

Self-Management

Lesson Title: Keep Out: Privacy In Person and Online

Grade Level: 3-5



Project and Purpose:

Students play a game to explore the concept of privacy in person and online.

Essential Question:

What does privacy on the Internet really mean and why does privacy matter?

Materials:

- Character Descriptions for **The Privacy Game**
- Keep Out: My Privacy Statement worksheet
- In a remote environment, meeting software will need to have “breakout room” or similar function enabled allowing for small group discussions and handouts will need to be shared with student groups by email or chat function

Procedure:

Introduction:

1. Begin the discussion by asking students to define what privacy means to them. Privacy is defined as the state of keeping yourself or something special apart from or out of view of others so that nobody disturbs or intrudes upon your life or possessions.
2. What does the phrase “Mind your own business” mean to your students?
3. Explain that in today’s session, students will explore the concept of privacy through discussion and by playing a game.

Direct Instruction (I do):

1. Share the ways you appropriately kept certain things private when you were young. Some possible examples to consider might be how you:
 - Made signs for your door or a space
 - Kept certain possessions private
 - Marked your diary or journal private (one that might have been an actual book or document rather than an online word document).
 - Disguised objects as something else
 - Kept secrets

Guided Exploration (We do):

1. Continue the exploration with the following guided prompts:
 - What do you like to keep private?

- How do we maintain our privacy? Are students allowed to shut the door to their bedrooms? To the bathroom when they are using the toilet or bathing?
- Are there any possessions that you keep hidden from your brother, sister or friends that you would prefer that they not use or touch?
- What information do we keep private at school? (i.e., grades, challenges, report cards) Why? How does that make you feel?
- Ask your students if there was a time in which his or her privacy was “invaded” or disrespected. How did that make them feel?
- Explain to students that privacy on the Internet is just as important, but perhaps more complicated because we can’t always know who is “seeing” or “watching” our activities online. Just like keeping our important possessions tucked away from a brother, sister or friend who we may not want to touch our toys, books or games, there are ways to protect ourselves online.

Independent Practice (You do):

1. Play The Privacy Game. Print out the handout and cut apart the character descriptions. Divide students into groups of six and pass out a character strip to each student. Ask students to introduce themselves to their group members. With more students than characters, assign multiple students to a character, create new characters yourself, or have students create their own characters.
2. Ask students to walk around the room — with their handouts — and introduce themselves to each other, as their character. In each conversation, they must share at least three of their answers.
3. Have the students re-group in their seats. Ask the following questions:
 - Were there any facts that you did not share with anyone? Which ones? Why?
 - Did everyone make the same choices about what to share? Why/why not?
 - Depending on whom you share with, why might you share more, or less, of this kind of information? When would you share it?
4. Explain that privacy is the ability to control what other people know about you. You can do this by saying certain things about yourself (like telling other people your address or what you like to do for fun) or doing things around other people (like going to a toy store with your friends and picking out your favorites). Privacy matters whether you are in a room with other people or talking to them online.
5. Privacy is based on your own personal decisions. What privacy means to you and your family might be very different than what privacy means to the other kids in this class and their families. If we’re more aware of what we value as private, and how our behaviors online can shape our privacy, we’ll be able to make better choices about what kind of privacy we want.
6. Privacy also changes depending on the information and with whom it is shared. For example, would you share your home address with your parents? Your friends? Your teacher? A stranger? Explain your answers.
7. Unfortunately, it is important to remember that there is very little real privacy online. It is important to think about the information you share, where you go and what you “say” or post online, because there are a lot of digital strangers.

Conclusion:

Summarize the themes of the lesson. Have students write a statement about what privacy means to them and the importance of understanding the challenges of privacy in “real life” and in our digital lives.

The Privacy Game: Sarah

Pretend to be the character you have been assigned. Introduce yourself to your classmates and choose at least three (3) facts to share about yourself. You can only share the following things about who you are. Whether or not you share your secret is up to you!

Character: Sarah Marks

Age: 8

Address: 3452 Rosebud Road

Phone number: 555.3424

Parents'/Guardians'/Caregivers' Jobs: Mom is a software engineer (makes apps for kids), Dad is lawyer

Secret: My best friend Ellen's parents are getting a divorce

The Privacy Game: Alan

Pretend to be the character you have been assigned. Introduce yourself to your classmates and choose at least three (3) facts to share about yourself. You can only share the following things about who you are. Whether or not you share your secret is up to you!

Character: Alan Huang

Age: 10

Email address: doug.houser@hospital.com

Address: 153 Willow Lane

Parents'/Guardians'/Caregivers': Dad works as a pediatrician (doctor for children)

Secret: Sarah is in my class and she needs braces but doesn't want anyone else to find out at school.

The Privacy Game: Ilana

Pretend to be the character you have been assigned. Introduce yourself to your classmates and choose at least three (3) facts to share about yourself. You can only share the following things about who you are. Whether or not you share your secret is up to you!

Character: Ilana Santos

Age: 9

Personal blog: AlejandraWritesStories.com

Phone number at home: 555.3145

Personal cell phone number: 555.9265

Secret: I have written stories for other kids and am really popular, but I write stories as "Alex Jones" so no one knows who I am.

The Privacy Game: Javier

Pretend to be the character you have been assigned. Introduce yourself to your classmates and choose at least three (3) facts to share about yourself. You can only share the following things about who you are. Whether or not you share your secret is up to you!

Character: Javier Martinez

Age: 6

Family: I am Ellen's little brother; Sarah Marks is Ellen's best friend.

Address: 41 Oak Tree Drive

Secret: My sister Ellen is failing her math class but no one knows!

The Privacy Game: Ayana

Pretend to be the character you have been assigned. Introduce yourself to your classmates and choose at least three (3) facts to share about yourself. You can only share the following things about who you are. Whether or not you share your secret is up to you!

Character: Ayana Watkins

Age: 13

Birthday: June 2nd

Job: Works at her parents' bakery

Bakery Address: 708 Sweets Circle

Secret: The key to the bakery is hidden behind the flowerpot

The Privacy Game: Penny

Pretend to be the character you have been assigned. Introduce yourself to your classmates and choose at least three (3) facts to share about yourself. You can only share the following things about who you are. Whether or not you share your secret is up to you!

Character: Penny Wilkins

Age: 13

Address: 162 Willow Lane

Job: Babysitter (her nieces and nephews)

Personal email address: heyitspenny016@gmail.com

Secret: I keep the money I make from babysitting in an envelope under my pillow.

Source Information for Privacy Game:

- <http://dlrp.berkman.harvard.edu/node/85>
- <http://dlrp.berkman.harvard.edu/node/96>
- http://blogs.harvard.edu/youthandmediaalpha/files/2016/08/Curriculum_v2_ES_Privacy_and_You.pdf

What is the DLRP?

The Digital Literacy Resource Platform (DLRP) is an evolving collection of tools that you can use to learn more about online safety, privacy, information quality, creativity, and copyright. These tools aim to empower you with knowledge about connected learning environments and other parts of the digital world so you can make the online choices that are right for you. If you are responsible for educating others, these tools will also support you as you teach, parent, or fill other valuable guidance roles. Our goal is to support the co-creation of trustworthy and supportive digital spaces for all of us.

The DLRP is designed and maintained by the Berkman Klein Center for Internet & Society at Harvard University, with support from the MacArthur Foundation's Digital Media Literacy Trust Challenge Competition.

Who can use the DLRP?

Anyone! There is something here for everyone, with a focus on resources for educators, librarians, school administrators, parents, and youth. Even if a resource is labeled for a different audience, go ahead and try it out! The digital world is dynamic, and these tools are designed to be as well. If something looks interesting, check it out!

