AI for Humanity | Module 2 | Lesson 3

Your Data, Your Story:
Navigating AI and Your Online Identity

Middle School & High School

My Data, My Identity

Overview & Purpose

Students use AI-driven apps daily, but may not realize how their behavior, preferences, and even personality traits are used to form a digital identity. Understanding this helps students critically evaluate how their data is used and what tradeoffs they're making online.

Objectives

Students will:

1. Explain how digital behavior contributes to personal data and online identity.
2. Evaluate how AI uses personal data to make predictions or judgments.
3. Analyze the tradeoffs between privacy, convenience, and personalization.
4. Reflect on ways to manage and protect their digital identities.

Materials Needed

1. AI Identity Builder Handout (found on page 6)
2. Projector or Smart TV
3. Sample user data slips or fictional behavior cards (located in the handout)
4. Video: Self-Sovereign Identity

Assessment

Students will demonstrate understanding by:

1. Using data behavior prompts to build a simulated digital identity through the AI Identity Builder handout.
2. Evaluating how AI might make predictions or assumptions based on personal data.
3. Proposing at least one step for managing their digital identity.

Warm-Up - 5 minutes

Teacher Will	Students Will
1. Display 3-4 anonymized digital behaviors: • Likes animal videos • Shops online at midnight • Posts hiking photos	**1.** Make predictions about the anonymous person's identity based on data clues. Reflect and discuss what AI might infer about their own behaviors.
2. Prompt the class with the following questions: • *Based on this person's digital behavior, what assumptions can you make about them?* • *Now, consider your own digital behavior. How much could AI figure out about you from your online behavior?*	

Introduction - 5 minutes

Teacher Will	Students Will
1. Explain the following: • *Your digital identity is the version of you built by your online data, i.e., what you click, share, and search. It affects what you see, how you're advertised to, and one day, may even determine whether you are hired for a job.*	**1.** Listen to the teacher about the key definitions.
	2. Summarize the definitions.

Teacher Will	Students Will
2. Introduce the following key terms: • **Digital identity** - The collection of data that represents you online. • **Digital tradeoff** - Choosing between convenience and privacy when using technology.	**3.** Respond to the questions asked by the teacher.
3. Provide the prompts: • *Can we ever fully control our digital identity?* • *Who owns your digital identity?* • *How comfortable are you with the concept of the digital tradeoff? What data are you willing to share in a digital tradeoff?"*	

Discovery Activity: Building an AI-Profile Simulation - 30 minutes

Teacher Will	Students Will
1. Distribute the AI Identity Builder Handout (found on page 6)	**1.** Work in pairs to complete the simulation.
2. Assign fictional personas or let students create one.	**2.** Decide how AI would "see" the person.

Teacher Will	Students Will
3. Ask to students to use behavior data (online shopping, gaming, search history, device usage) to simulate how AI might profile this person. Then they will ask to assess: Is it accurate? Fair? Safe?	**3.** Discuss the following questions: • Is this identity complete? • What could go wrong? • What would a biased AI assume?
4. Facilitate a brief discussion: • *What benefits come from personalization?* • *What are the risks of giving away too much data?* • *How can people protect their identities without giving up the internet entirely?*	**4.** Share with the class if prompted by the teacher.

Closure - 5 minutes

Teacher Will	Students Will
1. Prompt the students with the following question: • *What's one step you can take to manage or protect your digital identity?*	**1.** Respond to the teacher's questions and reflect on the idea of SSI. Possible student answers: • What's one step you can take to manage or protect your digital identity? ◦ Think before posting ◦ Adjust privacy settings ◦ Be aware of what you share ◦ Monitor your online presence
2. Introduce Self-Sovereign Identity (SSI) as a growing concept in data ownership.	
3. Show the following video: Self-Sovereign Identity	

Teacher Will	Students Will
4. Provide the prompts for discussion: • *Why is it important to integrate SSI into our digital systems and the development of AI?* • *What is the biggest obstacle to everyone having SSI?*	**3.** Respond to the discussion prompt. Possible student answers: • Why is it important to integrate SSI into our digital systems and the development of AI? ◦ *SSI is important because it empowers individuals to control their personal data, thereby enhancing privacy and security. Integrating it into digital systems and AI builds trust, ensures the ethical use of data, and reduces the risk of identity misuse.* • What is the biggest obstacle to everyone having SSI? ◦ *Lack of infrastructure in many countries or regions* ◦ *Limited awareness and understanding among users and organizations* ◦ *Technical barriers, like needing digital wallets or secure devices* ◦ *Incomplete support from governments, businesses, and global institutions*

Extension Options

- Research a real-world example of data misuse or identity theft and present prevention strategies.
- Debate: “Should individuals own and control all of their personal data?”
- Create a visual “Digital Self-Portrait” showing the difference between how AI might see them and how they see themselves.

AI Identity Builder

Name: _____
Dates: _____
Period: _____

Your task is to act like an AI. Based on a fictional person's digital behavior, build their AI-generated digital identity profile. Then reflect on how accurate, helpful, or risky this digital story might be.

Part 1: Behavior Snapshot

- Read through the behavior data from your assigned fictional persona. Use the data to answer the questions below.

Online Behavior	Data Points
What do they search for online?	
What apps do they use most?	
What kinds of content do they like or follow?	
What time of day are they active online?	
Where are they located?	
Have they made online purchases? If so, what kinds?	

Part 2: Build Their AI Identity

- Based on the behavior above, what would an AI assume about this person?

Category	AI's Assumption
Personality	
Interests	
Shopping habits	
Age range	
Occupation or lifestyle	
Political or social beliefs	
Risk level (for banks, employers, etc.)	

Part 3: Reflection

A. What problems might arise if this profile, which is created by AI, is used to make decisions about the person?

B. Is this person at risk at all? Could they be targeted online?

C. What would you want to control or protect in your real digital identity?

Fictional Profile Cards [1 per group]

Persona 1: Marcus

Marcus is an active user of both Instagram and YouTube. His feed includes workout routines, car mod tutorials, and trending posts about cryptocurrency. He frequently searches for protein shake recipes, Bitcoin market updates, and performance car upgrades. Marcus plays Call of Duty almost daily, often late into the evening. He's recently made a few online purchases—car parts from eBay and fitness gear from Amazon. Marcus lives in San Antonio, Texas, and tends to browse his phone during breaks at work and while commuting.

Persona 2: Emma

Emma begins her day early, often checking Pinterest between 6:00 and 8:00 a.m. while sipping her coffee. She pins ideas for family travel, weekly meal prep, and Montessori toy reviews. Her recent search history includes phrases like "quick healthy dinners," "eco-friendly cleaning tips," and "budget wedding décor." Emma watches romantic comedies and cooking shows on Netflix and occasionally shops online for kitchen gadgets and organic snacks. She lives in Des Moines, Iowa, and typically goes offline by 9:00 p.m.

Persona 3: Jayden

Jayden is a digital privacy enthusiast who avoids mainstream platforms like Instagram or Facebook. Instead, he spends most of his time on Discord and Reddit, engaging in discussions around open-source software and online privacy tools. He frequently visits subreddits like r/privacytools and r/linux, and he uses a VPN along with a privacy-focused browser. His searches include "how to block trackers," "alternatives to Google," and "is surveillance capitalism real?" Jayden avoids online shopping, rarely clicks on ads, and uses an encrypted messaging app. He lives in Boston, Massachusetts, and tends to browse throughout the day on his Linux-based phone.

Persona 4: Zoe

Zoe is 12 years old and just got her first phone last year. She uses it mainly to watch videos on YouTube Kids and to message her friends on an app her parents approved. Her screen time is limited to two hours a day, mostly between 4:00 and 6:00 p.m. after homework. Zoe loves animal videos, Minecraft tutorials, and dance challenges from family-friendly TikTok creators (viewed on her parent's shared account). She recently searched for "cute school supplies," "how to draw anime eyes," and "birthday ideas for 12-year-olds." Zoe hasn't made any online purchases herself,

but her browser history shows she's clicked on ads for squishmallows and gel pens. She lives in a suburb near Sacramento, California.

Persona 5: Isaiah

Isaiah is a 16-year-old high school junior who's on his phone a lot—especially after school and late at night. He scrolls Instagram Reels, keeps streaks going on Snapchat, and uses Spotify to find new hip-hop tracks. Recently, he's been searching for "how to get into a good college," "part-time jobs for teens," and "best laptops for students." He follows a few motivational creators and watches content about student-athlete life and college admissions. On weekends, he plays Fortnite with friends and occasionally streams on Twitch. Isaiah has clicked on ads for athletic shoes, tech gear, and pre-college summer programs. He lives in Phoenix, Arizona, and sometimes uses school Wi-Fi to access content during lunch.

Answers - Behavior Snapshot & AI Identity for each persona

Persona 1: Marcus

Behavior Snapshot

Online Behavior	Data Points
Searches	Bitcoin, protein shakes, car parts
Apps Used	Instagram, YouTube, Call of Duty
Content Liked	Crypto, fitness, car repair
Online Time	Late evening
Location	San Antonio, TX
Purchases	Gym gear, car parts

AI Identity

Category	AI's Assumption
Personality	Competitive, ambitious, image-conscious
Interests	Fitness, gaming, investing
Shopping habits	Tech and fitness-related purchases
Age range	Early 20s
Occupation or lifestyle	Possibly student or gig worker
Political or social beliefs	Likely independent or libertarian-leaning
Risk level (for banks, employers, etc.)	Medium (AI may flag for crypto interest patterns)

Persona 2: Emma

Behavior Snapshot

Online Behavior	Data Points
Searches	Meal prep, Montessori toys, eco-cleaning
Apps Used	Pinterest, Netflix
Content Liked	Travel, family organization, rom-coms
Online Time	Early mornings & late evenings
Location	Des Moines, IA
Purchases	Kitchen gadgets, organic snacks

AI Identity

Category	AI's Assumption
Personality	Organized, nurturing, family-oriented
Interests	Parenting, food, lifestyle wellness
Shopping habits	Health-conscious and home-related items
Age range	Late 20s–early 30s
Occupation or lifestyle	Possibly parent or teacher
Political or social beliefs	Moderate to progressive
Risk level (for banks, employers, etc.)	Low (valuable consumer for targeted ads)

Persona 3: Jayden

Behavior Snapshot

Online Behavior	Data Points
Searches	Surveillance capitalism, VPN tools
Apps Used	Reddit, Discord
Content Liked	Privacy tools, open-source software
Online Time	All day intermittently
Location	Boston, MA
Purchases	Rarely shops online
Other	Uses DuckDuckGo, VPN, encrypted messaging

AI Identity

Category	AI's Assumption
Personality	Skeptical, independent, privacy-focused
Interests	Cybersecurity, online freedom
Shopping habits	Avoids targeted advertising entirely
Age range	Late 20s (possibly misread by AI)
Occupation or lifestyle	Tech worker or hacker stereotype
Political or social beliefs	Libertarian or anti-corporate
Risk level (for banks, employers, etc.)	High anomaly score (hard to track = flagged)

Persona 4: Zoe

Behavior Snapshot

Online Behavior	Data Points
Searches	Anime drawing, birthday party ideas
Apps Used	YouTube Kids, kid-friendly messenger
Content Liked	Minecraft, animals, dance challenges
Online Time	4:00–6:00 PM
Location	Sacramento suburbs
Purchases	Clicked ads for squishmallows, gel pens (no purchases)

AI Identity

Category	AI's Assumption
Personality	Playful, creative, curious
Interests	Art, gaming, school supplies
Shopping habits	Potential buyer of toys, art kits
Age range	Correctly inferred as under 13
Occupation or lifestyle	Student in school system
Political or social beliefs	Not tracked due to age restrictions
Risk level (for banks, employers, etc.)	Protected under Children's Online Privacy Act (COPPA); limited tracking allowed

Persona 5: Isaiah

Behavior Snapshot

Online Behavior	Data Points
Searches	College admissions, jobs for teens, laptops
Apps Used	Snapchat, Spotify, Twitch
Content Liked	Music, sports, academic support
Online Time	Afternoons and late nights
Location	Phoenix, AZ
Purchases	Clicked on ads for shoes, tech, and camps

AI Identity

Category	AI's Assumption
Personality	Motivated, socially active, college-bound
Interests	Music, sports, school success
Shopping habits	Tech-savvy consumer, student budget
Age range	16–18
Occupation or lifestyle	High school student, potential athlete
Political or social beliefs	Moderate; not strongly expressed
Risk level (for banks, employers, etc.)	Low to moderate; likely considered a high-value future customer