Digital Footprint and Online Privacy

Objectives:
- Get participants familiar with digital privacy is, and understand why it's important
- Get participants understand how people have been affected by digital privacy issues
- Get participants familiar with digital footprint and understand its related issues

Pre-workshop tasks:
- Prepare Miro board
  Note: To use Miro in the workshop, the facilitators will have to create a Miro board similar to the board linked above. This video provides a guide to using Miro for workshops.

- Get the slides ready

- Get the following activity sheets ready for reference
  - Turn on your camera if...
  - Circle of Viewpoints
  - Compass points
  - I Used to Think . . . and I Now Think . . .

Facilitator Notes:
- *If you are using a whiteboard tool such as Miro, make sure that the participants are familiar with it. You can do a brief 20-30 minutes session on Miro at the beginning of the workshop, and then proceed with the workshop's flow.*
- *In case it's not possible for you to use such tools, you can adapt all the uses of Miro in the lesson with the use of Sticky notes and newsprint papers in a physical workshop.*
- *Delivering this workshop requires a certain level of content related knowledge from the facilitator's side. Please refer to the relevant resources under "**theme 3: Communicating and Sharing Digital Contents**" of the toolkit to learn the stuff you find unfamiliar in this guide.*

Tools used:
- Miro

Flow:

Topic	Objectives	Description
Energizer 15/15 mins	Start with a fun activity Get participants thinking about digital footprints	Introduce the facilitator and provide an overview of the workshop. Start with the energizer **Turn on your camera if . . .** to get participants fresh and engaged before the workshop begins. The rules for this are: ● Participants turn off their cameras at the start of each round. ● For each round, the facilitator makes a statement ● If the statement is true for a participants, he/she turns their camera on; else keeps it off ● The activity continues for 5-6 rounds. *Facilitator notes: Refer to this [activity sheet](#) to learn in detail about this activity.* Some sample statements that can be used in this activity are given below: ● turn on your camera if you have been tagged in photos or stories without permission ● turn on your camera if you have tagged people without their permission
Online Privacy 25/40 mins	Explore online privacy and its importance Get participants to think about the impact of privacy breach Get participants to think about online privacy from the point of view of others	Ask - Is digital privacy different from real life privacy? Have a discussion on the question above. Encourage participants to talk about the similarities and differences between online and real life privacy. Present screen and display the slide containing the list below: ● Contacts list ● Browsing history ● Location ● Permission to make calls ● Permission to read texts ● Photos ● Interests

		Ask participants to think of ways revealing the above information can affect a person. The purpose here is to get participants thinking about their private information and ways they can be misused by others. Have a brief discussion before moving on.
		Share link to this video with participants. Give them a few minutes to watch it. Distribute them into groups of 4-5 each.
		Present screen and show the Miro board for the **Circle of viewpoints** activity. Explain the activity to them.
		Participants pick one of the options below and do this activity from their point of view ● A carefree teenager ● A careless adult ● Someone aware of privacy issues ● Someone whose privacy has been breached
		Facilitator notes: Refer to this activity sheet to learn in detail about this activity.
		Participants get 10 minutes to do this activity in their groups. Once the time is up, present screen and talk about the work of each group. Question each group on something that you find intriguing, insightful or confusing about their work. Make sure groups keep their answers brief and don't exceed a minute.
Digital Footprint 15/55 mins	Get participants to think about digital footprint	Ask - what do you understand by digital footprint? How does it impact our lives? Give a platform for discussion here. Ask follow up questions to some good responses to dig deeper.
	Get participants to think critically and analyze a case related to digital footprint	Present the slide containing information below. Explain each of the points briefly. Try to connect with the insights from the earlier discussion as much as possible. ● Social media targeting while hiring ● Ad targeting ● Security reasons (location, address, contact address) ● Identity theft ● Legal problems (canadian women denied entry in US)
Data from Digital	Get participants aware	Run a quick and fun activity here. Ready the slide containing the images below.

Footprints 25/80 mins	about the predictions that can be made through the data collected from our trivial online activities	 Display them one by one, one for each round. In each round participants are shown a word cloud of the most common words taken from the social media posts of a person with a certain personality. The task of the participants is to guess the type of personality. The purpose here is to make them aware of the connection between the data extracted from our online activities and the prediction made using them. Facilitator notes: Watch this video to understand this content better. The personality types are: 1. **Trusting, bearing faith** 2. **Reserved, avoids socializing** 3. **Outgoing, socializing** Ask - This activity is the result of a research conducted by Columbia University Professor Sandra Matz. What does it make you think? Connect their responses to how the rise of machine learning has made it possible to make accurate predictions about us through the data we are unknowingly sharing online through our activities such as posts, comments, likes, browsing history etc. Present the slides containing the stats from research and speak briefly on them. Share this short video about the cambridge analytica - facebook scandal and give participants time to watch it. Once participants have watched the video, present screen and show the Miro frame for the **Compass Points** activity. Explain the structure of the thinking routine with a brief demo. Share the Miro link to the board once they have understood the activity.

		Emphasize the following before they start the group work:
		    ● Take ownership of all the ideas on the board
		    ● Discuss the ideas with group members
		
		Facilitator notes: Refer to this [activity sheet](#) to learn about the activity in detail.
		
		Participants have 15 minutes for this activity.
		
		After participants are done, present screen and go through the work of each group. Question the groups whose work seems intriguing, insightful or confusing.

Reflection 10/90 mins	Participants share their experience Participants reflect on their learning	Finish the session with a reflection using the thinking routine **I used to think… And I now think…** *Facilitator notes: Refer to this [activity sheet](#) to learn in detail about this activity.* As closure, talk about how the activities we do on the internet remain recorded and are used by the tech companies to target online ads towards us. That's only one of the known uses of the data. The rapid progress in data science will bring more uses for the data that seemed useless to us. Remind participants to be cautious about their online activities and the information they reveal about themselves.