Daily Lesson Plans – Lesson 3

Instructional Days: 4 - 5

Topic Description: This lesson is a deeper look into the topic of Privacy. In the previous lesson we debated whether we should give up privacy for security. This lesson will look into what privacy really is and ask the question, "Are we really willing to give up our privacy?"

Objectives:

The students will be able to:

- Define the key aspects of privacy.
- Define the 3 dimensions of privacy.
- Make connections between the personal data that is created and the data that is shared.
- Critique good and bad privacy agreements
- Recognize the many ways that students create data on a daily basis.

Outline of the Lesson:

- Review the last lessons debate about privacy vs. security. (10)
- Discuss the difference about privacy and convenience, to show privacy in a different light and delve deeper into the meaning of privacy (20)
- Students will fill out the Communication Methods and Data Chart (20)
- Assign Data Journal for homework after the first class
- Discuss all aspects of personal information, where is it, how is it used, who sees it, and is it private anymore. (20)
- Students read Time magazine article on privacy policies and Discuss (10)
- Students read Center for Plain Language report card and write a 5 paragraph essay on what surprising information they learned from it. (30)

Student Activities:

- Fill out the Communication Methods and Data Chart
- Fill out Data Journal, recording every time they create data
- Read Time magazine article on privacy policies
- Read examples of difficult writings at the end of the Center for Plain Language Report Card
- Write a 5 paragraph essay on 3 surprising things they learned from the two articles

Teaching/Learning Activities:

- Review the Privacy vs. Security Debate
  - o It's important to recall the different outcomes of the debate last class. This lesson attempts to expose the dichotomy of the meaning of privacy. When we talk about privacy vs security in a bigger sense we are willing to give up some privacy. However, when we talk about privacy vs security in cyberspace we want as much privacy as we can get.
- Discuss the difference about privacy and convenience
  - o We turn the argument around in cyberspace and talk about the difference of privacy vs convenience. Are they the same?

- o We must also define privacy a little deeper. The students will learn the key aspects of privacy and the three dimensions
- Students will fill out the Communication Methods and Data Chart
    - o The data chart is a google form that asks the student to answer scenario specific questions ascertaining the reasons they would use a certain mode of communication. This highlights possible issues with the types of communications chosen.
    - o Discuss some of the answers with the remaining class time
- Assign Data Journal for homework after the first class
    - o This journal is for students to track what data they actually produce every day.
    - o It is necessary to help the students understand that they continually create data, they do not see it. Every time they are on the phone, watch TV, arrive home, go to the store, etc. etc. (This can be used for discussion tomorrow
- Discuss all aspects of personal information
    - o Discuss with the students where all their data is right now. Doctors, school, stores, political parties, etc.
    - o Discuss with the students how all that data might be used. Is it for good or bad, for me or against me, etc.
    - o Discuss with them who sees all this information, is it just the people you gave it to or do other people see it as well. Is it clear? Who even owns this data? A good Segway into privacy policies.
- Students read Time magazine article
    - o This article compares some of the biggest companies and their privacy policies. It bases it on The Plain Writing Act of 2010 a law designed to eliminate bureaucratic gobbledygook.
- Students read Center for Plain Language report card
    - o They actually read difficult writing section that presents bad examples of writings and better ways to write. The section is in Appendix B at the end of the report.
    - o Students will write a 5 paragraph essay on surprising things they learn reading the prior two articles. The essay should be in proper 5 paragraph form.

Resources:

- http://time.com/3986016/google-facebook-twitter-privacy-policies/
- Data Journal (Word Document)
- Privacy, You Don't Need it, …. Do you? (PowerPoint Presentation)
- Communication Methods and Data Chart https://docs.google.com/forms/d/e/1FAIpQLSeq1ZucyuvM6ZLiUrp4SSYRSs6V7KXxxx9e9xKViNWwys54ng/viewform
- Center for Plain Language Report Card http://centerforplainlanguage.org/wp-content/uploads/2013/08/Who-made-the-grade_-2014-Federal-Plain-Language-Report-Card-wExamples-2.pdf Read Appendix B at the end of the document

Notes for Future:

- The "Communications Methods and Data Chart" and the journal exercises work well. It expands the students' knowledge of just how much data they create.
- There is a small chance they do not take either seriously and just put nonsense.

- I have had many students do the data journal on the last day so I think it's important that it is looked at or graded every day.