they be able to find out about you?

 Students should spend **30 seconds** individually writing as many things as possible on the whiteboards

 **Hint:** *What hobbies or interests you have; who your friends are; what your likes and dislikes are...*

Ask Team B:

Imagine you're signing up to use a free app or website

 What are the different details these sites or apps tend to ask you to fill in when you first start using them?

 Students should spend **30 seconds** individually listing as many of these types of information as possible on the whiteboards

 **Hint:** *email address, name, age, address, location...*

Read out a few answers from each team

Next, ask both teams:

 Thinking about these different types of information you've written on your whiteboards, who are the different types of people who can find this information out about you online?

 **Hint:** *your friends, anyone who looks you up on social media, the people who run the app or service, and advertisers who gain access to this information*

 Explain that today you're going to be exploring this in more detail and talking about your 'digital footprint'

 Can students explain what a digital footprint is?

 What do they think 'privacy' means when thinking about what you do online?

 **Explain** what the term digital footprint means. Use the description below to help you:

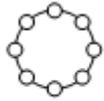
 *Every time you do anything online, whether it's visiting a website, making an online purchase, having a conversation on an online game, using a search engine or posting on social media, it leaves a permanent digital trail or 'footprint'*

Tell students you're going to be doing an activity next which explores one aspect of digital footprint in more detail

THE PERSONAL DATA JOURNEY_ (10 minutes)



Skills:



Teamwork



Presentation skills



Enquiry & evaluation



Digital Literacy

Summary: In this exercise you will be having a closer look at ‘User’, ‘Online Service’, and ‘Advertiser’ reflecting on how your digital footprint enables companies to make money and what this means for you

Learning objective



You will be able to identify the way that online services that are free to use generate a profit using the data of its users

Preparation



You will need a Whiteboard and pen; Role Signs [see appendix]; data cards [see appendix]

Running the activity:

STEP 1

OBJECTIVE:

- Reflect on the attributes of social media platforms and ask yourself why we can use most social networks for free

ACTION:

- Ask students to **stand up, and sit down if** they have ever:
 - Signed up for a social network
 - Downloaded an app
 - Purchased something online

Students should now **imagine** that you **are an alien** from outer space and **have never used a social network** before: →

QUESTIONS AND INFO:

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- Can students explain to you what it is?
 - How do you sign up for one?
 - As they explain ask them questions to elaborate – e.g. what is an email address? Why

	<ul style="list-style-type: none"> ○ Next, ask students: → ○ If they say yes it is free, ask: → <p> Explain that you're now going to look at how your digital footprint enables companies to make money and what this means for you</p>	<p>do humans use these 'social networks'?</p> <p> Is it free to use services like social networks?</p> <p>_____</p> <p> How can it be free to use? If you don't pay, how does the service make money to continue running?</p> <div style="border: 1px dashed blue; padding: 5px; margin-top: 10px;"> <p>Give them a hint if they're struggling: <i>they get paid by advertisers who use the platform to target you, the user</i></p> </div>
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STEP 2

<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> ○ Reflect on the different kinds of data shared online 	<p><u>ACTION:</u></p> <p> Read out the following explanation: →</p> <ul style="list-style-type: none"> ○ Ask students to name as many types of data that you share online as possible and write their answers on a board. <p>For example:</p> <ul style="list-style-type: none"> ○ Name ○ Email address ○ Age ○ ... 	<p><u>QUESTIONS AND INFO:</u></p> <ul style="list-style-type: none"> ○ <i>When you use a service like a social network or a search engine, you give away pieces of information about yourself – 'data'. Advertisers want their ads to be as effective as possible, so this data is very valuable to them because they can use it to target their ads to different people</i>
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 **Say** that students are now going to do an activity which looks at exactly **what happens when you use a free online service** like a search engine, an app or – in this activity – a social network

STEP 3

OBJECTIVE:

- Explain how the activity works

ACTION:

- To **set this activity up:**
 - Ask for six volunteers to stand up and come to the front of the room and split them into three pairs
 -  Give each pair one of the three signs ('User', 'Online Service', and 'Advertiser') and ask them to hold them so the rest of the class can see
 -  Give the **User** pair the **data** cards and give the **Advertiser** pair the **advertiser** cards
- First, **ask** the class to explain: 

QUESTIONS AND INFO:

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-
-  What they think the roles of these three people are. What does a user do?
 -  What does an advertiser do?


Hint: *If they are struggling ask them to think back to the explanations they gave to the 'alien' earlier and the discussion you had about how advertisers' pay for users' data*

	<ul style="list-style-type: none"> ○ Use the explanations in the box below to confirm exactly what each person's role is 	
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STEP 4

<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> ○ Reflect on the journey data goes on 	<p><u>ACTION:</u></p> <ul style="list-style-type: none"> ○ Once everyone is clear on their roles, tell them that you're going to look at the journey the data goes on when the User uses a social network  Ask the User pair to read out the data cards to the rest of the class. Explain that this is the type of information you fill in on your social media profile ○ Ask the Advertiser pair to read out their cards to the rest of the class ○ Now, ask for the class: → ○ The volunteers at the front of the class should act out what students say to them. For instance, by giving different cards to the relevant people ○ Use 'The Data Journey' on the next page to help you 	<p><u>QUESTIONS AND INFO:</u></p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none">  Explain what you think happens between these three sets of people? What's the first step? What happens next?
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STEP 5

<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> ○ Allow students to reflect on this activity 	<p><u>ACTION:</u></p> <ul style="list-style-type: none"> ○ Once students have acted out all four steps, ask them: → 	<p><u>QUESTIONS AND INFO:</u></p> <ul style="list-style-type: none">  What happens after this?
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	<p>○ Finally, ask students what they think about this activity:</p> <p style="text-align: right;">→</p>	<div style="border: 1px dashed blue; padding: 5px; margin-bottom: 10px;">  <p>Hint: <i>the advertisers then make money if you click on this advert and buy their product</i></p> </div> <ul style="list-style-type: none">  Did they learn anything new?  Do they think differently about how they use the internet now?  Do they have any concerns or are they happy with what happens to their data?  What can they do if they want to reduce the amount of information they give away?
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SPOTLIGHT ON: PERSONAL DATA

Ever heard people talking about personal data and wondered what it actually is?

The EU says that “personal data” is “any information relating to an identified or identifiable natural person”. In other words, if there’s a piece of information that relates to you and could identify you as who you are, that’s an example of personal data. So your name, address, date of birth, characteristics... you guessed it, all examples of personal data. These things can either identify you on their own (like your full name), or can be combined to create a profile of who you are.

So why should you be interested in what happens to your personal data online?

Personal data is what makes the internet go round and it’s what allows both advertisers and free online services to make money. Advertisers pay to access the information you give when using apps or social networks so that they can target their advertising to you. Some people mind that this happens, others don’t – but the key thing to know is that it’s happening and to understand how your data is being used by these companies.

A good first step is to view the app settings on your smartphone or device to view your ‘permissions’ – this will give you an idea of the type of information you’re sharing when you use apps on your phone or device.

THE PERSONAL DATA JOURNEY_

Use this page to help you to run the activity.

ROLES



User: tell students: YOU are all examples of the 'user' – people who sign up to social networks, use apps, shop online, etc. The 'user' is basically anyone who uses the internet in their daily lives.



Online service: In this scenario we're going to be using the example of social networks. But when we talk about 'online services' we're referring to any service online with which you share information about yourself such as websites or apps.

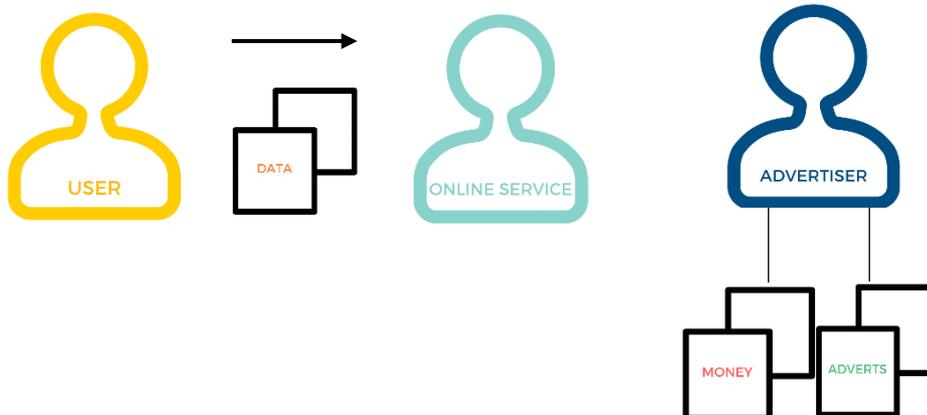


Advertiser: You're the company who wants to sell something. Let's say for this scenario you're a department store which sells a range of products online for all types of different people and which advertises on social media.

Step One

The user signs up for the online service and fills in information about themselves ('data').

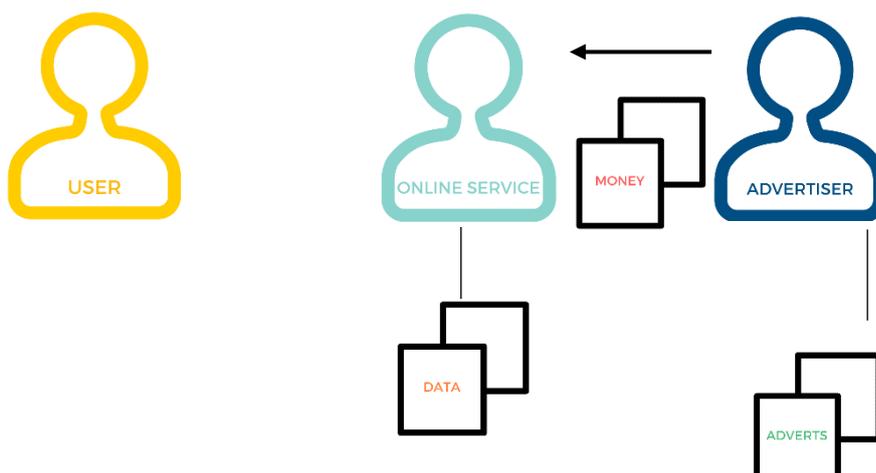
'User' gives 'Online Service' their data cards



Step Two

The advertiser gives the online service money to access that data.

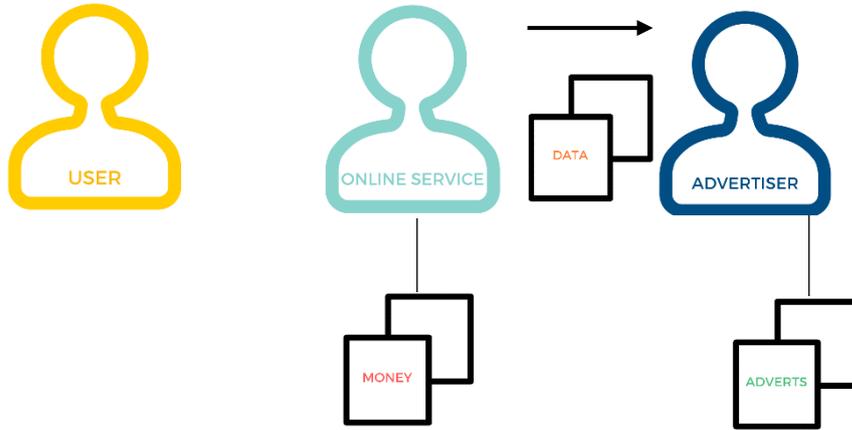
'Advertiser' gives 'Online Service' their money cards



Step Three

The online service gives advertisers access to users' data.

'Online Service' gives 'Advertiser' their data cards

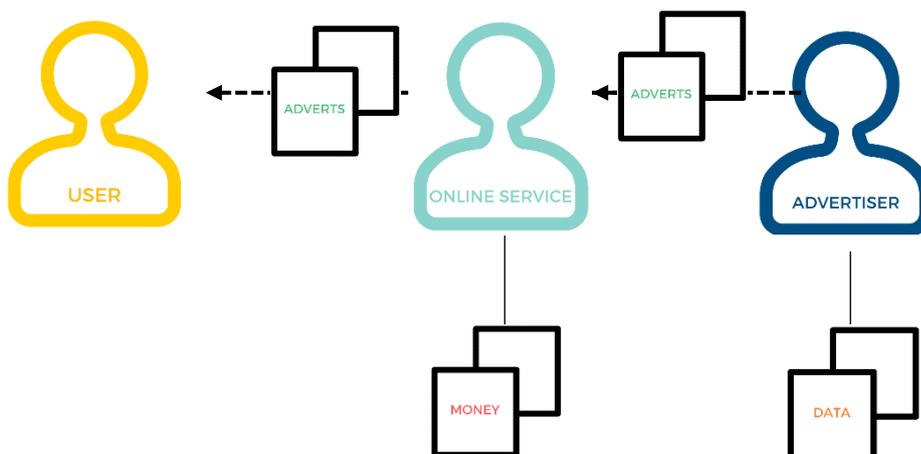


Step Four

Advertisers then use this data to decide which of their adverts the user is most likely to be interested in. They then use the online service to show the ad to the user.

'Advertiser' looks at the data cards and decides which of their adverts the user is most likely to be interested in.

Hint: the user has written on their social media profile that they are female and interested in fashion, so the advert for the dresses might be the best one to choose. They should then give that advert card to the 'Online Service' who gives it to the 'User'.



ACTIVITY C_ CUT-OUT CARDS

Role Cards

USER

 **ONLINE
SERVICE**

ADVERTISER

Data Cards

Age:
13

Gender:
female



Likes:
Fashion Shopping
Art Cinema

Address:
Bristol

Advertiser Cards

£

£



