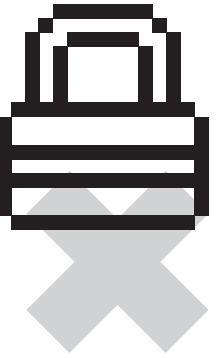


# CLASS 1: What is Privacy?



## CSPE Curriculum Mapping:

### CONCEPT:

Human Dignity; Rights & Responsibilities

**METHODOLOGY:** Brainstorming

### AIMS:

- To establish the nature of 'privacy'
- To investigate the issue of 'privacy' for people in the public eye
- To consider how their own 'privacy' may be compromised

### LEARNING OUTCOMES:

After completing the lesson, students should:

- Have an awareness of the nature of 'privacy'
- Be able to apply this knowledge to their own lives

## ICT Framework Links:

### LEARNING OUTCOMES:

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

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

### DEMONSTRATION OF LEARNING:

Students using this lesson will have opportunities to:

- *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:

This lesson is designed to help students gain an awareness and understanding of the nature of 'privacy'. Students will explore the issue of 'privacy' for famous people and consequently look at how the same issue could affect their lives.

## REQUIREMENTS:

+ **Photographs of famous people.** The range of people chosen should include gender balance. It should also reflect the global diversity of Ireland today.

Famous people: suggested list –

- **Sport:** Robbie Keane; Tiger Woods; Sonia O'Sullivan
- **Politics:** Mary McAleese; Barack Obama; Brian Cowen
- **Music:** Bono; Amy Winehouse

+ **Homework worksheet for each student**

## STEP 1:

### Discuss the concept of privacy

Refer to article 16 of the UN Convention of the Rights of the Child (see appendix).

Ask students what they understand by privacy.

Note any keywords on flipchart/board. It may need to be pointed out that the issue of privacy affects people in many different contexts, not just the home.

## STEP 2:

### Show pictures & pose the questions

*Do these people have any privacy?*

*If not, how is it taken away?*

*When are they entitled to privacy?*

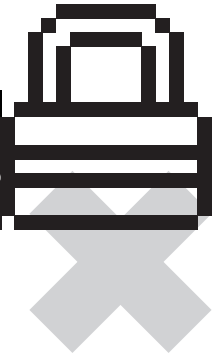
*When are they not entitled to privacy?*

*Should this be happening?*

*Could you imagine yourself in that situation?*

*If you are not famous, can your privacy be taken away?*

# CLASS 1: What is Privacy?



## STEP 3:

Ask students to now consider their own lives and in pairs discuss the questions:

*Is my life private?*

*When am I entitled to privacy?*

*When am I not entitled to privacy?*

*How can my privacy be taken away?*

After about 5 minutes ask for feedback; from this feedback note any keywords, which may not have arisen in the previous discussion.

## STEP 4:

Pose the following questions and ask students to consider each to write down Yes or No for each question:

01. Is there a photo of you on the internet?

02. Do you post your mobile phone number on a social networking profile?

03. Do you add people as "friends" that you don't really know?

04. If you receive an email from someone you don't know, do you open it?

05. Have you ever shared photos on the internet?

06. Have you ever sent unwanted text messages?

## STEP 5:

Point out to students that if you answered yes to any of these then they may not have as much control over their privacy as they might think.

Divide the class into 6 groups and give each group one of the questions to discuss. After a short time, ask each group to report back their thoughts to the class.

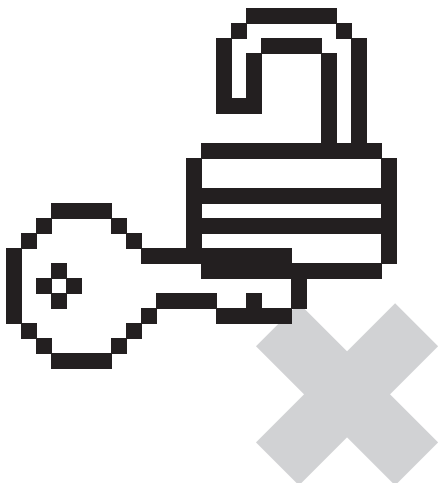
## STEP 6:

In summary, ask students to consider all the keywords, which have been collected around this discussion on privacy, and to note any which may have surprised them.

## HOMEWORK:

With the collection of terms around privacy in mind, ask students to complete the homework worksheet *Is my Life Private?*

The worksheet is designed to be completed day by day for one week in which students consider all the ways they may be putting their privacy at risk.



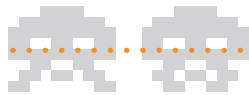
# Is my Life Private?

Note any way in which you have put your privacy at risk this week



DAY 1:

DAY 2:



DAY 3:

DAY 4:



DAY 5:

DAY 6:



DAY 7:





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