MODULE

DIGITAL SKILLS

MY PROFESSIONAL ID

Activity 1 – Card Game on Digital Citizenship

Time

60 min

Preparation

• Print the set of cards;

• Set the tables according to the groups and leave the required materials on each of the tables;

• Invite the educators and divide them into groups of 4-5 people.

Description

Step 1: Introduction

After you have prepared the space, purchased and distributed the materials, and divided the groups, you will need to proceed with a brief introduction to the activity. Explain to the educators that each group has in front of them a set of 18 cards with the digital citizenship elements and their definitions. Each group will have to match the elements with their definitions and once done they will need to put them in order, starting from the most to least important according to their opinion. Each group will share its hierarchy through Padlet (https://padlet.com/dashboard). Once this is done, each group will share their results and their personal view on the importance of these elements for digital citizenship.

Step 2: Theoretical overview

Make a brief theoretical overview of the concept of digital citizenship. During this session, educators can take notes which can be used for their presentation. Indicative time: 15 min.

Step 3: Implementation of the activity

Educators will have 10 minutes at their disposal to match the cards. After the matching is complete, using the notes taken during the theoretical overview, each group will put the elements in order on a Padlet. They will have 15 minutes at their disposal.

Step 4: Presentation

Each group will present their results to the rest of the educators. They should also explain the group's view on the importance of each element. The overall duration of the presentation session should not exceed 10 minutes.

Step 5: Debriefing session

Following the debriefing questions use the remaining 15 minutes of the activity as an open discussion. This will provide the opportunity to answer any doubts or questions that may arise. Make sure that you clarify to the educators that there is no strictly correct hierarchy of different elements of digital citizenship and it depends on their own point of view.

• Have you used a strategy to match the cards faster?

• Have you heard about these elements before and how are they connected to digital citizenship?

• Which of the elements do you find most important? Which of the elements do you find least important?

• Do you think other elements should be included as well? If yes, which ones?

Activity 2 – Debating the Digital

Time

55/65 min

Materials needed

Activity cards, Paper sheets, Pens or markers, Online access and at least one device per group to prepare for the debate.

Description

Part 1: Introduction / 10 minutes

Explain what an argument is (a statement backed by evidence).

Explain the principles of building a strong argument:

- Have a clear claim: E.g. "Eating fruit is good for your health."
- Reasoning: Reflect on why you think your claim is correct?
- Evidence: Find fact-based information to sustain how do you know your claim is correct.
- Rebuttal: Reflect on what people on the other side of your claim might bring up and reasons and evidence to counter-argue.

You can give examples of what a 'for' and an 'against' argument could be. Following the example above, it can be reasons why 'eating fruit is good for your health' or reasons why 'fruit might not be good for your health'. Explain the principles of debate. The debate is not a free discussion and has its own rules, namely:

- Respect the time given to each side, allowing room for both claims and rebuttals.
- Stick to the topic of the debate.
- Do not interrupt someone else who has been given the floor to speak.
- Speak in a moderate tone of voice and in a respectful manner.

The Trainer is in the role of moderator and uncompromisingly keeps track of time.

The 'for' group begins and has 1 minute to present their first arguments. Then the 'against' group has 1 minute to react to the presented arguments ("rebuttal") from the 'for' group or present their own arguments. This is considered as one round.

Tip: While each group presents their arguments, the other group should be actively listening and taking notes in order to react to the points when it is their turn.

The debate should have at least 5 rounds. In the final round, groups should give their final remarks and summary of their main arguments of their position for or against the claim. Now, you can read the statement aloud which will be debated: Digital technologies make the world a better place.

Divide educators into two smaller groups—one 'for' and one 'against' the statement. Each group should have the same number of people, ideally around 5 each. Group 'for' will defend the statement and group 'against' will be searching for arguments against the statement. Their personal opinion doesn't matter for now.
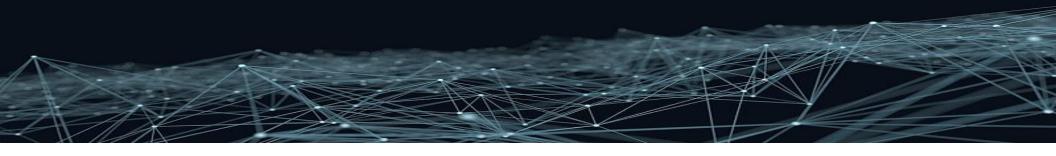
Part 2: Preparation for the Debate / 20 minutes minimum

Groups need the time to come up with arguments in their smaller groups. Each argument should be supported by verifiable information from credible sources.

Part 3: Debate / 15-20 minutes

Two groups come back together. Ideally, groups should be facing each other. Briefly repeat the rules of the debate. Debate starts.

Part 4: Reflection / 10 minutes

- Do a debrief and ask the following questions:
- How was it for you to argue for or against the statement?
- Did anyone have to present arguments which they did not personally agree with? How did you feel debating for something you didn't stand for?
- Did the debate bring about new perspectives on the topic/issue?
- What is your personal opinion?

Part 5: Wrap up / 5 minutes

During the wrap-up, you can present one of these quotes and statements:

- A 20th century historian called Melvin Kranzberg wrote six laws of technology, before the internet was even invented. One of these laws "Technology is neither good nor bad, nor is it neutral" is referencing that technology itself is not the problem. What matters is who uses it and how we use it.
- "Over the last century, technological acceleration has transformed our planet, our societies, and ourselves, but it has failed to transform our understanding of these things. (…) we ourselves are utterly enmeshed in technological systems, which shape in turn how we act and how we think." James Bridle, 'New Dark Age: Technology and the End of the Future'
- "Technology will not solve the problem unless we change the way we think about the problem." James Bridle, 'New Dark Age: Technology and the End of the Future'.

Variations

Part 1: You can try different statements:

- Social networks harm society / democracy / communication / mental health.
- Machines are smarter than humans.
- Algorithms are neutral.

Part 2: If this activity is not embedded in a large workshop and you have the opportunity to have a separate preparation phase, we recommend:
As homework the day before, ask educators to research about the topic and write a list of points both 'for' and 'against' along with the sources where they found information about those points so that they are prepared to debate the following day.
Share with educators beforehand the following recommended resources depending on the chosen topic:

- '**Technology makes the world a better place**' by Video Writing Prompts.
- '**The Truth About Algorithms**' by Cathy O'Neil.

Part 3: Between each round, teams can regroup privately to research and strategize in preparation for the next round.
Part 3: In the end, the group with the strongest fact-based arguments can be awarded winners by a panel of judges composed of fellow peers. If you opt for this format, the educator should give instructions to help the panel of judges assess, for instance: if the groups followed the principles of building a sound argument; if groups were respectful to each other opinions; etc.

MY PROFESSIONAL ID

Co-funded by the European Union

Tips for the Trainer

We recommend you do not exceed 5 people per group, however if you have more participants, you can make multiple small groups working toward different statements. This would allow groups from the other statement to take a break and watch the other teams as audience members.

If you find the educators do not get the hang of debating, you can help them by:

- Taking notes of key points each group makes on the board, in order to help the next group, keep track of what has been stated or responded to.
- Giving the educators chance to practice debating before 'debate day' with another easier topic.
- Introducing the educators to debating prior to 'debate day'. You can find many videos online of national debate competitions in various countries and languages.

Debriefing is a very important part of this activity, since people do not always have the chance to present their personal opinions. Give them a chance to clarify their position at the end. If they argued opposite to their personal opinions, did they change their initial position or feel more firmly in their ideas?

The duration of each part is an estimation. Be aware that the size of group, how active or passive educators are in the discussions or the option to include the proposed variations can impact the duration of each activity.

Activity 3 – Digital Footprint

Time

90 min

Materials needed

Projector to show the presentation: LINK for presentation

Preparation

To deliver this activity you will need to prepare the room setup - the group should be sitting in a semi-circle in order for the educators to be able to see and hear each other, but also to see the screen with the presentation.

Description

Before delivering the session, go through the presentation and make any changes you think might be necessary, knowing the profile and needs of your participants. Get some additional information on digital footprint and check some additional resources. The presentation will lead you through the steps of the process: you can start with a short brainstorming which is suggested on the 1st slide of the presentation and ask the educators what is digital footprint. After the brainstorming, give some additional information and details on what digital footprint involves. You can then ask the educators if they think it is important and why? Afterwards show them the slide which gives some more details on its importance.

Go to the next slide with the dangers that we can encounter online, such as phishing, scams, smishing, etc. Ask the educators if they have faced any of these dangers and give some space for people to share their own experiences and how they dealt

with these challenges. This will give you the chance to have a smooth transition to the next step which is related to the tips for staying safe online. You can go through the different online safety tips and ask the educators to add others and/or comment.

Next you can discuss the topic of cookies which are very common online but we don't necessarily know what they are. Again, ask the educators to brainstorm a bit and then provide some input from the slides.

The next topic is social media - is it good or bad? It is a good way to start a discussion about its advantages and disadvantages, recognizing that it is already a part of our lives, in one way or another.

On the next slide you have some statements related to privacy online, which is connected to our digital footprint. You can again discuss the impact of what we share online on our lives.

The next step is a slide with debate statements that you can use to further discuss the topic with the participants. Is it OK to do certain things online or not and why?

The last activity on the last slide of the presentation contains a series of questions related to our behaviour offline - what are the things that we do online but we would never do in real life and why?

After you finish the presentation, go to the debriefing of the whole activity, using the following questions:

• How was this session for you? What are the main learning points, anything that you take away with you from this activity?

• Were you familiar with the concept of digital footprint before? What aspects of our digital footprint are most important for you?

• If we sum up, what are the main ways in which we can protect ourselves online?

Activity 4 – Influence the Influencer

Time

60/90 min (depending on the size of the group)

Materials needed

Activity cards, Sheets of paper, Pens or markers, Pins or adhesives to hang the posters, Projector and online access.

Description

Part 1: Influence / 20-30 minutes
Discuss, what does influence mean? What are the different types of influence?

- When you hear the word 'influence', what do you think of ? Educators can shout out words, phrases, definitions, associations (e.g. influencers, money, power, knowledge, etc.).
- Explain that sometimes influence is something we see (e.g. an influencer on social media, a like button) but sometimes these things are hidden. This can be an algorithm that selects and prioritizes what content we see, a facial recognition camera that nudges us to change the way we behave, or misinformation that shifts what we think.

Watch a video '**How your phone is designed to grab your attention: Six easy steps to get us addicted to our phones**' to explore some design tricks which are used to provoke or manipulate people into buying something, signing up for something, or providing more personal data than they wanted to.

Watch a video '**How TikTok's Algorithm Figures You Out | WSJ**' explaining how the TikTok algorithm works and can influence us. (English subtitles are available.)

Recommended parts of the video:

- Start with this brief introduction: 0:57-4:33.
- Watch the case study: 8:40-9:45.
- Key takeaway: They explain that one of the accounts created on TikTok for the purpose of the video, kentucky_96, which the Wall Street Journal profiled as depressed, started to be automatically presented with even more depressive content after only 40 minutes of using the app.

Wrap up: As we can see, there is a wide range of methods people, companies or authorities use to influence us – persuasive design techniques and algorithms, but also facial recognition, scoring systems, data collection, personalisation, political propaganda, fake news, etc.
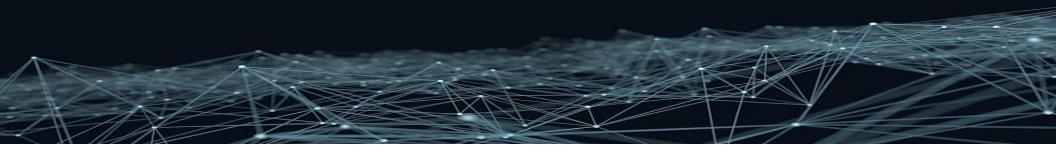
Part 2: Influence the Influencer / 30-40 minutes

Now that we have dived into the different ways people can be influenced online, this section explores one the ways that people can influence those who influence them. Divide educators into small groups of 3 to 4 people. Each of the groups has the task of coming up with a campaign, in a form of a poster, based on this scenario: a tech company (e.g. Google, Facebook, TikTok) are setting up a new office in your town or city. You and your friends are frustrated by the way they influence their users and you want to create a campaign to change their practices.

Groups follow the steps on the activity card and create a poster (or set of posters):

- Think of how social media or technology influences you in a way that you disagree with or find potentially harmful or damaging.
- What is it about the way the company influences their users that frustrates or concerns you?

Co-funded by the European Union

- Think of a strong message to use in a campaign to address the influencer using this practice, explaining and presenting your points.
- Make a poster (or set of posters) that represents your campaign.

Part 3: Presentation / 15-20 minutes
Ask each group (or a representative from each) to present their poster and explain their thought process (3-5 minutes per group).
Questions you can ask each group:

- What is the problem your campaign is reacting to?
- Who is the audience of your campaign?
- What do you hope to achieve with the campaign?

Variations

Part 1: If you are using the What the Future Wants exhibition you can work with the poster set - '**How Your Phone Is Devious by Design**'. The content of this poster is similar to the video 'How your phone is designed to grab your attention: Six easy steps to get us addicted to our phones '.

Part 2: Organise a letter-writing campaign in order to practice professional writing and structuring an argument. Help educators turn their concepts into videos. Encourage and support educators to maintain privacy online and avoid using personally identifiable details in their campaigns. For example, if they record videos, can they avoid faces, wear masks or learn to use simple stop motion animation techniques with clay models or drawn figures?

Part 3: Posters can be displayed after the activity on the wall so everyone can enough time to have a look at them.

Activity 5 – Smart Phones, Smart Habits

Time

110 min

Materials needed

Paper sheets, Pens or markers, Flipcharts, Colourful markers.
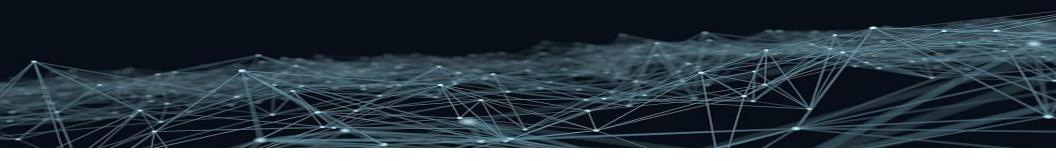
Description

Part 1: Opening.

- Introduce workshop title;
- Explain the learning goals;
- Review the ground rules.

Part 2: Warm up, How do we form "good" habits?

1. Give educators 1 minute to reflect privately on what they would consider "healthy" habits they have, ideally a habit that they consciously formed (e.g., flossing teeth daily, drinking enough water, exercising as much as their doctor recommends, etc.). They should also reflect on how they formed those habits.

2. Discuss the following questions with the educators:

- Why is it so hard to form good habits?
- Is it easier to acquire "bad habits"? If yes, why you think that is?
- What did you find helpful when trying to form a new habit?

Part 3: Presentation, How habits are formed.

1. Make small incremental changes that work for you

- Focus on small step-by-step changes you can apply in your life.
- Be realistic about what you want to achieve and how you can achieve these. For example, taking a daily short walk might lead to a greater interest in exercise, or keeping a glass of water by your side may encourage you to keep hydrated.
- Behavioral researcher Dr. B.J. Fogg recommends starting with tiny habits (which is also the name of his book). For example, getting into the action of flossing just one tooth each night before bed may lead you to flossing all of your teeth.
- In his book, Tiny Habits, Dr. B.J. Fogg gives an example of his own tiny habit. He wanted to do more push-ups, so he tied it to another recurring event: going to the bathroom. So, after every trip to the bathroom, he would do one push up, now he has a habit of doing 40-80 push-ups a day.
- One more example: If you want to become a jogger or have an exercise routine: rather than start by attempting to jog for 30 minutes, start off by taking a walk, then progressing to power walking, and then intervals of walking and jogging, until you have built up stamina.

2. Acknowledge your progress

- Don't beat yourself up if seeing progress takes longer than you expect.

- Reward yourself or recognize the changes you've managed to make (no matter how tiny).
- Generally speaking, if you slip for a day or two, don't take it too seriously.

3. Strike a realistic balance

- Consider your surroundings! Maybe the reason why it's hard to make that habit stick, is because there are some factors outside our own control.
- Example: You want to read more, but work is so busy, and other chores and duties leave little time. If you can find a quiet time of the day where you can put aside everything else, that's great. But perhaps some days it is not manageable.
- In her book "Good Habits, Bad Habits", Dr. Wendy Wood notes a study in which the elevator door at an office building was altered to take a whole minute to close, instead of 10 seconds. This led many more people to take the stairs, as they didn't want to wait a whole minute for the elevator door to close. It shows how sensitive we are to our environment and to little changes.

Part 4: Activity, Notice your relationship with your phone.

1. In small groups, ask educators to discuss their most and least favourite things about their relationship to their phones, as well as points they feel could fit in either category depending on the context.

2. The educators of each group should organize their thoughts into a table with three columns. Points to include could include:

- camera - allows us to record memories;
- internet - if a smart phone (emails, maps, wallet);
- clock / alarm;
- the notifications;

- carrying phones around everywhere because of fomo, urgency, anxiety;
- privacy; being tracked;
- being hyper-connected.

3. Ask: What happens when some of our favourite attributes become our least favourite?

Part 5: Micro-break, de-stressing from technology.

Let's take a minute here to stretch and give our bodies a break. We are going to do a gentle twist.

1. On your chair, sit up straight, and with your right hand grab your left knee, or your left chair handle.

2. Then use your left hand to gently rotate your upper body until you feel a nice stretch in your spine.

3. Don't forget to breathe!

4. Now gently come back to center, and let's do the other side!

Part 6: Discussion, Tech that keep us hooked.

1. Display photo from inside a casino showing rows of slot machines.

Ask the audience: What do you see? They may answer: casino, dark, flashing lights.

The dark ambience is intentional, to keep the people in a casino focused into the lights of the slot machines. The darkness, and lack of natural light makes people loose sense of time, often keeping them in these types of spaces for longer.

2. Display the Facebook "Like" button.

- Ask the audience: What do you see?

Co-funded by
the European Union

- This is the ultimate dopamine boost!
- If you wanted to show someone you liked them, and there wasn't a like button, what would you do?
- Ask people if they think the "like" function on social media is positive or negative.
- Positives: Likes quickly and easily show that we approve or like something, gratify others, easy to click
- Negatives: When we don't have likes we might feel down, likes give us a sense of approval which we don't need from others, we get too focused on getting more likes

3. Show a screenshot from the end of a YouTube video which shows recommended videos.

- Ask the audience: What do you see?
- End of a YouTube video, suggestions for videos to play next. This is called recommendations, and by default, "Auto-play" is turned on, automatically starting the next video.
- These videos will play automatically after the actual video you selected ends, making your streaming experience endless!
- These videos will most likely be selected based on your search history, and could even lead you down paths that are more extreme than you intended (e.g. searching for healthy recipe videos can eventually lead to anti-vaccination content).

4. Show a picture of a smartphone where the screen is full of notifications.

- Ask the audience: What do you see?
- Notifications popping up on your phone, often accompanied with vibrations, sounds and visuals make everything seem urgent.
- Ask audience: When was the last time you checked your phone because you felt it buzz? Maybe you even found there was nothing new on the screen.

5. Show The Glass Room poster **"How Your Phone is Designed to Grab Your Attention"**.

- Smartphones are fun and useful, but they're powerful tools of seduction.
- Every feature, colour and sound has been 'optimised' by teams of designers and psychologists to keep you hooked and come back for more. Examples:
- It rewards you for everything! - And these seemingly small acts (Facebook like) end up giving us huge dopamine boosts
- It makes it easy to keep going - like the examples previously shared of the autoplay. Another example is the autoscroll, on social media our feeds are endless!

Part 7: Micro-break, de-stressing from technology.

1. Talking about these things can something make us feel stressed, let's remember to care of our wellbeing.

Part 8: Discussion, let's talk about it.

1. Imagine this scenario... There is a storm which disrupts complex cabling underground. This causes the internet in your whole city to collapse for an entire month! What does everyday life look like by the end of that month?

2. We will now get into small groups, for 10 minutes. Each group will focus on a different aspect of life that will change with the disruption. Groups will assign 1 notetaker, and 1 person to present. Aspects that groups can focus on:

- social interactions;
- entertainment;
- work;
- transportation and infrastructure;
- social services;

Co-funded by the European Union

- childcare and education;
- environment.

3. After the sessions end, regroup and the presenter of each group will have 2 minutes to sum up the group's views.

Part 9: Micro-break, de-stressing from technology.

This exercise soothes the eyes.

- Rub your hands together as fast as you can, really let the heat buildup in your palms.
- When you feel you can no longer rub your hands, and they feel quite warm, gently place them over your closed eyes.
- With your eyes covered, take a deep breath in.

Part 10: Discussion, keeping your tech in check.

1. Ask audience: Does anyone want to share their personal tips and tricks on how to keep our tech in check? (Write their suggestions on a poster or ask them to write their suggestions on sticky notes to put up on the wall.)
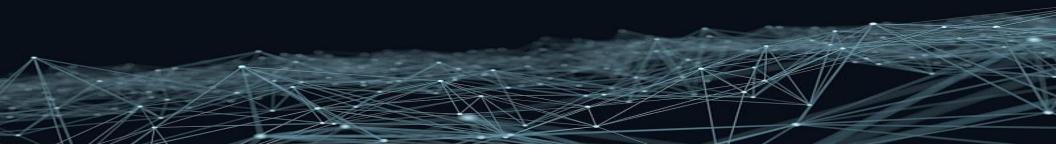
2. I also want to share a few practical steps for keeping your tech in check. These were inspired by the NY Times article and book: "How to Break Up With Your Phone" by Catherine Price:

Create Speed Bumps

Have you ever picked up your phone to quickly check something (like the weather, or your emails), and you found yourself 20 minutes later endlessly scrolling? Catherine Price calls these "Zombie Checks" and says they nearly always unsatisfying and a waste of time. The solution may be to create speed bumps: small obstacles that force you to slow down. You can put a rubber band around your phone to make it uncomfortable to scroll, or put an image on your phone asking yourself "Do you really want to unlock me?"

Pay Attention to Your Body

- If you use your phone until late at night, do you sometimes find it difficult to switch off and get to sleep?
- Apple's downtime, and Googles wind-down features partially turn notifications and apps of your choice off - so your phone won't be buzzing and beeping so much as it gets later
- The Android wind down also features grey scale, which makes watching a video or playing a game virtually impossible - making it easier to put your phone down.
- There are also some apps which dim the phones brightness and help promote habits you want to keep. But pay attention to the app details and permissions, as they may not take care of your privacy.
- How about your posture? How does that look when you're on your phone, or at the computer for too long?
- And try to step back and ask yourself if whatever you are doing on your phone is making you feel good.

Gamify Your Actions: Use the sight of other people on their phones as a reminder of your own intentions.

- Next time you are somewhere (elevator, with friends) and you see someone pull out their phone, resist the urge to pull yours out, and use it as a cue for a new habit, like taking a deep breathe in and out.
- On iPhones we can limit our phone / specific app usage: we can actually set limits on how long we use a particular app (for example: You can limit Instagram to be used for only for 30 minutes in a day, and you'll get a warning when you used your time).
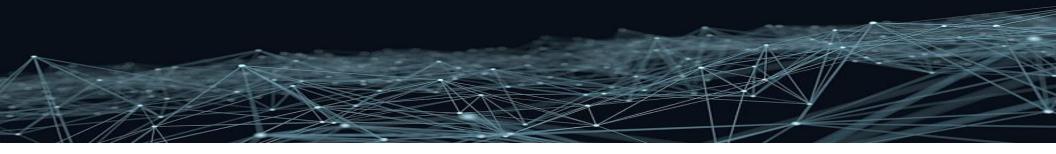
Part 11: Micro-break, de-stressing from technology.

Let's do the last micro-break of the day and give ourselves a big hug!

Part 12: Reflection, takeaways.

Co-funded by
the European Union

MY
PROFESSIONAL
ID

Ask educators to create a takeaway poster by sharing their answers to the following question in the shared whiteboard / drawing board: What are your main takeaways from today's workshop?

- Give educators a few minutes to write and/or draw their thoughts.
- Ask educators to share their posters, either by presenting or hanging them on the wall.
- Highlight some of the points brought up to the group.

Part 13: Closing.

Wrap up the workshop and sum up its contents. Run a quick feedback session to gather educators' reactions. Each educator can share:

- one thing they found very good about the session and
- one thing they would improve for the next time.

Encourage educators to ask questions or give some final tips. Share resources and any follow-up details.

Variations

Part One: Develop collaborative ground rules along with participants if there is time. Ask educators to go around and introduce themselves if there is time.

Part Two: If there's time, ask educators to write their reflections on sticky notes to display on the wall.

Part Eight: Feel free to come up with more aspects for groups to focus on, or you can repeat topics among more than one group to see the similar or different conversations they have. If you have time to add, each group can create a poster with words or drawings to support their presentation. If you have time to add, you can also invite participants from other groups to comment on each presentation in case they have thoughts to add.

Activity 6 – Cybersecurity and Privacy Online
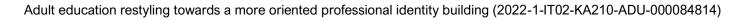
Time

60 min

Preparation

Prepare the video. Prepare the sheets with AGREE and DISAGREE and stick them in the opposite sides of the room.

Description

Step 1: Explain to the educators that you will be reading statements and based on their opinion the educators can go to one side of the room - either AGREE or DISAGREE. If they are not sure about their position, they can stay in the middle.

Step 2: Facilitate a brief discussion after each statement. Give people from both sides the chance to speak and give their arguments. Statements:

- There is no point in using social media and not sharing location information. I don't think it can be harmful.
- A child/young person cannot become the target of cyber-attacks. Only companies and organisations are vulnerable.
- I never ask my parents for help. They don't know much and if something goes wrong they may block my internet access. I ask help from peers with more experience or look it up on the Web.
- We should be 100% protected from cyber risks in order to use a laptop or mobile device.

- Modern systems are evil. They are very dangerous. They consume our personal data and can harm us.
- When I see something online that is too good to be true I never try it because there is no chance for it to be true.
- When other people have given positive reviews, I believe something is safe and good.
- I am scared of online scams. However when people are willing to meet you in person and provide proof of their identity I would say it is rather safe to trust them.
- I think that changing my password for different platforms and apps often is important and I do it.
- I don't accept cookies on websites just like that, I check what I am accepting first.
- I don't share other people's photos without asking for permission first.

The Trainer can come up with more statements depending on the awareness you are trying to create.

Step 3: After the discussion, ask the educators to sit back in a circle and do a short debriefing before projecting the video.
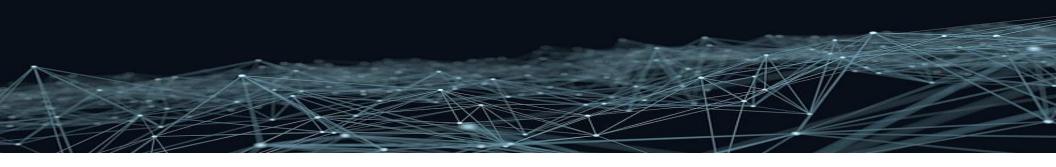
- How was the activity for you, how did you feel?
- Have you thought about these topics before?
- Did any of the other opinions influence you? Did you change your attitude or opinion about any of the topics?
- Which topic/statement do you think was most relevant for you and why?

Step 4: Show the video.

Step 5: Facilitate a short discussion about the video using some of the following questions:

- What do you think about the video?
- Have you faced issues related to the ones described in it?
- Do you know anyone that had cybersecurity issues and how would you help them based on what you learned?
- What would you do in order to improve your online security/privacy?
- Would you share this video with your friends/family?

MY PROFESSIONAL ID

Activity 7 – Your data Detox Starts Here

Time

85 min

Materials needed

Paper sheets, Pens or markers, Flipcharts, Colourful markers.

Description

Part 1: Opening.

- Introduce workshop title;
- Explain the learning goals;
- Review the ground rules.

Part Two: Warm up, What do you care?

1. For 2 minutes, educators will quietly reflect on the following prompt: In which moments of your life is privacy important? (Offline or online)
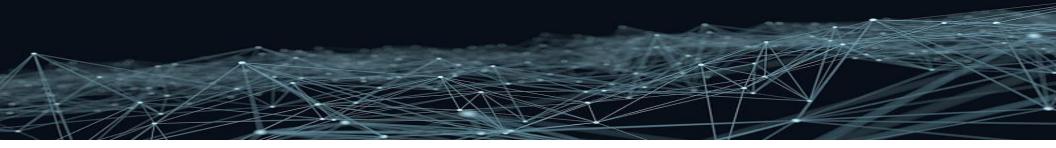
2. Then, ask educators to turn to the person next to them and share if they feel comfortable. Here, you can give them 5 minutes.

3. Get back together in the main plenary and invite anyone to share if they feel comfortable. You can ask them follow-up questions to dive deeper:

- In which ways do you seek privacy for yourself? And in which ways is privacy appropriate on a more collective or societal level?
- In which ways can you imagine data collection affecting not only yourself but also your neighbours? What about the most vulnerable people in your society?

4. You can share a quote from Edward Snowden where he said: "Arguing that you don't care about the right to privacy because you have nothing to hide is no different than saying you don't care about free speech because you have nothing to say."

5. Don't forget to tell others why you care about privacy if you feel comfortable sharing. It may inspire them!

Part Three: Presentation, The data brokers.

1. Describe The Dating Brokers project. You can use the following script if helpful:

In May 2017, Tactical Tech and artist Joanna Moll purchased the data of 1 million dating profiles for the small price of 136 Euros. This purchase was completely legitimate, legal, like buying potatoes at the supermarket. Who did they buy the data from? Data brokers. Data brokers are businesses who collect and sell data. There are more than 500 of these businesses and many of them work in the field of "persuasion" both for e-commerce and elections. What data did they receive? So just remember they were 1 million dating profiles. On average, there were 5 photos per person: 5 million total photos. There were descriptions of careers and families, hopes and fears.

How is the data used? It depends on who wants it. We'll talk more about this in a moment. Most people don't realize this business of data brokers, and it's important to make people aware. Please visit the website datadating.tacticaltech.org to read more about it and explore the Gallery.

While this example is about dating apps, the same issue affects social media apps, shopping websites, streaming services, news services, parenting websites, games, health apps, political apps, and more. In fact, Tactical Tech's The Influence Industry project has identified over 500 data broker companies around the world who work with political parties for data-driven campaigning. (Number accurate as of 2021)

How is my data used? Well, the answer to this is very dependent on a number of factors and contexts. Let's just focus here on the most common apps and websites like those for shopping and social media.

Typically, on a larger scale, your data may be collected by data brokers in order to categorize your personality. How open are you? How conscientious? How much are you an extrovert, agreeable, or neurotic? (This is the so-called "OCEAN" psychometric pattern however other models exist. You can take the test yourself if you're curious in 14+ languages at ocean.tacticaltech.org) This information is interesting to companies because as soon as you can be categorized into a personality group with thousands or millions of other people, you will begin to get certain advertisements, headlines or misinformation, website designs (like button placement and colours) which have been optimized to get you to click, read, watch, share, or vote, to name a few.

On websites like Facebook and Instagram, these personality profiles may be collected through quizzes like "Which TV or Movie character are you?"

The results of the personality quizzes can help companies determine which advertisement will be most effective at getting you to click on it or to change your mind. When we talk about advertisements targeted at you which try to get you to buy a certain pair of shoes, you may find that is not so bad... but some advertisements try to convince you of a different reality, or push you to think a certain way about a religious or ethnic group or a political figure. Are you more likely to click on the blue or the orange? More likely to be interested in the smiling faces or the serious one?

Part Four: Activity, a drop in the ocean.

1. If available in a compatible language for the group, ask educators to visit the website: **"A Drop in the OCEAN"**. This website is optimized for laptop or desktop screens.

2. Give educators 10-15 minutes to answer the quiz questions and read their results on their own.

3. Open the room for educators to ask questions, and you can also ask follow-up questions to explore to topic further. For example:

- How can the use of psychometric profiling influence us as individuals?
- What about our neighbors?
- What about people who have received different levels of education?
- What about young people or older adults?
- Is influencing always a bad thing? Where is the line between "care" and "control"?

Part Five: Reflections, takeaways.

1. Ask educators to create a takeaway poster by sharing their answers to the following question in the shared whiteboard / drawing board: What are your main takeaways from today's workshop?

2. Give educators a few minutes to write and/or draw their thoughts.

3. Ask educators to share their posters, either by presenting or hanging them on the wall.

4. Highlight some of the points brought up to the group.

Closing:

1. Wrap up the workshop and sum up its contents.

2. Run a quick feedback session to gather educators' reactions. Each educator can share:

- one thing they found very good about the session and
- one thing they would improve for the next time.

3. Encourage educators to ask questions or give some final tips.

4. Share resources and any follow-up details.

Variations

Part One:

- Develop collaborative ground rules along with educators if there is time.

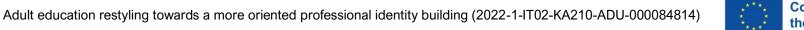- Ask educators to go around and introduce themselves if there is time.

Part Three:

If you have a screen, you can display the website of **The Dating Brokers** project and **The Influence Industry Project: Explorer** in order to visually show them the results.

Part Four:

If you don't have access to laptops or desktop computers, you could either ask educators to try it on their mobile phones OR you can collectively take the quiz together and walk through the results step-by-step.

Disclaimer

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.