# **DIGITAL FOOTPRINT\_**

Activity B - Dragons Den



# **DRAGONS' DEN**

## Intro (2 minutes)

BE

STRONG

ONLINE

**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
- O Students will be able to identify the potential risks of oversharing online

 $\bigcirc$  Add the learning objective from the activity you choose  $\rightarrow$ 



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

- O Everyone has the right to 'pass' on a question they don't want to answer
- O Everyone has the right to be listened to
- $\bigcirc$  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 (<u>youtu.be/7WSl2Zfj7kM</u>); 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

|          | 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<br>online         |  |
|          | What would they be able to find out about you?   |  |
|          |  |  |
| /        | Students should spend <b>30 seconds</b> individually writing as many things as possible on the |  |
|          | whiteboards  |  |
|          | <i>What hobbies or interests you have; who your</i>  |  |
|          | friends are; what your likes and dislikes are  |  |
| 0        | 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?  |  |
| 1        | Students should spend <b>30 seconds</b> individually listing as many of these types of         |  |
| <i>•</i> | information as possible on the whiteboards   |  |
|          | 😡 Hint: email address, name, age, address, location  |  |
| 0        |  |  |
|          | Read out a few answers from each team Next, ask both teams:                                    |  |
| Ŭ        | 7 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?  |  |
|          | 🔗 <b>Hint:</b> 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?                     |  |
|          | <b>Explain</b> 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'                    |  |
| 0        | Tell students you're going to be doing an activity next which explores one aspect of           |  |
|          | digital footprint in more detail   |  |
|          |  |  |
| <b>\</b> |  |  |

## DRAGONS' DEN (10 minutes)

Skills:





**Summary:** In this exercise you will be working in pairs looking at four case studies, reflecting on the impact their digital footprint could have

# Learning objective

You will be able to identify the long-term

impact of your digital footprint and develop arguments for and against different types of online activity

#### Preparation

**Print off** enough Dragons' Den **activity sheets** for one per pair (or use the PowerPoint slides); you will also need the Reflection Statement slide on the PowerPoint

### Running the activity:

| STEP 1   |  |   |  |  |  |
|--|--|---|--|--|--|
| OBJECTIVE:   | Action:  | QUESTIONS AND INFO:   |  |  |  |
| <ul> <li>Introduce the topic.<br/>Reflect on whether<br/>social media<br/>profiles can effect<br/>school and college<br/>admissions or<br/>potential<br/>employment</li> </ul> | <ul> <li>To introduce the topic, ask students to put their hands up if:</li> </ul> | <ul> <li>They think about who sees their social media posts</li> <li>They think that what they post online can have an impact on their reputation</li> <li>They can name anyone who they wouldn't want to see their social media profile</li> </ul> |  |  |  |
|  | <ul> <li>After each statement ask for<br/>explanations why</li> </ul>              | Who believes that school or college admissions, as well as potential employers, often   |  |  |  |
|  | <ul> <li>○ Next, <b>ask</b> for a show of hands for:</li> <li>→</li> </ul>         | look up people's social media<br>profiles to help make their<br>decision?   |  |  |  |

|   | Tell students that this statement<br>is true:<br>One study found that half of<br>employers have rejected<br>potential workers after looking<br>at their Facebook page  | It's not only things <i>you</i> post<br>that employers would be<br>able to see – think about<br>when you're tagged on your<br>friends' profiles. It's easy to<br>lose control of photos of<br>yourself or information<br>about yourself online  |
|---|--|---|
|   | STEP 2   |   |
| OBJECTIVE:<br>Introduce the four<br>case studies of the<br>activity. Reflect on<br>how to rank them | ACTION:<br><ul> <li>This activity is called 'Dragons' Den', and students will be playing the role of a college which is sorting through admissions for the next academic year</li> <li>Show the 'Dragons' Den' slide and read it out:</li> </ul> | QUESTIONS AND INFO:<br>You are in charge of college<br>admissions for Corbury<br>College. You and your<br>colleagues are trying to<br>choose between four<br>candidates who are applying<br>for the last remaining place<br>at the college. Their written<br>applications are all very<br>strong and their grades are<br>all the same. To help you<br>make your decision you opt<br>to research them online by<br>looking them up on Google<br>and scrolling through their<br>social media profiles |

|   | Explain that the <b>four case</b><br><b>studies</b> are examples of the  |                             |
|---|--|-----------------------------|
|   | candidates' social media activity.<br>Your assistant has put together a<br>few typical posts and written<br>notes at the top of each one to<br>help you  |                             |
|   | <ul> <li>Students should spend 5<br/>minutes working in pairs to<br/>decide how they would rank<br/>these four candidates from 1 to<br/>4, 1 being 'highly likely' to receive<br/>the final place and 4 being 'highly<br/>unlikely' to get in</li> </ul> |                             |
|   | <ul> <li>They should discuss reasons why</li> </ul>  |                             |
|   | STEP 3   |                             |
| OBJECTIVE:  | ACTION:  | QUESTIONS AND INFO:         |
|   |  |                             |
| <ul> <li>Compare your<br/>ranking decisions<br/>with the rest of the<br/>class</li> </ul> | <ul> <li>Hand out the case study activity</li> <li>sheets or show the Case Study</li> <li>slides</li> </ul>  |                             |
| ranking decisions<br>with the rest of the   | sheets or show the Case Study  |                             |
| ranking decisions<br>with the rest of the   | <ul> <li>sheets or show the Case Study slides</li> <li>Once they have finished, ask a couple of pairs to volunteer to stand at the front of the class and explain their rankings for each</li> </ul>   | If they can't find anything |

|   | STEP 4   | <ul> <li>Why/why not?</li> <li>What are some of the reasons why somebody might not be online?</li> </ul>  |
|---|--|---|
| <b>OBJECTIVE:</b> <ul> <li>Reflecting on the purpose of the exercise</li> </ul> | <ul> <li>Action:</li> <li>Finally, ask students to reflect on what they've learned in this activity</li> <li>Ask students to spend 30 seconds writing a reflection statement using one of the following sentence starters (also available on the PowerPoint presentation):</li> <li>Ask for 2 or 3 volunteers to read out their reflection statements</li> </ul> | QUESTIONS AND INFO:<br>In my opinion<br>I wonder why<br>I noticed<br>I believe/believed<br>I feel/felt<br>I predict<br>I don't/didn't understand<br>What if |

## Key messages:

You should use social media to your advantage to showcase your hobbies, interests and positive qualities in case you are in the place of one of these candidates in the future

Think about the wider audience of your posts and don't post anything you wouldn't want your Mum, Dad, Grandma, employer or college admissions tutor to see

DIGITAL FOOTPRINT\_



## Activity B. Worksheet – DRAGONS' DEN

The four case studies below are examples of the candidates' social media activity. Your assistant has compiled a few typical posts and written notes at the top of each one to help you.

Work with your partner to decide how you would rank these four candidates from 1 to 4, 1 being 'highly likely' to receive the final place and 4 being 'highly unlikely' to get in. Discuss with your partner the reasons why.

This candidate's application was strong, all A/A\* grades. His social media activity makes me think twice. What do you think?

# CANDIDATE 1



Birthday: 28 June

Interests: Reading, blogging, going to the cinema, cooking Candidate 1 Just now Watching tv. Not sure what to have for dinner. #hungry

Candidate 1 12/04/15 11:09 @myfriend So bored at this college information day. #Lame! #CorburyInfoDay

Candidate 1 11/04/15 18:05 Loving my new haircut! <3

Candidate 1 11/04/15 17: Going to the hairdressers #newhairdontcare

# CANDIDATE 2



**Birthday:** 14 October

Interests: None

#### Candidate 2 at Corbury Gym Just now\_\_\_\_



#gains #gymgoals

Candidate 2 07/08/15 12:04 @\*!?\* just got my exam results back. @\*?\*! rubbish. #Fail

**Candidate 2** 11/04/15 18:05 Should be revising, #bored. Playing COD instead

Candidate 2 11/04/15 17:01 @myfriend going gym, see you there Uses social media all day every day to chat to friends, posts are all public. What do you think about her comment about our info day?

# CANDIDATE 3



#### Birthday: 20 April

**Interests**: Sailing, volunteering, reading, music

#### Candidate 3 Just now

Great time sailing at the lakes today, well done team!

**Candidate 3** 12/04/15 11:09 Woop – got my exam results back. Full marks in maths :)

#### Candidate 3 11/04/15 14:15 If you're interested in volunteering with a great organisation this summer, check out www.abcvolunteers.co.uk - they do great work with young people across the country.

Candidate 3 12/04/15 17 Really enjoyed the information session today @CorburyCollege! Blogs about interests, uses social media regularly to share interesting things and positive quotes. Has connected with different colleges through social media.



This candidate's application was great. They're either not on social media or they've got very strict privacy settings because I can't find anything out about them. What do you think?



