**Generation Like: Digital Tattoo Workshop for High School Students**

This is a general approach to an activity oriented workshop that can be adapted to specific audiences.

This draft is based on content for both the Protect and Connect modules of the Digital Tattoo website as well as the Frontline documentary “Generation Like”.

**Goal:** For participants to absorb the film and question how that applies to their generation:

* Understanding the age range of generation like. Born 1980-2000. “Generation Y”
* Learning who profits from sharing all of that data.
* The positive and negative repercussions of creating a digital identity.

**Objectives:**

Participants will:

* Assess their own current knowledge around these issues
* Participate in group discussion and interact with relevant tutorial pages
* Reflect on their learning

 **Workshop Elements:**

**1. Watch Generation Like (54 Minutes)**

**2. Small Group Activity: Immediate discussion and brainstorm (5 Minutes)**

* Select a volunteer from each group to take notes

**Debrief:**

* + What are your immediate thoughts about the documentary?
	+ Which profile stood out to you the most?
	+ What did you learn that surprised you?
	+ Which parts where the most similar to your life?

**Sharing:**

* + Pick a group member to share one of the discussion pointes with the class.

**3. Reflection**

* Consider the question “Does selling out exist anymore?”
	+ - Do you agree?
		- For better or for worse?
		- Do you want to become a YouTube celebrity?
		- What would you give up to do so?
* Do you belong to any fandoms?
	+ - What do online communities contribute to your life offline?
		- Where do your on and offline lives over lap.
		- Do they?
* If you had not access to the internet/smartphones etc for 48 hours, what would you miss the most?
	+ - Would you ever try to go with out?

**4. Case studies: small group**

Alternate – different groups have different case studies or short readings.

* + - Break up into three to six groups. Assign each group two case studies form the slides. One numbered and one alternate.
		- Have students write short summaries of their discussions for each case study.
		- Then debrief with broader group

**5. Closing: What did I learn?**

Reflect on movie– which part resonated the deepest? What are the challenges that affect their generation that now other generation has ever experienced? What do they think is the future of online culture? Will there ever be a backlash?

**Case Studies Activities**

1. Brainstorm a list Internet “celebrities”. Why are they famous and how did they become so? What have they done with their newfound fame? Go around the group, would anyone like to become a Youtube celebrity? Has anyone uploaded their own public videos? Talk about Daniela who was featured at the end of the documentary. Does she “have what it takes?”
	1. Build a faux checklist to “go viral”. What elements are essential?
2. Brainstorm a list of all of the accounts that you have online. Pick three of these from the group list and then determine what information each of these accounts is learning from you.
	1. Build a sample profile of information that a online activity could learn from your use.
	2. What could marketers do with this information?
	3. How would this information look on a massive scale?
	4. Watch – ([http://content.time.com/time/video/player/0,32068,712448402001\_2037228,00.html?iid=tabvidrecirc](http://content.time.com/time/video/player/0%2C32068%2C712448402001_2037228%2C00.html?iid=tabvidrecirc))

**Case Studies Readings**

1. Read Allison Arling-Giorgi’s interview. (<http://www.pbs.org/wgbh/pages/frontline/media/generation-like/allison-arling-giorgi-for-gen-y-brands-are-our-peers/>). Do you see brands as “peers”? What are the trends in marketing that you feel is aimed at Generation Y? Do you conduct your own market research before making a purchase?
2. Read “The future of Digital Marketing is you”. (<http://www.pbs.org/wgbh/pages/frontline/media/generation-like/the-future-of-digital-marketing-is-you/>). With big data predicted to multiply 300 times by 2020, how might that change your daily life? What do your likes say about you? Is it more than you think? Where do you see this technology taking us in the future? How will it adapt?
3. Read Alissa Quart’s interview (<http://www.pbs.org/wgbh/pages/frontline/media/generation-like/alissa-quart-from-gen-x-to-z-teens-and-the-new-cool/>). Think of brand marketing, what is the first few brands that pop into your head? Why? When was the last time you interacted with that brand? Do you see yourself as a value to marketers? Why or why not? Do you care that people are trying to sell to you? What do you try to sell to others?

**Adapting for other modules or a specific audience:**

* Identify key questions/themes to address/ revise goal appropriately. Consider: what are some of the key questions/themes that people can engage in around this topic?
* Change quiz questions
	+ Or drop the quiz entirely. Ask questions about students history with social media. What are the reasons for creating a profile and sharing information? Social, job connections, education?
* Consider: keep opening search activity – introduces the concept of tattoo.
	+ Change the opening activity to a faux job interview. On student has researched the volunteer and asks career orientated questions about what they discover.
* Develop 2 or 3 case studies using recent news stories. The digital tattoo wiki page has a constantly updated list of interesting news links.

**Drawing in social web tools:**

* Following workshop: post questions to the Digital Tattoo Facebook page or Twitter account (@digitaltattoo) arising from the session for wider audience engagement.