



Trillion Dollar Footprint

Essential Question: What is a digital footprint, and what does yours convey?

Learning Overview and Objectives

Overview: Students learn that they have a digital footprint and that the information that makes up this digital footprint can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent. Students then learn that they can take some control over their digital footprint based on what they post online.

Students watch the video *The Digital Footprint* to learn how information online can easily get out of one's control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called "Trillion Dollar Footprint" and decide which would make a more **honest** host who **works well with others**. A key message of the lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.

objectives

Students will:

- Learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent
- Recognize that people's online information can be helpful or harmful to their reputation and image
- Consider their own digital footprints and what they want those footprints to be like in the future

Materials and Preparation

Estimated time: 45 minutes

Materials

- **Video – The Digital Footprint**
- **Choose a Host Student Handout**
- **My Digital Footprint Student Handout**

Preparation

- Download the video, *The Digital Footprint*, preview video, and be prepared to play the video for the class
- Copy the **Choose a Host Student Handout**, one for every four students
- Copy the **My Digital Footprint Student Handout**, one for every student

Parent Resources

- Send parents the **Protecting and Respecting Privacy Online Parent Tip Sheet**



Trillion Dollar Footprint

Key Vocabulary

- **Digital Footprint:** All of the information online about a person either posted by that person or others, intentionally or unintentionally
- **Online Search:** Inputting key words into an online search engine that sifts through them and then shows related listings
- **Persistent:** Lasting a long time, if not forever, such as information that one posts online that does not go away because it is passed on and spread
- **Imagery:** Drawings or illustrations, often symbolic

teaching plans

Introduce

ASK *How many of you have ...*

- *Created a profile on an Internet site?*
- *Filled out a form online?*
- *Chatted on AIM or GChat?*
- *Sent an email?*
- *Typed your name into Google? Were there any results about you?* (Allow students to provide examples of what they found.)

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.

Teach 1: Play Video

REVIEW the Key Vocabulary terms with students.

SHOW students the video, *The Digital Footprint*. Before starting the video, remind students to carefully observe the imagery in the video and to think about what the images might convey about privacy. Offer students an example of “imagery” – the “Trash Bin” icon on their computer that serves as a “garbage can” for their files.

After the video is over, briefly review the meaning of the following imagery in the video as it relates to privacy.

- **Fingerprint:** Everyone leaves a different mark or unique identifier online that can be traced.
- **Football stadium:** Football games are huge, public events. The Internet is similar.
- **Lighthouse:** The light shines on boats or people that are in the dark. People can find out a lot about others through search engines.
- **Copies and whispering in ear:** Information on the Internet can be forwarded to many others, sometimes after having been altered first.



Trillion Dollar Footprint

- **Permanent marker:** Once information is online, it is very difficult to take it down because others can copy and distribute it.

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.

Teach 2: Pick a Host

ARRANGE students into groups of four and give each group one copy of the **Choose a Host Student Handout**.

EXPLAIN to students that “Trillion Dollar Footprint” is a popular TV show that tours the country looking for teens to compete in a talent show. Tell them you are hiring them to be producers for the show. Explain that their job is to:

- Look over online information of two fictional host applicants, Linda and Jason.
- Decide which applicant should be the host of the show based on who **works better with others** and is more **honest**.
- Role-play TV producers, giving a convincing pitch to the class about which candidate they chose and why.

(See the **Choose a Host Student Handout** for detailed instructions.)

Students work together for 10 to 15 minutes to:

- **READ** the **Choose a Host Student Handout** directions
- **REVIEW** the profiles for Linda and Jason
- **FILL OUT** the feedback form
- **DECIDE** on a candidate

Have groups pitch for the candidate that they selected, coming to the front of the class to promote their choice with evidence from the profiles that supports their pick.

ASK

- *Do you think the show’s host should be Linda or Jason? Why?*
- *Do you think the candidate will be honest?*
- *Do you think the candidate will work well with others?*

When all groups have made their pitch, explain to students that neither Jason nor Linda got the host position because the executive producer had too many concerns about both regarding their ability to **work well with others** and be **honest**. They are going to keep looking for other candidates.

ENCOURAGE students to examine what assumptions they made about each candidate.

ASK

- *Did you assume that Linda was dishonest because someone commented that the recipe she supposedly created was not her own? (We don’t know who commented and if their statement is true.)*
- *Did you assume Jason was a jerk because he said he was single on his profile but said that he was married in his personal statement? (Maybe he forgot to change his status.)*
- *Did you assume either Linda or Jason would not work well with others based on aspects of what they wrote in their personal statements?*



Trillion Dollar Footprint

REFLECT on the importance of examining our assumptions when viewing information online. Also encourage students to think about how a digital footprint can be somewhat out of your control if others post information about you that is untrue or damaging. Then point out how it can be somewhat in your control because you can make decisions about what to post about yourself or what to send to others.

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK

- *Who helped to shape Linda's and Jason's digital footprints?* (They did, people who commented, news sources.)
- *Can you tell what a person is really like offline based on what you find online?* (To some degree. It depends on the size of their digital footprint and how accurate the information is.)
- *What are some other types of information that make up your "digital footprint"?* (Photos of you online, listings of you on sports team.)

REVIEW with students that the decision of the executive producers not to select Linda or Jason based solely on information found online might seem unfair, but that these types of judgments can be a reality. Tell students that others might make judgments about them based only on what is contained in their digital footprints. Encourage students to take an active role in shaping their digital footprints to the extent they are able. However, remind students that information is not always under their control.



Extension Activity

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**. 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.



Homework

Students teach the Trillion Dollar Footprint lesson at home. Copy the **Choose a Candidate Student Handout** for all students. Students look through the profiles of Linda and Jason together with their family members. As a family, they choose a candidate to host "Trillion Dollar Footprint." Students should explain that the point of the lesson is to think about how information that is online about someone can impact how others view that person, but that it can be very problematic to make assumptions about others based solely on their digital footprint.



Alignment with Standards — National Educational Technology Standards for Students[®] 2007

(Source: International Society for Technology in Education, 2007):

1. Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions

2. Digital Citizenship

Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude towards using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship



My Digital Footprint

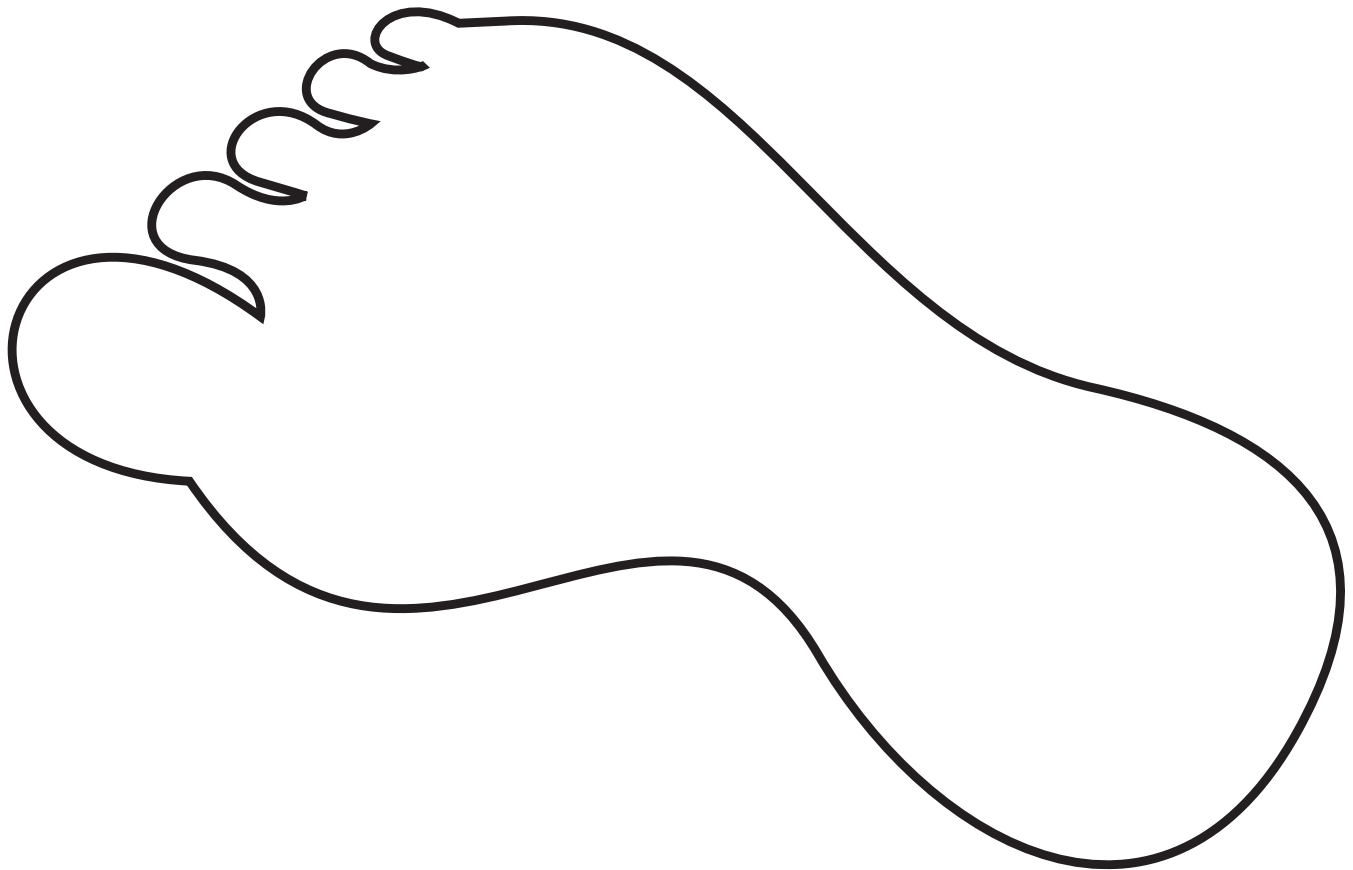
Name(s)

Class

Date

Directions

What kind of online information would you want linked to your name in 10 years? Design your own digital footprint! Fill in the footprint below with images, Web hits, and types of information that you would want to see linked to your name in 10 years. Examples: “a social networking profile on Facebook or MySpace; a YouTube video of me performing with my rock band; an online newspaper article about my work to help the homeless.” Be creative!



Use Common Sense!

You can have a great time online learning from and sharing with others, but:

- Think before you post, because many things you do online will add to your digital footprint
- Remember to review your privacy settings
- Perform a search on yourself every so often to see what your digital footprint looks like



Choose a Host

Name(s)

Class

Date

Directions

Today you're all producers for "Trillion Dollar Footprint", a popular TV show that tours the country looking for teens to compete in a nationwide talent show. You're looking for a new host for the show. Based on personal statements from several applicants, you have narrowed the candidates to two: Linda and Jason.

The executive producer has hired a private investigator to dig up whatever he or she can about the candidates online. The PI has created a profile of both of the final candidates with the most important online documents he could find. He has passed along these profiles to you. Based on these profiles, the executive producer wants you to choose which candidate should host the show. You should be very careful how you choose. Your candidate will be seen by millions of teens, so you should make sure that she or he, in particular: 1) works well with others, and 2) is honest.

- 1. Working in groups, look carefully through the profiles of both candidates.**
- 2. Highlight the information you think is most important, given that you are looking for someone who works well with others and is honest.**
- 3. Fill out the Feedback Form on the last page of the Student Handout and reach agreement as a group about who should be the host.**
- 4. Be prepared to present your selection to the rest of the class, along with specific supporting evidence!**



Choose a Host

Linda's Profile

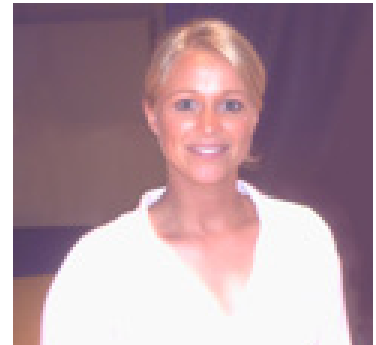
Document #: 1 of 3

Description: Personal Statement by Linda about why she should host TDF, picture included

Search Notes: Received in mail by TV Inc. on April 27, 2010.

April 10, 2009

Hey there, My name's Linda, I'm 21, and I'm a big fan of "Trillion Dollar Footprint." I watch the show every week (I can't believe you kicked off Kevin, btw), and my friends have been telling me for years that I should try to host, because, you see, I'm the best! In addition to being the sweetest girl you'll ever meet, I'm a talented cook and passionate about cooking (you should check out my food blog). I think it's important for the TDF host to have a talent so they can keep the audience entertained. In short, I'm funny, I'm cute and down to earth (see picture), and I'm going to blow your socks off as the new TDF host. Can't wait to hear from ya! All the Best, Linda Berliner



All Photos:
<http://commons.wikimedia.org/wiki/>

p.s.— Check out my blog at <http://www.onlinediary.com/lindacooks/>

Document #: 2 of 3

Title: Linda's MyFace Profile

Description: Publicly available profile info. Screenshot taken May 17, 2010.

Search Notes: Found through a search on MyFace for "Linda Berliner" in the "New York, NY" network.
Linda does not allow non-friends from this network to access her profile.

The screenshot shows the MyFace search interface. At the top, there are links for Settings, Account, and Logout. A search bar contains the text "Linda Berliner" and a Search button. Below the search bar, it says "Displaying 1 of 1 results for: Linda Berliner". The result shows a profile for Linda Berliner with a photo of her with pink hair. To the right of the photo, it lists her Name as "Linda Berliner" and Networks as "New York, NY". There are buttons for "Friend Request" and "Send Message". On the left side of the page, there is a sidebar with "Applications" including Photos, Notes, Scrabulous, Groups, and Events.



Choose a Host

Document #: 3 of 3

Title: Linda's Blog

Description: Two sample posts from Linda's blog, plus her "about me" page. Screenshots taken May 19, 2010.

Search Notes: Blog URL included in Personal Statement.

Last Night's Dinner

Posted April 3, 2009



Shrimp tacos with pinto beans, rice, cilantro, avocado and lime. Just toss fresh shrimp in lime juice, sprinkle with cumin, salt, and pepper, and grill for a minute or so on each side.

Tags: [shrimp](#), [avocado](#), [Mexican](#), [dinner](#), [recipes](#)

[No Comments] [leave a comment >>](#)

Anonymous says:

May 12, 2009

"I just posted this same recipe on my blog last week – click [here](#) to see. Cheater !

About Me

Hello World! My name's Linda and I'm 21 years old.

Over the years my friends have encouraged me to teach cooking classes for high school students and this blog is a place for me to put my go-to recipes for them. Enjoy!



Choose a Host

Jason's Profile

Document #: 1 of 3

Description: Personal Statement by Jason about why she should host TDF, picture included.

Search Notes: Received in mail by Reality Inc. on April 29, 2010.

April 25, 2010

Hi there TV people,

My name's Jason, I'm 23, born and raised in Boston, MA (Best! City! Ever!), and I was *made* to be host of Trillion Dollar Footprint. As host, I'd love to show off my voice and inspire kids with a talent of my own. When I'm not out on the town with my friends or with my wife, I'm singing with my band or at home hanging out with my cat, Furmonster. Beyond that, I spend a lot of time online watching MeTube videos and stalking people on MyFace (just kidding). So, in conclusion, pick me! I am clearly the best choice.



Sincerely,

Jason Kramer

Document #: 2 of 3

Title: Newspaper Article

Description: Article from 2005 that references Jason's involvement with a college wrestling scandal at Hamford College in Boston.

Search Notes: Archived on the Boston Daily Press website, found via Google search.

Boston Daily Press

Four Hamford College Wrestlers Dismissed from Team Over Steroid Use

Monday, March 13, 2005 | <http://www.bostondailypress.com> | [Local News](#)

BOSTON – Four members of the Hamford Bulldogs wrestling team have been suspended for the rest of the season and asked not to return the following year after an anonymous source disclosed information about steroid use, says Head Coach Kevin Casmin.

The four students involved, freshmen Jeremy Dunlevy and Isaac Smith, and sophomores Jason Kramer and Marc Camphor, have written an open letter to the coach, in which they apologize to the team for their “inexcusable actions, which have affected our teammates and our college.” However, they go on to speak a “dire need for reform” about the vague rules regarding performance-enhancing drugs and dietary supplements.

– *David Hortelheimer*



Choose a Host

Document #: 3 of 3

Title: Jason's MyFace Profile

Description: Main page of Jason's MyFace Profile. Screenshot taken on May 15, 2010.

Search Notes: Found by searching for "Jason Kramer" using an account in the "Boston, MA" network.
Jason lets non-friends in this network access his profile, though not his pictures.

MyFace Settings Account Logout

Search

Applications

- Photos
- Notes
- Scrabulous
- Groups
- Events

Jason Kramer

Networks: Boston, MA
Sex: Male
Status: Single
Birthday: June 16, 1985
Age: 25
Hometown: Malibu, CA
Religion: Catholic

Information

Contact Info

Email: jasonkramer@.....com
AIM: Jasonmmm
Website: http://www.flickr.com/photos/.....

Personal Info

Interests: cooking, reading, exploring Boston and its surroundings, grilled-cheese sandwiches

Favorite TV Shows: Too many to count

Favorite Books: The Big Sleep, DaVinci Code, Murder at Midnight, Death of an Expert Witness, anything Agatha Christie...

Work

Work Info

Employer: Schmidt Music School
Position: Janitor
Location: Boston, MA

The Wall

Maggie Klumchuk (Boston, MA) wrote at 9:16 am on April 16, 2008

Justin, baby, our lead singer just bailed, and we need someone quick. I know you've given up singing, but want to help us out?

Friends

Jason has 169 friends See All

Isaac Manners Kate Taylor

Groups

I could sing better than that guy on American idol · Hamford Bulldogs Rah! Rah! · I HATE YOU, NO SERIOUSLY · Wicked Good Bowlers ·



Choose a Host

Name(s)

Class

Date

Feedback Form

Selection Criteria: List the pieces of evidence from the profiles that demonstrate the candidate does or does not have each of these characteristics.

	Linda Berliner	Jason Kramer
Works well with others		
Is honest		

Final Choice: _____

Main Reason for Choice: _____

- 1.
- 2.
- 3.



Lesson Assessment

Name

Class

Date

1. True or false: Your digital footprint is all the information about you online that only you post.

- a) True
- b) False

2. What kinds of information can make up a digital footprint?

- a) Online photos
- b) Comments that others post about you
- c) Both a and b

3. What kinds of information would make a POSITIVE digital footprint? Circle all that apply.

- a) Photos of you doing work in the community
- b) A newspaper article about your soccer team
- c) A mean comment that you made on a friend's website
- d) A blog you created to showcase your artwork
- e) Inappropriate photos of you on a social network site



Lesson Assessment

1. True or false: Your digital footprint is all the information about you online that only you post.

- a) True
- b) False**

Answer feedback

The correct answer is **b**, False. Your digital footprint also includes information about you that others post.

2. What kinds of information can make up a digital footprint?

- a) Online photos
- b) Comments that others post about you
- c) Both a and b**

Answer feedback

The correct answer is **c**. A digital footprint is any kind of information that is posted about someone. That can mean photos, comments, and more.

3. What kinds of information would make a **POSITIVE** digital footprint? Circle all that apply.

- a) Photos of you doing work in the community**
- b) A newspaper article about your soccer team**
- c) A mean comment that you made on a friend's website
- d) A blog you created to showcase your artwork**
- e) Inappropriate photos of you on a social network site

Answer feedback

The correct answers are **a**, **b**, and **d**. A positive digital footprint contains good things about you that you or others posted online.



Common Sense on Protecting and Respecting Privacy Online

Some Facts

- Approximately 3 out of 4 teens on social networking sites use privacy controls on their profiles (Computer Associates, 2009)
- About 40 percent of kids have posted something on their social networking pages that they later regret (Common Sense Media, 2009)
- A little less than 20 percent of teens report that they've had private material (IMs, texts, emails) forwarded without their permission (Pew, 2006)

Overview of Issue

Our kids live in a culture of sharing that has forever changed the concept of privacy. In a world where everyone is connected and anything created online can be copied, pasted, and sent to thousands of people in a heartbeat, privacy starts to mean something different than simply guarding personal or private information. Each time your child fills out a profile without privacy controls, comments on something, posts a video, or texts a picture of themselves to friends, they potentially broadcast themselves to the world.

Why It Matters

Digital life is both public and permanent. Everything our kids do online creates digital footprints that migrate and persist. Something that happens on the spur of the moment – a funny picture, an angry post – can resurface years later. And if kids aren't careful, their reputations can be harmed. Your child may think he or she just sent something to a friend – but that friend can send it to a friend's friend, who can send it to their friends' friends, and so on. That's how secrets become headlines and how false information spreads fast and furiously. The stakes only increase when we remember that all of this takes place in front of a huge, invisible audience. Kids' deepest secrets can be shared with thousands of people they've never even met.

common sense says

Help kids think long term. Everything leaves a digital footprint. Whatever gets created may never go away. If they don't want to see it tomorrow, they'd better not post it today. Explain to them that nothing is really private online – no matter what they think. Privacy settings aren't infallible. Others can pass on information that is supposed to be private. It's up to kids to protect themselves by thinking twice before they post anything that could damage their reputation or that someone else could use to embarrass or hurt them.

Teach kids to keep personal information private. Help kids define which information is important for them to keep private when they're online. To start, we recommend that kids not share their addresses, phone numbers, or birth dates.



Common Sense on Protecting and Respecting Privacy Online

Make sure your kids use privacy settings on their social network pages. Encourage kids to think carefully about the nature of their relationships (close friends, family, acquaintances, strangers) and adjust their privacy settings accordingly.

Remind kids to protect their friends' privacy. Passing along a rumor or identifying someone in a picture (called “tagging”) affects other people’s privacy. If your kids are tagged in friends’ photos, they can ask to have the photos or the tags removed. But beyond that, there’s not too much they can do.

Remind kids that the Golden Rule applies online. What goes around comes around. If kids spread a rumor or talk trash about a teacher, they can’t assume that what they post will stay private. Whatever negative things they say can and probably will come back to haunt them, in more ways than they can imagine.