

SELF IMAGE AND IDENTITY

Resource:

Living your life online?



<https://www.bbc.com/ownit/the-basics/giving-away-more-online>

» Video: N/A

» Article: 5 min read

Learning objectives:

» 'I can demonstrate how to make **responsible choices** about having an online identity, depending on context'

Content summary:

- Smartphones track information, explains what and how
- Social media: information stored through online activity (quizzes, facial recognition)
- Data collection through in-person actions
- How to be careful about what information you share
- Cookies explanation
- Keep up to date with information to be in control of what information you're happy with giving away

Glossary:

- **Company:** a business or corporation
- **Tracking:** when your online and/or digital activity is monitored
- **Data:** your information and online/digital activity
- **Access:** to retrieve or obtain
- **Cookies:** small bits of data that exist on web pages that track your activity
- **Merch:** short for merchandise, items such as clothing or toys associated with a person or collection of people (such as a band), that you can purchase




Topic introductions and starters	<p>Before reading the article:</p> <ul style="list-style-type: none">• Ask pupils to discuss in pairs/groups what information they think they may have shared online with others in the past few weeks <p>After reading the article:</p> <ul style="list-style-type: none">• Check pupils' understanding of the key vocabulary – company, tracking, data, access, cookies, merch, browser, history• Write simple one sentence 'dictionary' definitions of tricky key vocabulary - share with class and decide on best version• Read a printed copy of the article and highlight the key words and phrases - use colour-coding to separate out different types of information - key vocab/jargon, names of companies, types of technology• Pupils work in pairs/groups to strip the article down to a list of bullet points summarising the key points. Compare lists and create a class version
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<p>Discussion Points</p>	<ul style="list-style-type: none"> • Did you know that your data was being shared and used in this way? How does it make you feel? Is it okay for them to do it? • Do you always read the terms and conditions when you click agree? Why is it so long and complicated? Do companies <i>really</i> want you to read it? • Are companies stealing your data? Do you really agree to everything? Do you think they should make the Ts&Cs easier to understand? • Did you know that it was really <i>your</i> data that these apps want to collect? Are free apps/services really free? Are you paying for the service with your data? • What can you do to avoid your data from being collected? Say 'no' to cookies? Turn off location-tracking on your phone? Hide your location? Delete apps?
<p>Fillers and fast finisher activities</p>	<ul style="list-style-type: none"> • Make a 'true or false' quiz with facts and information from the article for your classmates • Create a 'true' advert for an app or company that collects your data with details of how they collect it and what they really use it for • Create a mind-map that shows all the different types of data that is collected about your online life • Make a list of what data is collected and shared, and divide into two groups - data you knew you were sharing, and data shared without you realising
<p>Signposting potential homework activities</p>	<ul style="list-style-type: none"> • Create jigsaw pieces (use a pre-printed blank jigsaw outline) with different types of data that might be shared - cut up and make a real life jigsaw puzzle • Ask parents/guardians and family members what they think happens to their data online - share information from the article with them and report findings • Create an eye-catching warning poster (possibly use superhero characters etc) about the Data Jigsaw • Create an illustrated help guide with suggestions and tips to help other young people understand data collection and tracking


Test your knowledge with an Own It Quiz
<https://www.bbc.com/ownit/the-basics/living-your-life-online-quiz>

Project Evolve has further resources to help cover these learning objectives.
 Please note that registration is required to access these materials.

 [Link: 'I can demonstrate how to make responsible choices about having an online identity, depending on context'](#)