

Title: Privacy and Social Responsibility in the Digital Age: A Case Study from Denmark

Purpose of the lesson: Explore what can be learned from a recent event in Denmark in which over 1,000 people have been charged with child pornography after forwarding a video of two 15 year olds having sex. [Link to the article from the New York Times](#)

Topics explored in the lesson:

- Legal, moral and ethical issues
- Digital citizenship
- Social media awareness
- Right to Privacy
- Legal, ethical and social responsibility

Audience: Teachers, counselors, administrators and technology coaches or coordinators of upper middle and high school students.

Additional background: In some regard, the way in which the video of the teens in Denmark was distributed is similar to a movement. As a starting point, you may wish to review or use [this short Ted Talk](#) by Derek Sivers about how a movement starts and the crucial role first followers play in launching a movement. In the Danish viral video incident, the first followers are more accurately described as first forwarders.

Lesson: Depending on the path you choose this lesson will take about 60 minutes.

Step 1 - Read and Code: Students individually read and then code [the article](#): Below are two sample coding strategies that could be used.

Coding Strategies:

1. Code using the [Common Sense Media](#) pillars of digital citizenship. An example would be having students code P for Privacy, R for Reputation, DF for Digital Footprint, etc. Choose 2 to 3 of the pillars to choose from the list. This choice will guide the sharing.
2. Code the sequence of events: number each step in the sequence of events. Then, code with an ! the two events that you think were the most important.

Step 2 - Process the article: Below are three possible way to process the article depending on your purpose and the amount of time available.

1. Deconstructing the story- Break down and dig into all the areas where things went wrong. Begin with partners so that all students have an opportunity to share their thinking. Then move on to option for sharing back to the larger group orally

or in written form (ex. Sticky notes and a chalk talk).

2. [Socratic Seminar](#) to engage thinking and voice opinions.

- [Common Sense Media](#) **strands and related Socratic Seminar questions.**
 - Digital Footprint and Reputation: How does sharing this video impact both the reputation of the 15 year olds and the person doing the forwarding?
 - Privacy and Security: What right to privacy do the two 15 year olds deserve?
 - Self-image and identity: What image are you sharing of yourself by forwarding that type of material?
 - Relationship and Communication: What kind of relationship and communications were the people forwarding the video hoping to create?
 - Cyberbullying and Digital Drama: What is Cyberbullying? Does forwarding this video without the consent of the participants meet the criteria for cyberbullying? How can forwarding things like this fan the flames of digital drama? What are the short and long-term implications for those involved in this drama?
- **Other possible Socratic Seminar questions:**
 - Can we ever stop people from sharing pictures or videos without the subjects consent?
 - When, if ever, is it ok to take pictures or videos without subjects consent?
 - Who bears the responsibility or is at fault in this situation?
 - What legal or ethical responsibility did those that received the video have?
 - In the age of social media, can we safeguard individual privacy?

3. [Where Do You Stand Activity](#). This activity will have students place themselves on an imaginary continuum of agreement or disagreement about points from the article. Ideally, connect the questions you ask to what the students coded and/or discussed. Ask for volunteers to share opinions about why they placed themselves in the spot they chose. After several people share thinking, ask students if anyone wants to move from their original position and why.

- Where Do You Stand (Agree/Disagree) sample questions:
 - The Danish police handled this case appropriately.
 - The “first forwarders” should be held to the same level of accountability as the students who did the filming.
 - It’s never ok to take someone’s photo without permission.
 - Sharing this video is cyberbullying.
 - Only the first forwarders should be held legally responsible.

- You are not ethically responsible if you forward the video on.