



# LESSON PLAN Privacy

**Target audience:**  
12-16

**Duration: 45 mins – 1 hour**

**Lesson Aims:**

Children will understand:

- The most appropriate actions to take in protecting their personal information, and will begin to develop strategies to keep themselves safe.
- The possible consequences of not making the most appropriate choice when deciding what personal information they should post online.

**Curriculum Notes and Resources**

Children and young people need to behave safely and responsibly. When using digital communications, pupils should develop an understanding of safe practices and follow them. For example, they should be cautious about sharing personal information and viewing digital images. They should also recognise the need to show respect towards others by: not divulging personal data; complying with data protection regulations

It is important to address some basics with pupils in this privacy session.

Passwords

Highlight the importance of keeping your passwords a secret and having a strong password.

The following information from Microsoft may be helpful.

An ideal (strong) password is long and has letters, punctuation, symbols, and numbers.

- Whenever possible, use at least 14 characters or more.
- The greater the variety of characters in your password, the better.
- Use the entire keyboard, not just the letters and characters you use or see most often.

**Avoid creating passwords using:**

- **Dictionary words in any language.**  
Words in all languages are vulnerable.
- **Words spelled backwards, common misspellings, and abbreviations.**  
Words in all languages are vulnerable.
- **Sequences or repeated characters.**  
Examples: 12345678, 222222, abcdefg, or adjacent

**Pupil Opportunities**

Pupils will practice the following skills:

- taking responsibility for the needs of others
- making real choices and decisions
- considering social and moral dilemmas
- finding information and advice

**Desirable Outcomes:**

- To know how to use ICT to share and exchange information
- Pupils will know what they need to consider when creating an online profile in order to stay safe.
- Pupils will learn about the level of personal information that is safe to give out and include in a profile.
- Pupils will be able to make comparisons between information they would be happy to give away in the offline world compared to the online world.



letters on your keyboard (qwerty).

- **Personal information.**

Your name, birthday, driver's license, passport number, or similar information.

Further information can be found at

<http://www.microsoft.com/protect/fraud/passwords/create.aspx>

- Pupils will learn about the possible consequences of making the wrong choice when putting together an online profile or posting online.

**Technical Vocabulary:** blog, wiki, social network, profile

**Preparation:** Ask pupils to consider the information that is available about them online. Is there anything there that they wouldn't want others to see? Explain to the pupils that we all have a digital footprint that we are all constantly adding to and that we need to consider what other people will think of us or be able to find out about us in the future.

**Activity:**

1. Ask the pupils to write down how they would like to be viewed by others in the future, for example when they are 25. What characteristics would they like others to associate with them?
2. Ask them to work to list the information that they think might be available about them now online. Who do they think has put this information there? Was it all done by them?
3. Ask them to use the internet to find as much information about themselves as they can – using search engines, directories etc. There are now a number of search engines which allow users to conduct searches for information about individuals. For example [www.123people.co.uk](http://www.123people.co.uk)
4. From the information that they find, how much of it do they actually control?

**Discussion Points:**

How does technology make us impulsive? (see the “net effect” danah boyd<sup>1</sup> which explains how the internet changes things.)

- Loss of inhibitions
- Feeling of safety
- Perceived anonymity, “I won't get caught”

Show video “The Photo Album”

This video from “Dubestemmer – *You Decide*” is an excellent example which makes us consider carefully how the future will see us. A girl in the video is chatting to her friend on her mobile about a party that took place the previous day. She is just about to upload some pictures of the party to Facebook. The pictures show drunk and sexual behaviour. The girl's brother asks whether she is really going to upload these – even he seems shocked – she tells him to mind his own business and asks when he became so moral! Just as the girl is about to upload the images, she hears a noise in the attic and goes to investigate. In the attic she finds a photo album marked “Granny” and opens this. The pictures are from Winter 1952 and show granny when she was young. Unfortunately the pictures destroy the image that the girl has of her grandmother and show her drinking, smoking and engaged in sexual behaviour.

The girl goes back downstairs and decides not to publish the photos on her Facebook site. How will the future see you?

See [www.dubestemmer.no](http://www.dubestemmer.no) for the videos.

1. What information can they remove? What can they not remove?
2. Ask pupils to write down their definition of a digital footprint. What does it mean to them?
3. How easy is it for them to find out information about themselves?
4. Are they happy with the levels of privacy that they have online? Are there things they can do to make it more difficult for others to access, ie. increase their privacy settings?

<sup>1</sup> <http://www.connectsafely.org/Commentaries-Staff/online-safety-30-empowering-and-protecting-youth.html>

5. Do they have any old profiles online that they no longer use?
6. Old profiles should be deleted before they are forgotten by you (but perhaps not by others)

**Preparation:** Many young people don't understand about the importance of passwords and how to create safe passwords

**Activity:**

1. Do you know what a strong password is? Write a definition of a strong password.
2. Do you have a strong password? Could it be guessed by others easily? Does anyone else know your password? Do you use a name, favourite band, date of birth? Are there clues to your password on your profile?

**Extension Activities:**

Can pupils create a quick guide to help adults understand the privacy settings on Facebook? What do they need to look out for?

**Links to National Curriculum:**

Online safety is relevant to three key areas of the national curriculum for Key Stage 3, citizenship, ICT and PSHE.

**Citizenship:**

Key Processes 2.3 Taking informed and responsible action

Pupils should be able to:

- a. explore creative approaches to taking action on problems and issues to achieve intended purposes
- b. work individually and with others to negotiate, plan and [take action](#) on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
- c. analyse the impact of their actions on communities and the wider world, now and in the future
- d. reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

Curriculum Opportunities

The curriculum should provide opportunities to:

- i. use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

**ICT**

Key Concepts

1.4 Impact of technology

- a. Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.
- b. Recognising issues of risk, safety and responsibility surrounding the use of ICT

Key Processes

2.3 Communicating information

Pupils should be able to:

communicate and exchange information (including digital communication) effectively, safely and responsibly. **“Safely and responsibly” is defined as:**

**when using digital communication, pupils should develop an understanding of safe practices and follow them. For example, they should be cautious about sharing personal information and viewing and uploading digital content. They should also recognise the need to show respect towards others.**

Range and content

The study of ICT should include

d. developing an understanding of the need to:

- Keep information secure – for example keeping copies safe, backing up work and protecting passwords or PINs to avoid identity theft.

e. the impact of ICT on individuals, communities and society, including the social, economical, legal and ethical implications of access to, and use of, ICT. – This could include, issues relating to ownership, copyright, plagiarism and privacy of information; effects on employment and working practices; effects on local communities; sustainability issues; the causes and implications of unequal access to ICT locally, nationally and globally; and the abuse of ICT, including the issue of cyberbullying.

## **PSHE**

Key Concepts

### 1.3 Risk

- a. Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- b. Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.

Key Processes

### 2.1 Critical reflection

Pupils should be able to:

- a. reflect on feelings and identify [positive ways of understanding](#), managing and expressing strong emotions and challenging behaviour
- b. develop self-awareness by reflecting critically on their behaviour and its impact on others.

### 2.2 Decision making and managing risk

Pupils should be able to:

- a. use knowledge and understanding to make informed choices about safety, health and wellbeing
- b. find information and support from a variety of sources
- c. assess and manage the element of risk in personal choices and situations
- d. use strategies for resisting unhelpful peer influence and pressure
- e. know when and how to get help
- f. identify how managing feelings and emotions effectively supports decision-making and risk management.

### 2.3 Developing relationships and working with others

Pupils should be able to:

- a. use social skills to build and maintain a range of positive relationships
- b. use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c. use the social skills of communication, [negotiation](#), assertiveness and collaboration
- d. value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- e. challenge prejudice and discrimination assertively.