Health to meet you

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Health dimension:
Screen use

Name of activity:
Why and how we click

Description of the topic:

Screen Use

Our digital footprints
In the digital world, meaningful action usually means a click of the mouse (or tap on the screen), which leads to a conversion. However, every click means that you pass your personal data to anyone else. Marketing companies have usually a very sophisticated system how to collect information about you, about your hobbies, interests and are able to use all the gathered data to create precisely targeted advertising and making money.

Children, teenagers, pupils, students and even adults click every day many times without being aware of their personal date abuse. They frequently do not know who and why shares their personal data.

Global skills development
21st century life is characterized by rapid change. It is increasingly recognized that education needs to cover more than traditional subjects, methods, and forms. Students and pupils of all ages need to learn some global skills, which are not defined unequivocally.

Skills, which are especially relevant to the 21st century life, could be:
1) Communication and cooperation
2) Creativity
3) Critical thinking
4) Intercultural competence
5) Citizenship
6) Digital literacies
7) Emotional self-regulation
8) Wellbeing

In my opinion, if we are talking about clicking, the most important skill is "critical thinking".
Learners with critical thinking know:
- Analyse and evaluate material and information
- Present arguments about the source, reliability, and accuracy of information
- Reach conclusions based on facts

What can be teaching practices? Tasks that allow for multiple responses or can elicit discussions, debates, disputations, arguments or controversies. An example is to have students prepare a reliability report on a controversial issue such as climate change or abortion through a list of online sources, evaluating their reliability, and comparing the information they contain.

This "global skill", critical thinking, is necessary to have for using IC technologies and for working with information.

Initial assessment:

Based on everyday observation, people (children, teenagers and adults):
1) Click on anything without being aware of the possibility of misuse of their personal data
2) Share their personal data, photos, pictures, videos with anybody anywhere
3) Sometimes know anything about this kind of danger but without any critical thinking, they are not able to assess the impact of such a hazard.

Objectives of the activity:

- To show the students, pupils how their personal data are watched in everyday using

- To let them find out what can be read from their personal data

- To learn them how to improve their critical thinking

Target group:

Pupils 15 – 19

Activity process structure, implementation:

1) Discussion

Discussion is focused on one question:

Have you ever tried to find out anything on the Internet about yourself?

If yes, what they found out about themselves? What exactly did they enter? Just name, surname, date of birth or anything else?

2) Worksheet

In the attachment, there is a worksheet with many items and students' task was to tick off all items about that they think could be looked up – on the Internet, on social networks, anywhere.

As it is possible to see in the photo, some students ticked off almost all items, it could mean that either they are aware of the danger or they don´t know exactly, so for sure they ticked off everything.
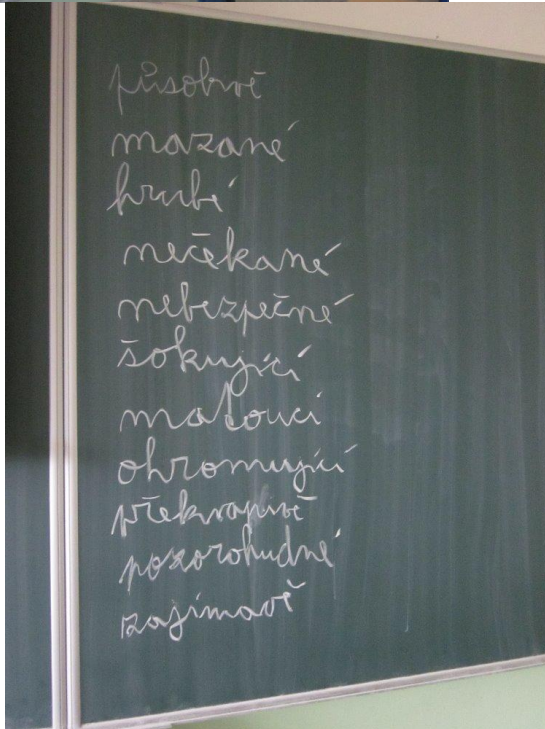
3) Screening, film projection

The film name is "Why and how we click?" – shortened version 24 minutes.

https://www.jsns.cz/lekce/269309-proc-a-jak-klikame

4) Brief reflection of pupils' emotions using the 1-word method

Every student can say just one word to describe his/her feeling from the film and the word is written on the board.

5) Final discussion, conclusion

In this part of the activity, there could be a discussion about comparing of students´ initial assessment and their evaluation of the same situation after watching the film.

Equipment, aids, tools:
- PC, data projector
- Worksheets - questionnaire (Attachment)and a pen or a pencil
- Flipchart or a board
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Expected results, assessment:
Students should be aware how our personal data on the Internet or on the social network can be used and how it is important to protect it. It is essential to warn students that their life can be influenced by offering of personalized content of a search engine and social network. Some basic recommendation about personal data protection should result from the discussion.

References:
It was a big opportunity to let the students find out that every action on the Internet or social network is watched. It was surprising that even talking on a mobile phone could lead to personalization of a content of our favourite websites.

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Attachement – Questionnaire:

Worksheet_Screen use_ Why and how we click_ questionnaire:

Circle all the information you can find about yourself on the Internet (social networks and other websites). Take into account also information that someone else has posted about you on the Internet.

1. Full name

2. When I was born

3. How old am I

4. What languages do I speak

5. Where do I live

6. Names of my family members

7. My phone number

8. E-mail

9. Which school do I attend

10. What are my hobbies

11. Where am I staying

16. Whom I do not like

17. What are my political views

18. What are my religious beliefs

19. How do I look (pictures of me)

20. How do my relatives look (pictures of them)

21. Where did I go for a vacation

22. When I was on a vacation or a trip

23. What pages did I like

24. In which groups I am a member

25. What events did I attend

26. If I am happy

12. When do I wake up

13. When do I go to sleep

14. With whom do I keep in touch

15. Who I like

27. If I am introverted or extroverted person

28. If I am in a relationship

29. What food do I like

30. What kind of music do I like