Public vs. Private Information

Participant Name:	**Margo Darling**
District:	**Brasher Falls CSD**
Grade Level:	**6th**
Subject/Course:	**Library**
Cross-curricular Link:	
Approximate Time (IN MINUTES):	**42 minutes**

CONTENT AND SKILLS

Learning Objectives:

- Evaluate the potential benefits and risks associated with sharing personal information online.
- Analyze the advantages and disadvantages of interacting with strangers in online settings.
- Develop a comprehensive privacy "check-up" plan for online accounts.

Essential Questions (optional):

Students' I can statements . . .

- I can determine the potential benefits and risks of sharing information online.
- I can analyze the benefits and risks of interacting with strangers online.
- I can create a privacy "check up" plan for my online accounts.

How will you meet the needs of SWD and ELL/MLL students?

- Additional time can be given for activities.
- During the video viewing, the teacher could pause the video to give students time to write and reflect.
- Provide more frequent checks for understanding during direct instruction. Ex: At the end of a slide you could instruct students to tell a partner 1 important detail from the slides.
- Mixed ability groupings.
- Use of speech to text and text to speech.
- Provide additional guided practice (instead of I do, we do, you do)
- For the privacy checkup, students could just complete the chart for their top three apps.

NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS
List all standards that authentically align (e.g., K-1.CT.4)

- 4-6.CY.1 Explain why different types of information might need to be protected.
- 4-6.CY.2 Describe common safeguards for protecting personal information.
- 4-6.CY.3 Describe trade-offs between allowing information to be public and keeping information private and secure.

OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)
List all standards that authentically align

https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

- 6SL1- Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

Introduction (4 minutes)

1. Teacher will greet students as they enter the room and instruct them to work on the bell ringer. Set a timer for 2 minutes.
    a. Bell Ringer: What are three types of information you think is NOT appropriate to share online?
    b. Have students take 30 seconds to share with a partner. Then facilitate a whole group share. (6SL1)
    c. Potential responses: Full name, phone number, address, passwords, where you go to school, social security number, etc.
2. Review the objectives and agenda (slide 3).

Direct Instruction (15 minutes) (4-6.CY.1, 4-6.CY.2, 4-6.CY.3)

1. Show students the video *Teen Voices: Who You're Talking to Online* from CommonSense media. As they watch, students should consider the following questions.
    a. Why might we want to talk to interact with people online that we don't know in real life?
    b. What are some things we should keep in mind when we are interacting with people online?
2. Once the video has finished, give students 3 minutes to record their answers (digitally or on paper).
3. Facilitate a group discussion of their answers. (6SL1)
4. Next, review the information on slides 5-6.
5. Complete the check for understanding on slide 7.
    a. With that in mind, what information can be kept public?
6. Facilitate the practice questions on slides 8-11. Each practice involves a social media post. For each post, the students will;
    a. Read through the post and examine the pictures.
    b. Answer the question' What information is (s)he revealing (on purpose or on accident)?
    c. What potential risks could come from sharing this information?
7. Review the answers for the practice questions (slides 9 and 11)
8. Review the information on slide 12, *So how do we keep our information private?*

Practice (15 minutes) (4-6.CY.1, 4-6.CY.2, 4-6.CY.3)

1. Students will read and respond to three different scenarios about keeping online information private. Complete the first example as a class, the second example in partners, and the third example independently. For each scenario the students will answer the following questions.
    a. Is the scenario appropriate?
    b. What potential risks could their behavior cause?
    c. What actions would you recommend they do now?

Real World Connection (5 minutes) (4-6.CY.1, 4-6.CY.2, 4-6.CY.3)

1. Review slide 17, *Privacy Settings.*
2. Allow students to begin the "Social Media Privacy Check-Up" activity. Students should finish this for homework or be given time during the next class day.

Closure (2 minutes)

1. What is one thing you can do now to keep your private info private?

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Slide Deck
- Teen Voices: Who You're Talking to Online
- Privacy Checkup Handout (1/student or have students complete digitally).
- Devices for students to view slideshow and complete the Privacy Checkup Handout
- Digital board for display of slideshow and videos.