Digital Tattoo –High School Curriculum

**Audience:** High School Students

**Course:** Your Digital Tattoo

**Themes:** What does what *you* put on-line say about you?

**Learning outcomes:** Learners will comprehend, identify, assess and comment on their own Digital Tattoo.

a) What is a Digital Tattoo?

b) Who are you on-line?

c) How many on-line identities do you have?

d) Why do you have so many on-line identities?

e) What are the differences between a public and a private on-line presence?

**Activities:**

# 1 – *Digital reputation debate. 20 minutes.*

Facilitator gives each group five-minutes to discuss the topic.

a) Consider the reasons that someone might want to search you on-line?

b) Defend a position on whether the private personal information about you on-line should affect your public or professional reputation.

c) Elect someone in your group to debate your groups’ position against the stance of the other groups.

Example to consider: Lance Armstrong is a brand name as well as an individual. How can an individual’s personal reputation impact others? Could the same concept apply to your reputation online?

\* Group sizes vary depending on the size of the seminar. Four people per group works well. If the workshop is large, 20-30 people, have half the class do activity # 1 and the other half do activity # 2, each in groups of five. If the group is small, 15 or less, then do each activity separately.

 *# 2 – Digital Tattoo Search. 20 minutes.*

Facilitator gives each group 7 minutes to search the web and then mediate discussion based on the findings.

a) Search the person’s name your group has been given (this works best if you have participants volunteer their own names) using:

- Google, [www.pipl.com](http://www.pipl.com), MIT’s Personas, The Wayback Machine, and any other engine you may know of.

b) Discuss your impressions of this person based on what you found online.

- What did you find out about this person?

- Was all of the information accurate?

- What is your opinion of this person based on what you found in your search?

- What is missing?

b) Elect someone to share your observations with the group.

Example: more than 80% of employers do online searches on perspective employees. What do you want them to find?­

• If the group is small, under ten, have participants work in pairs, one person volunteering their name, the other volunteering to search. After five minutes, have each of the searcher’s describe the person beside them based on their searching, then have the person who was searched reflect on whether or not they feel the search was an accurate representation of themselves.

*#3- The future is now*

Read over the Mashable article and watch the comedy clip by the Onion. (<http://mashable.com/2012/10/02/election-2040/>)

 Discuss- Is this a realistic expectation of the future? Does it only apply to those interested in politics or should everyone actively consider how they will be perceived in the future.

*# 4 – Life Online Mirror*

 Have one volunteer connect through Facebook to The National Media Museums’ Life Online Mirror project (<http://mirror.nationalmediamuseum.org.uk/>). Do they agree with “The Web Around You” suggestions? How do you think this information is gathered and how is it reflected in advertisements you receive? Does the project show an accurate picture of you or would you edit it in anyway?

**Resources/DT Tutorial content:**

Facebook privacy settings: <http://www.facebook.com/help/privacy>

Facebook likes are mostly fake accounts- The Virtual Bagel Story: <http://www.bbc.com/news/technology-18822971>

Analyze your Facebook from the ground up.: <http://www.wolframalpha.com/input/?i=my+facebook>

Employers Dig for Dirt: <http://digitaltattoo.ubc.ca/work/want-a-job/employers-dig-for-dirt/>

Be Findable: <http://digitaltattoo.ubc.ca/work/want-a-job/be-findable/>

E-portfolio’s: <http://digitaltattoo.ubc.ca/work/want-a-job/e-portfolios/>

Removing myself from the Internet: <http://digitaltattoo.ubc.ca/protect/protect-yourself/removing-myself-from-the-internet/>