



Syllabus N.2 - Making Money with Data

The Value of Data: Commercial Profiling and Data Protection

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| Target Group | Students in the first two years of high school |
| Group size | Minimum 15, maximum 25 students |
| Pre-requisites and prior knowledge | <p>The prerequisites for students are:</p> <ul style="list-style-type: none"> • Basic understanding of how social media, search engines and popular apps work • Ability to reflect on their own online behaviour, e.g. which sites they visit and how often • Basics of digital privacy and sharing personal data <p>Prepare access to devices with Internet connection (smartphones, tablets or laptops). Prepare any multimedia teaching aids (from the DATA PRO project or external). Provide adequate space for small group work and plenary discussion.</p> |
| Learning objectives from the DataPro Curriculum | <p>A.1 Translate Data into an Asset: Understanding how technology companies monetise user data through targeted advertising, profiling and data sales. Students will analyse real-world examples and discuss the economic implications.</p> <p>A.1 Treating Data like an Online Currency: Introducing the concept of 'data economy', where data is traded as a valuable commodity. Students will discuss the meaning and implications of 'data trading'.</p> <p>A.2 Public Sharing: Exploring how online behaviour - such as clicks, mouse movements, purchase preferences - can become a unique identifier, often more accurate than a name or email address.</p> <p>A.3 Critical Analysis: Promoting critical awareness with respect to the use of predictive technologies that influence individual decisions, habits and freedoms. Reflection on the importance of digital autonomy.</p> |



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| Further specific learning objectives | Understanding the mechanisms of online tracking and profiling and acquiring practical tools to protect one's digital privacy. |
| Total duration | Maximum 60 minutes |
| Technical requirements/ aids | <p>Stable Internet connection</p> <p>Multimedia whiteboard or projector</p> <p>Individual devices with up-to-date browser</p> <p>Access to profiling tracking and display tools (e.g. Lightbeam-type plug-ins or cookie display tools)</p> |
| Training materials and tools from DataPro | Interactive game on Interacty: Drag & Drop: My Digital Footprint for Advertising |
| Further specific training material | <p>Game "Interland - Be Internet Awesome" - an adventure-packed online game that puts the key lessons of digital citizenship and safety into hands-on practice: https://beinternetawesome.withgoogle.com/en_us/interland/</p> <p>YouTube video (TedTalk): Who owns your data?: https://www.youtube.com/watch?v=GC_NTwEsHvM</p> |
| Suggestions for conducting a lesson | <p>1. Introduction (5 minutes):</p> <ul style="list-style-type: none"> "We have seen that data is worth its weight in gold. But what exactly do companies do with this data? They create a 'profile' of you, a digital footprint that helps them understand who you are and what interests you." Objective: to introduce the concept of profiling. <p>2. "Drag & Drop: My Digital Footprint for Advertising" (15 minutes)</p> <ul style="list-style-type: none"> Activity: Use the activity "Drag & Drop: My Digital Footprint for Advertising" on the DataPro website (link above). Have students interact with the activity by dragging and dropping online actions to the corresponding advertisements. Discussion: Comment on the associations, clarify how each action contributes to building a profile and how this profile is used to show specific ads. Explain that even a simple "like" or search can have an impact. Objective: To provide an interactive and practical understanding of how online actions lead to profiling for commercial purposes. |



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| | <p>3. “Interland - Be Internet Awesome” (15 minutes)</p> <ul style="list-style-type: none"> • Activity: Divide the class into small groups and have them play “Interland - Be Internet Awesome” (link above). This online game will help consolidate understanding of personal data and the situations in which they are shared or protected. • Discussion: At the end of the game, ask groups to share their strategies and challenges encountered. Discuss the decisions made and their privacy implications. • Objective: To apply the concepts of privacy and personal data in a playful and collaborative context. <p>4. “Who owns your data?” video and presentation of protection tools (15 minutes)</p> <ul style="list-style-type: none"> • Activity: Show the YouTube video “Who owns your data?” (TedTalks) - link above • Discussion: After the video, discuss the concept of 'ownership' of data. Explain that even if companies collect it, the data remains linked to the individual. • Practical Demonstration: If possible, show a plugin such as Lightbeam or a cookie visualisation tool to show students how many 'trackers' are active on a simple website. • Objective: To reinforce the concept of control over one's own data and provide practical tools and strategies for privacy protection. <p>5. Conclusion and Engagement (5 minutes)</p> <ul style="list-style-type: none"> • Activity: Ask students to think of one thing they will change in their online behaviour after these lessons. • Engagement: Encourage students to talk about these issues with friends and family, becoming "ambassadors" of digital awareness. • Objective: To consolidate learning, promote awareness and encourage action. |
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DataPro Syllabi

<Italy> Work Package 2

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| Project | DataPro |
| Dissemination level | public |
| Date of submission | |
| Main authors | |



Co-funded by
the European Union

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