

# CLASS 4: Simulation: Privacy Under Threat



## CSPE Curriculum Mapping:

### CONCEPT:

Human Dignity; Rights & Responsibilities

**METHODOLOGY:** Simulation of situations

### AIMS:

- To help students have a more personal awareness of how threats to privacy can affect them and those close to them
- To explore how they might react should they experience a threat or breach of privacy in their own lives

### LEARNING OUTCOMES:

After completing the lesson, students should:

- Be more aware of the many situations in which they or those around them may have their privacy compromised
- Have an awareness of what they can do should these situations arise

## ICT Framework Links:

### LEARNING OUTCOMES:

Students, having completed this lesson, should be able to:

- *Demonstrate an awareness of, and comply with, responsible and ethical use of New Media*

### DEMONSTRATION OF LEARNING:

Students using this lesson will have opportunities to:

- *Assess the impact that New Media has on the individual and society*
- *Analyse and discuss the advantages and disadvantages of widespread use and reliance on New Media technologies*
- *Investigate the challenges and solutions New Media present in our community/country*
- *Discuss and agree the consequence of inappropriate and irresponsible use of New Media (e.g. accessing or posting inappropriate or harmful material, etc.)*
- *Respect the rights and feelings of others when using New Media*
- *Discuss and demonstrate appropriate care when using social networking websites*

## OVERVIEW:

Through simulation, students will experience the difficulties and frustrations of several situations in which their privacy is under threat, while exploring the solutions available.

## REQUIREMENTS:

- **Copy of the Watch Your Space Information & Advice Flyer** (see appendix – page 57)
- **5 different role cards (provided); one card per pair of students**

### STEP 1:

**Distribute the Watch Your Space flyer to the class** (*it may be useful to distribute the flyer as a homework reading assignment in advance of the class*).

Note that there are many different situations in which your privacy can be invaded online. Using the flyer as a point of discussion, ask the class to suggest situations, which could arise and note these on the board/flipchart.

### STEP 2:

Divide the class into pairs; each pair must decide who is A and who is B. Then distribute the role cards and ask the students to role-play the situation.

### STEP 3:

After about 10 minutes each pair must take a different situation and swap A/B roles.

### STEP 4:

Take feedback from the class asking the following questions:

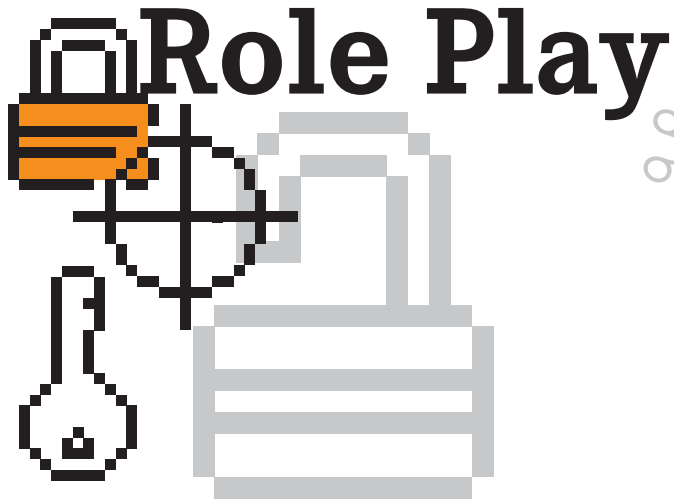
*How did you handle the situations?*

*Were you left frustrated by any role you played?*

*Were you surprised by any of the reactions?*

## HOMEWORK:

Choose one of the roles you played in today's class. Now write a diary entry for that person writing how exactly you felt in the given situation.



You have logged on to your personal page and some of the messages recently added are **hurtful or threatening**. You think a classmate may be responsible.

**A:** You

**B:** Classmate

You have put your mobile phone number on your social networking site and now you are receiving **threatening text messages**. You decide to inform your parents/guardian of the situation.

**A:** You

**B:** Parent/Guardian

Your parent/guardian has seen your page on a social networking site and is **not happy with some of the content** of the page.

**A:** You

**B:** Parent/Guardian

You find out that your 10-year-old brother/sister has a page on a social networking site and has included his/her **phone number on the page**.

**A:** You

**B:** Brother/Sister

You go online and do an internet search of your own name. A photograph of you comes up taken by a friend and posted on the internet **without your permission**.

**A:** You

**B:** Friend

