

# Trillion Dollar Footprint

## Essential Question

*What is a digital footprint, and what does yours convey?*

## Lesson Overview

Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. 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.

## Learning Objectives

*Students will be able to ...*

- 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

-  Preview the video, “**The Digital Footprint**,” and prepare to show it to students.
- Copy the **Choose a Host Student Handout**, one for every four students.
- Copy the **My Digital Footprint Student Handout**, one for every student.

## Family Resources

- Send home the **Protecting and Respecting Privacy Family Tip Sheet (Middle School)**.

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

**grade 6:** RI.4, RI.7, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

**grade 7:** RI.4, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

**grade 8:** RI.4, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

**NETS-S:** 1a-c, 2a-d

## Key Vocabulary –

**digital footprint:** all of the information online about a person either posted by that person or others, intentionally or unintentionally

**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

## introduction

### Warm-up (10 minutes)

**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 (10 minutes)

**DEFINE** the Key Vocabulary terms **digital footprint** and **imagery**.

 **SHOW** students the “**The Digital Footprint**” video. 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.
- **Permanent marker:** Once information is online, it is very difficult to take it down because others can copy and distribute it.

**DEFINE** the Key Vocabulary term **persistent**.

**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 (25 minutes)

**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.

**HAVE** 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?*

Responses will vary. However, we don't know who commented and if his/her statement was 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?*

Responses will vary. However, 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?*

Responses will vary.

**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.

**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.

## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

#### 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.

### Extension Activity

Have 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.

### At-Home Activity

Have 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.

# Trillion Dollar Footprint

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## 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 (PI) 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 this 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!**

# 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, 2012.

April 10, 2012

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, 2012.

**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 website interface. At the top left is the MyFace logo. On the right, there are links for Settings, Account, and Logout. Below the logo is a search bar containing the text "Linda Berliner" and a "Search" button. Below the search bar, it says "Displaying 1 of 1 results for: Linda Berliner". The search result shows a profile for Linda Berliner with a profile picture of a woman with pink hair. To the right of the profile picture, it displays "Name: Linda Berliner" and "Networks: New York, NY". There are two buttons: "Friend Request" and "Send Message". On the left side of the page, there is a sidebar with a "Search" input field and a list of "Applications" including Photos, Notes, Scrabulous, Groups, and Events.

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**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, 2012.

**Search Notes:** Blog URL included in Personal Statement.

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## Last Night's Dinner

Posted: May 3, 2012



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 4, 2012

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

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## 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!

# Jason's Profile

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**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, 2012.

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April 25, 2012

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



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**Document #:** 2 of 3

**Title:** Newspaper Article

**Description:** Article from 2008 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.

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*Boston Daily Press*

## *Four Hamford College Wrestlers Dismissed from Team Over Steroid Use*

Monday, March 13, 2009 | <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*

Document #: 3 of 3

Title: Jason's MyFace Profile

Description: Main page of Jason's MyFace Profile. Screenshot taken on May 15, 2012.

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

Friend Request  
Send Jason a Message  
Play Scrabulous with Jason  
Poke Jason

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 ·

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  
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?

# Feedback Form

List pieces of evidence from the profiles that demonstrate whether each candidate does or does not have the following characteristics.

	Linda Berliner	Jason Kramer
Works well with others		
Is honest		

**Final Choice:** \_\_\_\_\_

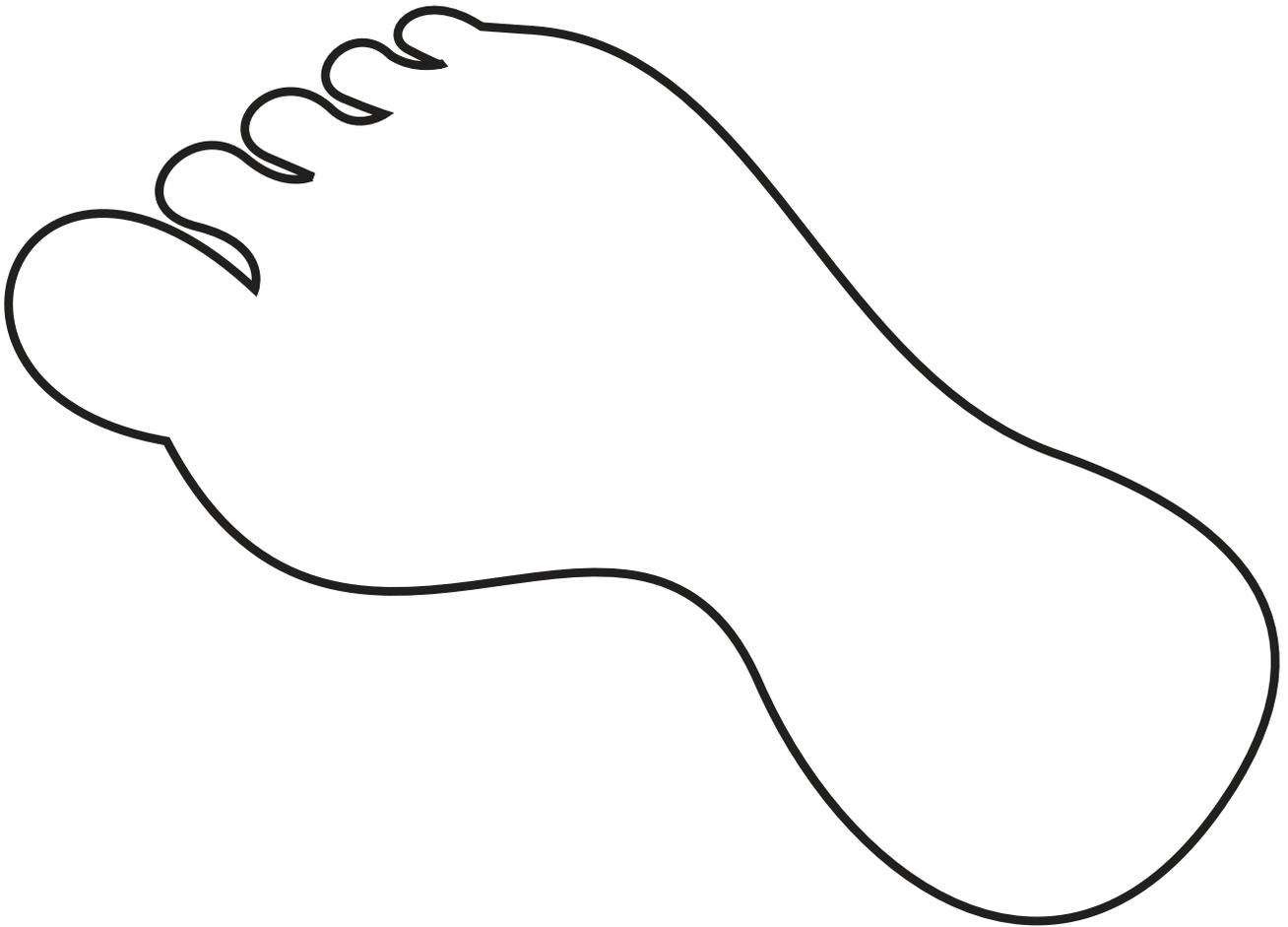
Main Reasons for Choice:

- 1.
- 2.
- 3.

# Trillion Dollar Footprint

## 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

# Trillion Dollar Footprint

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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

# Trillion Dollar Footprint

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**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.