

Appendix B - Lesson Plan

Subject: Human Services		Grade: 9	Date:	Duration: 75 minutes
Lesson Overview		<p>This will be an introductory lesson to issues with smartphone usage, focusing on online privacy and data collection. This lesson uses a game to introduce these concepts, and possible actions to take to protect oneself. The game covers the themes of privacy, surveillance, and online safety, while being short and accessible. It is designed to be accessible, but teachers may need to make additional accommodations or construct a different activity for ELL students, depending on the situation.</p> <p>The lesson will start with a discussion of how students use their smartphones, then students will play the game and analyze the main character's choices. Students will brainstorm examples outside of the game of how data collection influences their online habits. From there the class will segue into a discussion of how privacy and convenience become a "tradeoff" at levels of smartphone use, and how comfortable we as smartphone users are in making that trade. After this discussion, students will write a short reflection of roughly 3–5 sentences about which tradeoffs, and to what degree, they feel comfortable making in their smartphone use.</p>		
Class Profile		15-30 Students		
Big Idea(s)		<ul style="list-style-type: none"> ● The interaction of privacy and convenience ● Big data and company analytics, and how data collection works to tailor advertisements ● Issues of geo-tagging, social media privacy, and control over online identity 		
Curriculum Competencies		<ul style="list-style-type: none"> ● Survey issues related to smartphone usage ● Introduction to the concept of privacy, and surveillance. ● Find practical solutions to address real world problems. ● Think critically, creatively, and reflectively to explore ideas and the way they affect your life outside of school. 		
Content		<ul style="list-style-type: none"> ● Our Bitsy game ● Small group discussions ● Journal reflections. 		
Materials & Equipment Needed		<ul style="list-style-type: none"> ● Access to a computer or smartphone ● Handout with discussion questions 		
Lesson Stages		Learning Activities	Time	
1	Hook & Introduction	When the class walks in, the words "privacy" and "convenience" will be written on the board. The teacher will ask students to brainstorm as a class what	5 minutes	

		<p>they think the words mean, or what these words mean to them. They will be asked to think about examples of the concepts in their own lives.</p> <p>This will be helpful for all students, but will also help provide necessary context for ELL students.</p>	
2	Presentation	<p>The teacher will collect the class's ideas orally and ask a student volunteer to write them on the board.</p> <p>The teacher should start by introducing the concept of personal information, working from the following definition if appropriate:</p> <p><i>Personal information: "Information that on its own or combined with other pieces of data, can identify you as an individual." (Office of the Privacy Commissioner of Canada)</i></p> <p>The teacher can use names and date of birth as an example. In isolation, these are both pieces of information about someone, but together they help to identify a particular person. They may need other pieces of information to isolate a particular person though, such as a phone number, country of birth, etc.</p> <p>Depending on what the students produce, the teacher will either provide the following definitions, or choose to work from the classroom definition.</p> <p><i>Privacy: "A state in which one is not observed or disturbed by other people." (Oxford Dictionaries)</i></p> <p><i>Convenience: "The state of being able to proceed with something without difficulty." (Oxford Dictionaries)</i></p> <p>The teacher will then tell the students that they will be playing a game either alone or in pairs, and show the students how to access the Bisty game provided. Then alone, or in pairs, the class will play through the Bitsy game.</p>	25 mins
3	Practice & Production	<p>Once students are finished playing the game, students will break into groups of 4–5 and the teacher will draw attention to the questions on the handout:</p> <ol style="list-style-type: none"> 1. Have you ever been concerned about your privacy online? If so, when? 	35 minutes

		<ol style="list-style-type: none"> 2. Can you think of some examples of someone violating someone else's privacy? Why might that be a bad thing? 3. Do you think it's more important to have more privacy if it means less convenience? Why? <p>The class will come back together as a whole and each group will report back on what they discussed.</p> <p>The teacher should highlight that everyone is entitled to their privacy, and that there are many things that people may not want to share, because they can't or simply don't want to. A problem arises when people want to know more about you than you're interested in letting them know.</p> <p>Currently, we're all faced with that problem, as many people don't realize just how much information is collected about us, i.e. through Google. Everything we do online creates a form of personal information. This information lasts forever.</p> <p>While it might be meaningless alone to know how long you spend on a website, if you put that information together with what you see on that website, and what you spend the most time doing, then you can create a profile of a person.</p> <p>That profile can tell us things about individuals. Often this information is used to by companies advertise products to us that we might like. This relies on that track our online habits.</p> <p>Information collection has many positive sides: it helps support small and independent businesses and creators. It allows us to use apps, and services like Google and Facebook.</p> <p>The question is how we face that problem. For most of us, not participating isn't an option. Internet browsing and searching allow us to do really great things.</p> <p>The teacher will then shift the discussion to the solutions presented in the game. In their same groups, the students will answer the following questions on the handout:</p>	
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4	Closure	<p>To close the class, the teacher will recap how there is a tradeoff between privacy and convenience, and that we have the power as people who use these services to use them in safer ways. The main takeaway from class should be based in practices, so the teacher can highlight some of the ways that they can explicitly choose to protect their privacy, focusing on privacy settings for social media and Google, changing geo-tagging settings on iPhones and Android devices, and using software that enables more control over trackers.</p> <p>The teacher should ask the class which methods of increasing privacy they want to explore. Students should group up with other students who want to explore similar methods.</p> <p>The teacher can then direct the students to one of the resources below. Students can take out their phones and, with the direction of the teacher review their privacy settings on a social media platform.</p> <p>It might be worth showing the class, with your phone, how to change settings on Facebook, or on your phone itself.</p>	10 minutes

		<p>Geotagging How To for Iphone: (https://www.techbout.com/turn-off-geotagging-for-photos-iphone-ipad-8738/))</p> <p>Manage App Permissions for Iphone: (https://www.howtogeek.com/211623/how-to-manage-app-permissions-on-your-iphone-or-ipad/)</p> <p>Geotagging for Android: (https://support.google.com/photos/answer/6153599?co=GENIE.Platform%3DAndroid&hl=en-GB)</p> <p>Manage App Permissions for Android: (https://www.howtogeek.com/230683/how-to-manage-app-permissions-on-android-6.0/)</p> <p>Facebook Privacy Checkup: (https://www.facebook.com/help/443357099140264?helpref=uf_permalink)</p> <p>Instagram privacy settings: (https://www.fightingidentitycrimes.com/adjust-instagram-privacy-settings/)</p> <p>Snapchat privacy settings: (https://support.snapchat.com/en-US/a/privacy-settings2)</p> <p>Twitter privacy settings: (https://help.twitter.com/en/safety-and-security/twitter-privacy-settings)</p> <p>Google/Youtube Privacy settings: (https://blog.datafund.net/think-googles-too-creepy-here-s-how-to-make-it-less-so-974ab18f005f)</p> <p>Example privacy software for smartphones and laptops include: Disconnect (https://disconnect.me/)</p> <p>While VPN services require subscription, it is worth mentioning if it comes up. Make sure to ask students to talk to their parents about this option, rather than trying to figure it out themselves.</p> <p>Example VPN services include: Nord VPN (https://nordvpn.com/) Tunnel Bear VPN (https://www.tunnelbear.com/)</p>	
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<p>Assessment/Evaluation of Students' Learning</p>	<p>This lesson will include only formative assessment. The teacher will be assessing the class as a whole orally, to see what level they are at with the concepts and tradeoffs discussed. This will help the teacher know which areas to focus on in future lessons.</p> <p>The teacher will also be formatively assessing the responses the students hand in, looking at the students comfort with supporting their answers to the journal question. It will also allow for assessment on whether students have connected these issues to their own lives. It is best to treat this assessment as a completion grade, rather than for detailed marking.</p>		