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| Lesson Plan | Trillion Dollar Footprint (resources from Common Sense Media) |
| Grade | 6-8 |
| Objective | Students will learn about their digital footprint. They will learn how their online presence an be searched and viewed by other people. Students will learn how to have a responsible presence online, especially through use of social media. |
| Input | * Vocabulary:
	+ Digital footprint – the online information about a person posted by themselves or others either intentionally or unintentionally.
	+ Persistent – long lasting, repetitive, passed on.
	+ Imagery – illustrations or drawings that may be symbolic.
* Skills: Students should understand computer icons and be able to navigate on the internet.
* Concepts: Students will understand what a digital footprint is and that online information about them can be helpful or harmful.
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| AnticipatorySet10 mins | 1. Anticipatory questions: Ask students if any of them have:
	1. *Created a profile on an Internet site?*
	2. *Filled out a form online?*
	3. *Chatted on AIM or GChat?*
	4. *Sent an email?*
	5. *Typed your name into Google? Were there any results about you?*
2. Explain that filling out a form, sending an email to a friend, posting a photo, and pretty much everything one does online – even the simple act of visiting a website or using a search engine – leaves a trail. This trail, called a digital footprint, is made of bits and pieces of information on one’s computer and on other computers and servers around the world, which allow other people to learn about you.
3. Tell students to observe imagery (define term) in the video and think about how the images portray privacy. An example of imagery would be the “Trash Bin” on their computer is a “garbage” for their files.
4. Show the video on “Understanding the Impact of Digital Footprints” from Common Sense Media. Available to watch or download at http://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8
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| Modeling5 – 15 mins | 1. Review the imagery used in the video:
	1. Fingerprint - Everyone leaves a different mark or unique identifier online that can be traced.
	2. Football stadium- Football games are huge, public events. The Internet is similar.
	3. Lighthouse - The light shines on boats or people that are in the dark. People can find out a lot about others through search engines.
	4. Copies and whispering in ear - Information on the Internet can be forwarded to many others, sometimes after having been altered first.
	5. Permanent marker - Once information is online, it is very difficult to take it down because others can copy and distribute it.
2. Review with students the concept that all of the information about someone online makes up his or her digital footprint, and that this information can be searched; copied and passed on; seen by a large, invisible audience, and can become persistent (define).
3. Optional:
	1. The instructor will use a search engine to view their own digital footprint and share findings with the class. Discuss weather the findings are good, bad, or neither.
	2. Use a search engine to view the digital footprint of a well known celebrity or role model suggested by the students. Discuss weather the findings are good, bad, or neither.
	3. Caution: prior to class, search instructor’s digital footprint or a selected list of celebrities to avoid inappropriate content.
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| Guided Practice25 mins | Pick a Host 1. Put students into groups of 4-5 and give them a copy of the Choose a Host Student Handout.
2. Instruct students that “Trillion Dollar Footprint” is a reality TV show that searches for teen talent show competitors. They are going to be the producers and are reviewing information to hire a host for the show. Their job is to:
	1. Review the following online information for Linda and Jason, the prospective hosts. Please use:
		1. TDF “Choose A Host” instruction sheet. (unit p 5)
		2. Linda’s profile. (unit p 6)
		3. Linda’s blog. (unit p 7)
		4. Jason’s profile. (unit p 8)
		5. Jason’s MyFace profile. (unit p 9)
	2. Decide which host to hire based on who cooperates with others and is more honest.
		1. Fill out the Feedback Form. (unit p 10)
	3. Each group will pick a candidate and provide their reasons for their selection.
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| Check forUnderstanding5 mins | Administer the TDF Assessment (unit p 12) |
| Independent Practice5 – 10 mins | Have students design paper footprints that contain the kind of information they would want to appear in their digital footprint 10 years from now. Have students fill out the “My Digital Footprint” Student Handout (unit p 11). The information they put in the handout could consist of stories about their success in online newspapers, a popular sports blog that they write, or photos of them running for a high governmental position. |
| Closure5 mins | Follow Up questions for use with verbal queries, journaling, blogging, cooperative group responses, etc 1. *Who helped to shape Linda’s and Jason’s digital footprints?*(Possible Answers) They did, people who commented, news sources.
2. *Can you tell what a person is really like offline based on what you find online?*(Possible Answers) To some degree. It depends on the size of their digital footprint and how accurate the information is.
3. *What are some other types of information that make up your “digital footprint”?*(Possible Answers) Photos of you online, listings of you on sports team.
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| Resources | * Common Sense Media <http://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8>
* Family Tip Sheet <http://www.commonsensemedia.org/sites/default/files/6-8-familytip-protectingandrespectingprivacy.pdf>
* Trillion Dollar Footprint lesson materials<http://www.commonsensemedia.org/sites/default/files/6-8-unit3-trilliondollarfootprint.pdf>
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