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 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	
	<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 30 seconds 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?	
	🔗 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'	
0	Tell students you're going to be doing an activity next which explores one aspect of	
	digital footprint in more detail	
\		

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

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

	Explain that the four case studies are examples of the	
	candidates' social media activity. Your assistant has put together a few typical posts and written notes at the top of each one to help you	
	 Students should spend 5 minutes working in pairs to decide how they 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 	
	 They should discuss reasons why 	
	STEP 3	
OBJECTIVE:	ACTION:	QUESTIONS AND INFO:
 Compare your ranking decisions with the rest of the class 	 Hand out the case study activity sheets or show the Case Study slides 	
ranking decisions with the rest of the	sheets or show the Case Study	
ranking decisions with the rest of the	 sheets or show the Case Study slides 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 	If they can't find anything

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

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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?



