

Essential Question: What have you learned about protecting your own privacy and respecting the privacy of others in this unit?

Learning Overview and Objectives

Overview: Students review what they have learned in the Privacy and Digital Footprints unit about protecting their privacy online and respecting the privacy of others.

Students play *Top Secret*, an interactive narrated tutorial about privacy. In this interactive, students follow the story of two young people, Chris and Mariah, as they deal with ethical and practical issues, both online and offline, related to sharing information online. At various points in the story, students decide what the characters should do next, or evaluate actions the characters have taken. Students then receive feedback based on the choices they make and discuss the main points of the tutorial as a group.

objectives

Students will:

- Judge when sharing online crosses the line to over-sharing
- Explore the responsibility one has to others to keep their information private
- Discuss what role parents and teachers should have in students' online lives

Materials and Preparation

Materials

- **Top Secret** interactive narrated tutorial
- **Story Transcript Student Handout**

Preparation

- Download or stream the **Top Secret** interactive narrated tutorial on student computers for 1:1 or small group experience, or to LCD projector for the whole class
- Copy **Story Transcript Student Handout** (take-home review optional)

Parent Resources

- Send parents the **Protecting and Respecting Privacy Online Parent Tip Sheet**
- Send parents the link to the **Privacy Parent/Teacher Intro Video**

Key Vocabulary

Terms of Service: The rules you agree to in order to use a website or online service

teaching plans

Introduce

EXPLAIN to students that they are going to go through an online story that covers key ideas about privacy and personal information. Tell them they will follow the story of Chris and Mariah, as well as some of their siblings, parents, and teachers. They will be asked to decide what the characters should do next at various points in the story, or to judge actions the characters have taken. They will have three options for each question, and they will be given feedback on their responses. In some cases there will be no right or wrong answers.

Teach 1: Play *Top Secret*

REVIEW the Key Vocabulary with students.

GUIDE students to access *Top Secret*. The questions and responses are listed on the **Story Transcript Student Handout**, which you can refer to while students are going through the tutorial. You may also send the Handout home with students to review after they are finished.

Teach 2: Debrief on *Top Secret*

ASK students to name some of the consequences of personal information getting out of one's control that they know about, either from *Top Secret* or elsewhere.

Sample responses:

- *Identity theft*
- *Unwanted contact because of too much public information*
- *Hurting someone's feelings*
- *Embarrassment*
- *Hurting your reputation*
- *Ruining relationships*

REMIND students that they have learned a lot about how public the Internet is, about the benefits of the culture of sharing, and the risks of over-sharing.

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK

- *How important is it to manage your privacy on the Internet? Why?* (Very important because it can impact safety, reputation, and relationships.)
- *What information is safe to make public online?* (It depends on the content, context, and audience. One should be very careful about sharing Personally Identifiable Information, such as address and Social Security number, and Personally Embarrassing Information, such as embarrassing photos or secrets you don't want to make public.)
- *When someone shares his or her personal information with you, what responsibilities do you have?* (One should feel very responsible to others both offline and online. Students should know that the risks of spreading private information about others online are oftentimes greater than offline because of the nature of public information.)

REVIEW three major takeaway points with students:

- *The Internet is a very public place, and you should therefore tend to your digital footprints as much as you can*
- *There are many benefits to the culture of sharing, but there are risks as well*
- *It is important to respect the privacy of others when you are online*



Extension Activity

Students write down secrets (general statements, no details) without identifying themselves. They then place the secrets in a hat and the teacher randomly draws them. For each piece of information, students must explain: (1) how someone would feel if that information became public on the Internet, and (2) what the consequences might be for that person.

Alignment with Standards — National Educational Technology Standards for Students[®] 2007

(Source: International Society for Technology in Education, 2007):

1. Digital Citizenship

- advocate and practice safe, legal, and responsible use of information and technology
- exhibit a positive attitude towards using technology that supports collaboration, learning, and productivity
- demonstrate personal responsibility for lifelong learning