

## Respecting The Digital Privacy Of Yourself And Others

**Essential Understanding:**

Behaving responsibly online is essential for safety, security, relationships, and producing quality academic work.

**Learning Outcome(s):**

- Students will know and be able to use programs and internet sites responsibly, efficiently and ethically.
- Students will understand how to protect their privacy and the privacy of others and why it is important to do so.

**Common Core Standard(s):**

- SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**IFC Standard(s):**

- Considers culturally divergent and opposing viewpoints on topics.
- Recognizes the effect of different perspectives and points of view on information. (IFC Assessment 8.4: The Effects of Different Perspectives on Issues/Topics).



# GRADE 7

# Digital Citizenship Strand: Responsibility

| LEARNING/TEACHING ACTIVITIES                         |   | RESOURCES  |
|--|---|--|
| Mini Lesson  | <p>Elicit a discussion from the class to define “privacy.” Have them brainstorm possible consequences of revealing private information about themselves or others:</p> <ul style="list-style-type: none"> <li>• Potential predators</li> <li>• Scammers/con artists</li> <li>• Reputation</li> <li>• Relationships</li> <li>• Bullying/teasing</li> </ul>   | <p>Who, What, Where, When and Why<br/> <a href="http://goo.gl/epqM1">http://goo.gl/epqM1</a></p> <p>Kathy Schrock’s 5Ws chart<br/> <a href="http://kathyschrock.net/abceval/5ws.pdf">http://kathyschrock.net/abceval/5ws.pdf</a></p> |
| Guided Practice                                      | <p>Read the following website together:<br/> <a href="http://kids.getnetwise.org/safetyguide/danger/privacy">http://kids.getnetwise.org/safetyguide/danger/privacy</a></p> <p>Model a debate about one of the website’s proposed solutions: monitoring software.</p> <ol style="list-style-type: none"> <li>1. What are the benefits to that solution?</li> <li>2. What are the drawbacks?</li> </ol> |  |
| Independent Practice/Check for Student Understanding | <p>Class Debate on Filters:</p> <ul style="list-style-type: none"> <li>• Divide class into two groups.</li> <li>• Groups must research both sides of argument and support their position with evidence from the website using IFC Assessment 8.4.</li> </ul>  | IFC Assessment 8.4   |
| Sharing/Reflection                                   | <ul style="list-style-type: none"> <li>• Selected students from each group will debate the issue while teacher takes notes on a projected blank version of IFC Assessment 8.4.</li> <li>• At the end, class votes on the majority conclusion.</li> <li>• Students then come up with a list of dos and don’ts for all of them to follow to protect their privacy and that of others.</li> </ul>        |  |
| Assessment   | IFC Assessment 8.4, verbal responses, and do’s and don’ts list.   |  |

### **Follow up/Extensions:**

#### **Common Sense Media:**

<http://www.commonsensemedia.org/educators/lesson/oops-i-broadcast-it-internet-6-8>

<http://www.commonsensemedia.org/educators/lesson/secret-sharer-7-8>

<http://www.commonsensemedia.org/educators/lesson/top-secret-7-8>

- Research digital responsibility using print and digital resources and write an essay.
- Evaluate social networking websites.
- Create a 'Responsible Cyber Surfer' booklet explaining digital responsibility and safety.
- Create a video on digital responsibility and safety.
- Role-play situations--which require knowledge on digital responsibility and safety--in order to problem solve.
- Write a letter to classmates, describing digital responsibility and why it is important. Include a real or imaginary experience and the feelings/consequences of those involved.

#### **Websites:**

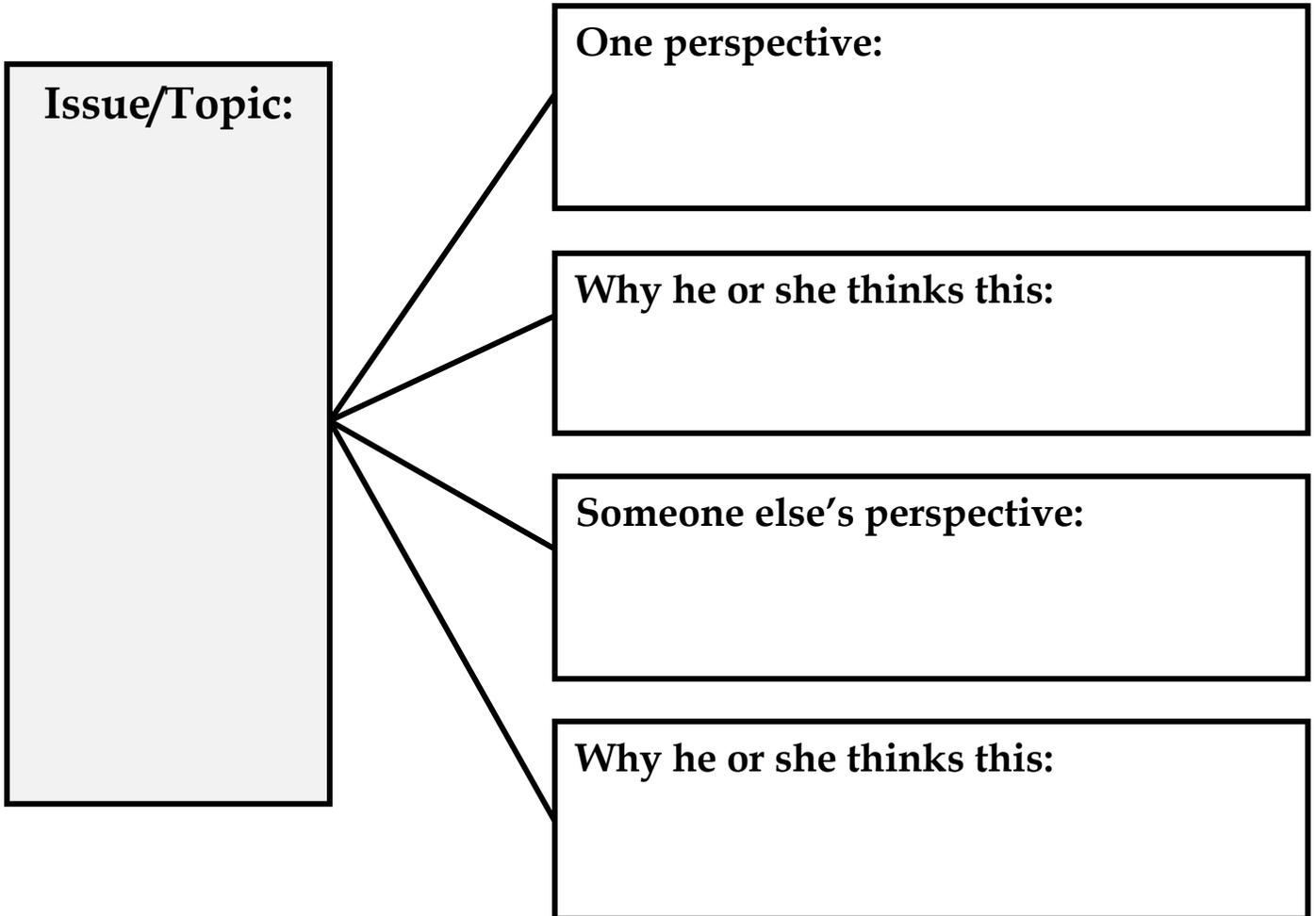
<http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>

<http://kids.getnetwise.org/safetyguide/tips/teens>

<http://www.safeteens.com/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

## The Effects of Different Perspectives on Issues/Topics



**What I think about the two perspectives:**