

<b>Grade/Course:</b>	Grade 11 Social Studies
<b>Topic:</b>	Digital Privacy
<b>Length of Lesson:</b>	55+ minutes – can be done over ~2 class periods.


<b>Stage 1 – Desired Results</b>	
<ul style="list-style-type: none"> <li>General and Specific Outcomes (Knowledge, Skills &amp; Attitudes/Values): <ul style="list-style-type: none"> <li>Grade 11 social studies is focused on Historical Connections. This lesson will go over some of the history of digital privacy as well as cover the theme of identity, diversity, and citizenship</li> </ul> </li> </ul>	
<p>2. Essential Questions: The key questions we will answer are...</p> <ul style="list-style-type: none"> <li>How has our concept of privacy changed since the rise of social media?</li> <li>What are some ways we can ensure our privacy is upheld?</li> </ul>	
<p>3. Students will know. . .</p> <ul style="list-style-type: none"> <li>What digital privacy is, and some strategies to uphold it.</li> </ul>	
<p>4. <i>Students will be able to. . .</i></p> <ul style="list-style-type: none"> <li>Explain what digital privacy is.</li> <li>Know more about tools and strategies to keep their privacy intact online.</li> </ul>	

Stage 2 – Assessment Evidence (Assessment AS/OF/FOR Learning)			
Please indicate the purpose of your strategy by using a check mark under the appropriate category.	Assessment For (Formative)	Assessment Of (Summative)	Assessment As
<b>Strategies</b> <ul style="list-style-type: none"> <li>Students will answer a poll about “how often do you backup your data?” This will get them thinking about how potentially their data is unprotected.</li> <li>Students will find three</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Criteria</b> <ul style="list-style-type: none"> <li>Students answer the pole.</li> <li>Students find three strategies/tools for improving their digital privacy.</li> <li>Students respond with at least two sentences per strategy/tool explaining why it is 1. trustworthy, and 2. useful.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Reflection – Did these assessment strategies allow you to address the outcomes for this lesson? Did the students’ learning meet your objectives?</p> <p><b>To be done after lesson</b></p>			

## Stage 3 – Learning Plan

### Instructional Strategies For This Lesson

Consider learning styles, multiple intelligences, learner abilities and student interests.

<p><i>1. Activating</i></p> <ul style="list-style-type: none"> <li>• Ask students: How much do you pay to use social media?</li> <li>• Explain social media pages often use your data and sell it to advertising companies.</li> <li>• Reference “surveillance capitalism” from Sweidon (2021).</li> <li>• Share the IP address article with students, send them the link if they want to read it. Ask students what they think. Compare it to their phones, ask if they think that authorities should be allowed to search their phones without a warrant.</li> </ul>	<p><i>2. Acquiring</i></p> <ul style="list-style-type: none"> <li>• Watch Werner Strasser explain the breadth of digital privacy <a href="https://www.youtube.com/watch?v=unBq3ou8P4w">https://www.youtube.com/watch?v=unBq3ou8P4w</a></li> </ul> <p>“Connected means hacked, cloud means leaking”</p> <p>Remind students that this video is already outdated in the digital world (3 years old).</p> <p>Give examples of privacy protection tools/strategies. Do this after the Mentimeter.</p> <ol style="list-style-type: none"> <li>1. Don’t use social media (extreme for some, but true)</li> <li>2. Use browser plugins such as privacy badger, uBlock Origin, and noscript.</li> <li>3. Use privacy oriented browsers. Are there any?</li> </ol> <p>Encourage students to research.</p>
<p><i>3. Applying</i></p> <ul style="list-style-type: none"> <li>• Ask students to respond to the video with a poll: <a href="https://www.menti.com/2eoprh3aei">https://www.menti.com/2eoprh3aei</a></li> <li>• And an open ended question:</li> </ul> <div data-bbox="243 1333 706 1585">  <p>What are some ways you think that we can increase our digital privacy?</p> <p>Short answers are recommended. You have 250 characters left.</p> <input data-bbox="251 1480 698 1543" type="text"/> <p>Submit</p> </div> <ul style="list-style-type: none"> <li>• Ask students for the rest of the class to find at least three resources to tools/strategies that can increase digital privacy and to write at 2 sentences per tool/strategy why they are useful.</li> <li>• Share the resources with the class to use</li> </ul>	<p><i>4. What about students who require adaptation to the lesson?</i></p> <ul style="list-style-type: none"> <li>• Turn captions on for the video.</li> <li>• Send the link to the video to all the students on their devices so they can re-watch as needed.</li> <li>• Allow enough time after watching the video to get all students involved in the discussion with Mentimeter.</li> <li>• Allow students to submit their responses in multiple formats. They can submit a video, a written response, or a typed response.</li> <li>• Allow and inform students to use their devices’ speech to text function.</li> </ul>

Resources/Technology: Projector/tv, speakers, computer/casting device. Students will need devices to connect to Mentimeter as well as potentially create their responses.

## References:

- Lifshitz, L. R. (2020, February 11). *IP addresses no longer protected in Alberta*. Canadian Lawyer. Retrieved from <https://web.archive.org/web/20220215223325/https://www.canadianlawyermag.com/news/opinion/ip-addresses-no-longer-protected-in-alberta/326158>
- Privacy Enhancing Technologies*. Center for Democracy and Technology. (2007). Retrieved from <https://web.archive.org/web/20071213002648/http://www.cdt.org/privacy/pet/>
- Strasser, W. (2019). *Digital Privacy as a Human Right*. TEDx. Retrieved from <https://www.youtube.com/watch?v=unBq3ou8P4w>
- Sweidon, M. (2021, March 8). *If it's free, you're the product: The new normal in a surveillance economy*. Montreal AI Ethics Institute. Retrieved from <https://web.archive.org/web/20210413050452/https://montrealethics.ai/if-its-free-youre-the-product-the-new-normal-in-a-surveillance-economy/>
- Turculeţ, M. (2014). Ethical issues concerning online social networks. *Procedia - Social and Behavioral Sciences*, 149, 967–972. <https://doi.org/10.1016/j.sbspro.2014.08.317>