

Future Tracks

 NAME

Part 1 Directions

In your group, review **two** of the resources below. For each resource, click the link to open. As you review them, consider the question: *How can my digital footprint affect my future opportunities?*

Capture your ideas in the **Notes Tracker** below.

Resource 1



Read: **How Colleges Use Kids' Social Media Feeds**

CAROLINE KNORR, COMMONSENSEMEDIA.ORG,
11/03/2019 (4 MINS.)

Resource Notes

- Short advice column on how colleges use students' digital footprints for admissions decisions.

Resource 2



Listen: **Using Social Media, Students Aspire to Become "Influencers"**

COREY TAKAHASHI, NPR NEWS, 7/1/2017 (3 MINS.)

- Audio story on a college student who is trying to balance school with her interest in being a YouTube personality and "influencer".

Resource 3



Read: **The Case Against Personal Brands**

JESSICA HOLLAND, BBC.COM, 23/07/2017 (7 MINS.)

- News article covering different perspectives on thinking of yourself as a "brand".
- For developing readers, it may be helpful to assign only an excerpt: the intro (up to "Self and self-promotion") and the "Communicating 'you'" section.

Resource 4



Watch: **Top Tips: Social Media**

UNIVERSITY OF SHEFFIELD CAREERS SERVICE,
UPLOADED TO YOUTUBE.COM, 6/01/2017 (4 MINS.)

- Short advice video on how digital footprints can affect your employability.



YEAR 12 (AGE 16-17): WHO'S LOOKING AT YOUR DIGITAL FOOTPRINT?

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Notes Tracker:

Resource #	How can your digital footprint affect your future opportunities?	Do you agree with the message in this resource? Why, or why not?
1	• Have some social media presence but also utilise privacy settings. • Turn off "tagging". • Show that you're a well-rounded person. • Actively pursue a passion through social media and engage an audience. • Some colleges/universities want to see some résumé-type elements. • No photos or videos of you drinking, wearing revealing clothes or swearing. • Avoid liking or following lots of provocative or controversial figures online.	• Answers will vary.
2	• Many teens now want to be influencers. • Having a YouTube following allows you to potentially negotiate with companies for sponsorships. • Being an influencer allows you to showcase your creativity and business skills.	• Answers will vary.
3	• A personal brand can sometimes come across as ineffective and inauthentic; no one is perfect. • Use your unique voice; don't "package" yourself. • It can be OK to highlight your best qualities and show a profile that is warm, genuine and positive. • It's important to communicate your story.	• Answers will vary.



YEAR 12 (AGE 16-17): WHO'S LOOKING AT YOUR DIGITAL FOOTPRINT?

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- Set up a professional profile on LinkedIn and build your network.
- Monitor your privacy settings and what you share.
- Make sure to highlight any achievements and awards.
- Make the occasional public post to show why you're a good candidate.
- Engage with industries you're interested in.
- Start a blog about what you're interested in and what you learn.
- Keep up to date with the latest social media platforms.

- Answers will vary.



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Part 2 Directions

Step 1: Read the vignette "Haunting Picture" from the book *True Connections* (link below). Think about how the vignette shows the impact someone's digital footprint can have on future opportunities.



Read: **Haunting Picture**

JAZLYN MOSES, *TRUE CONNECTIONS: TEEN-TO-TEEN ADVICE ABOUT SOCIAL MEDIA AND THE DIGITAL WORLD* (826 BOOKS, 2019), PP. 37-39.

Step 2: After reading the vignette, brainstorm and write your own vignette where someone's digital footprint has a **positive impact** on their future opportunities. Your vignette can be fiction or nonfiction but must include a situation where someone's posts or online activity help them take advantage of a future opportunity (university admission, job hiring, etc.). Your vignette must include **specific details**, including:

- What the person posted or did online that showed a positive footprint.
- What the opportunity was that was affected by their footprint.
- How the opportunity was affected positively by the person's footprint.

Write your vignette in the space below.

Answers will vary.



This lesson was adapted for a UK audience, in partnership with the Welsh Government.



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This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.