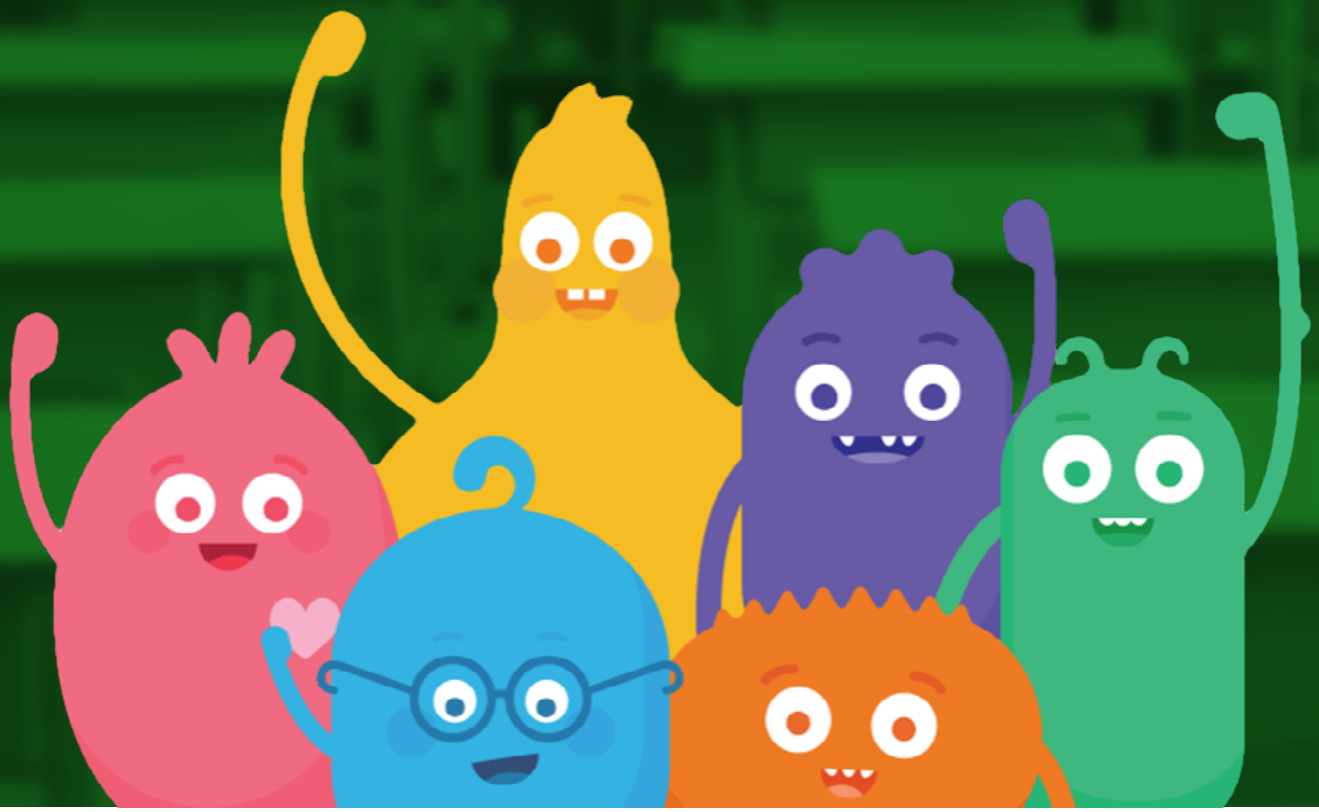
GRADE 10

K-12 Digital Citizenship

POWERED BY common sense education®



INFOSEC

Grade 10: Program plan

GRADE	TIME	TOPICS
10	50 mins.	• Privacy & Security • Digital Citizenship

Risk Check for New Tech

What privacy risks do new technologies present, and how do we decide if they're worth it?

New tech, like location services and smart devices, helps make our lives easier and opens opportunities that didn't exist before. But these innovations also come with a cost -- especially to our privacy. Help students consider the benefits and drawbacks of these new technologies -- and decide whether they're ultimately worth it.

Students will be able to:

- Identify important benefits and privacy risks that new technologies present.
- Decide whether or not the benefits of new technologies outweigh their privacy risks.
- Use the Take a Stand thinking routine to consider both the benefits and the risks of new technologies.

Key Standards Supported

COMMON CORE

L.9-10.1, L.9-10.3, L.9-10.4, L.9-10.6, RH.9-10.1, RH.9-10.2, RH.9-10.4, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.8, RI.9-10.10, SL.9-10.1a, SL.9-10.1b, SL.9-10.1c, SL.9-10.1d, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, W.9-10.2, W.9-10.4, W.9-10.8, W.9-10.10, WHST.9-10.4, WHST.9-10.6, WHST.9-10.8, WHST.9-10.10

CASEL

1a, 4a, 4b, 4c, 4d, 5a, 5f

AASL

I.A.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.B.1, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.2, III.D.1, IV.A.1, IV.A.2, IV.A.3, IV.B.1, IV.B.4, IV.D.2, V.A.1, V.A.3, V.B.2, VI.A.1, VI.A.2, VI.C.2, VI.D.1, VI.D.2

ISTE

1d, 2a, 2b, 2c, 2d, 3a, 3b, 3d, 4a, 4b, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

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What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Lunch Lines Dilemma
  Handout
  Teacher Version
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Consider: **Facial Recognition** 15 mins.

1. **Ask:** *How many of you have or know of someone who has a device that you can unlock with your face? What type of device is it?*

   Invite students to respond and share out examples (e.g., phone, tablet).

2. **Explain** that these devices use facial recognition technology. Define **facial recognition** as *a type of AI technology that can use a digital image of a face to identify a person.* (**Slide 4**)

3. **Say:** *We are going to watch a video that talks about the benefits and risks of facial recognition technology. As you watch, capture notes on any key points that stand out or any questions that come up.*

   Show **Is Facial Recognition Invading Your Privacy?**, an *Above the Noise* video by KQED Education. (**Slide 5**)

4. Invite students to share out. Capture the benefits and risks that students identify about facial recognition technology (**Slide 6**):

Benefits	*Risks*
- You can use it for fun things like Snapchat or Instagram filters. - It makes unlocking your phone more convenient. - It could be a useful tool to help protect people.	- It could be used against people who disagree with the government. - Companies can use it for targeted advertising. - A company or the government could use it to follow you anywhere you go.

Explore: **Take a Stand** 20 mins.

1. **Say:** *Balancing the benefits and potential risks of new technologies like facial recognition can be tricky. Whether a technology is useful or risky depends on the context: who is using it, how it is being used, why it is being used, and how privacy is affected for people involved.*

2. **Distribute** the **Lunch Lines Dilemma Student Handout**.

   Explain to students that they will be using the steps of Take a Stand to consider whether the benefits of new technologies outweigh their potential privacy risks.

   Take a Stand is a thinking routine for exploring perspectives on dilemmas about community and civic life. **Learn more** about teaching with digital dilemmas and thinking routines.

3. **Invite** a student to read the dilemma in Part 1 of the handout. Then show the steps of Take a Stand (**Slide 7**) and facilitate a class discussion following the steps in Part 2. Have students follow along and take notes on their handout.

   Note: Use the **Teacher Version** of the handout for guidance and suggestions for an enriching discussion. (This activity will take the majority of time in this step!)

4. After leading students through Part 2, say: *The aim of this activity was not to lead us to a "right" answer. Rather, the goal was to slow our reactions down, take time to listen to different perspectives, and be reflective about our stances on this dilemma.*

   Explain that listening to others' perspectives can also help us discover shared beliefs or values, even when we disagree on how to resolve specific issues (if possible, give an example that surfaced during the discussion -- e.g., two students who had different stances but were both thinking about their privacy rights). Understanding how and why we don't see eye to eye can support greater mutual understanding and more productive dialogue about how to resolve issues in our society and world.

Reflect: **Your Privacy Line** 15 mins.

1. **Arrange** students in groups of four and have them discuss one of the questions in Part 3 of the handout. You can either assign a question to each group or have them choose.

   If time permits, call on groups to share if and how the question they discussed impacted whether they would or wouldn't recommend using the particular technology. Emphasize that whether a technology is useful or risky depends a lot on the context, the benefits, and peoples' comfortability with the potential privacy risks.

2. **Direct** students to Part 4 of the Student Handout and allow students two or three minutes to respond.

3. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

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