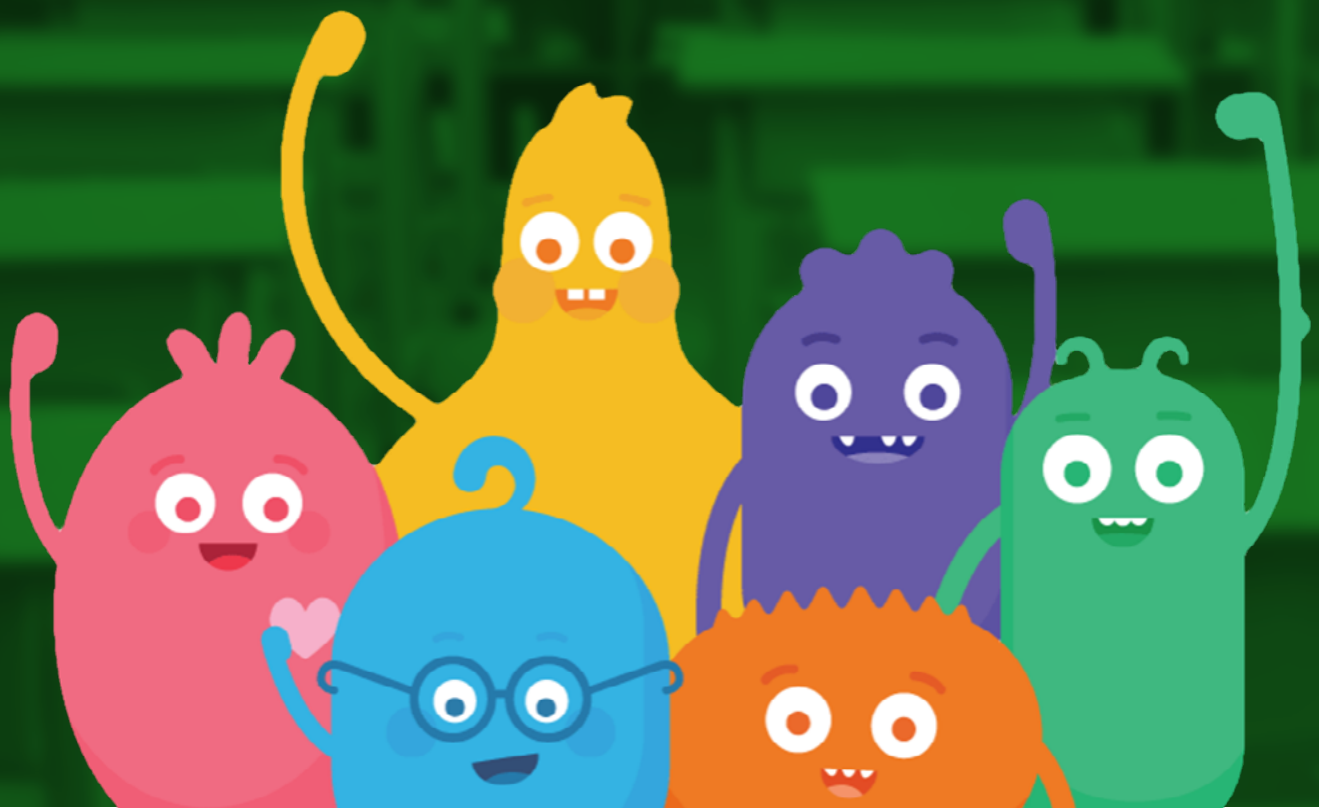
GRADE 12

K-12 Digital Citizenship

POWERED BY common sense education®



INFOSEC

Grade 12: Program plan

GRADE	TIME	TOPICS
12	55 mins.	• Privacy & Security • Digital Citizenship

Debating the Privacy Line

Should the government have access to all your social media and cellphone data?

Often, the more information we have, the better decisions we're able to make. The power of data can benefit both individuals and governments. But who can be trusted with the responsibility of having all this data? Can governments collect and use it fairly and without violating our privacy? Help students think through this question and become thoughtful influencers of data policy and practice.

Students will be able to:

- Identify the pros and cons of schools having access to students' social media.
- Describe the concerns related to government access to social media and cellphone data, including those related to free speech and privacy.
- Choose a position for or against government access to social media and cellphone data, and support that position with reasons and examples.

Key Standards Supported

COMMON CORE

L.11-12.1, L.11-12.3, L.11-12.4, L.11-12.6, RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10, RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.7, RI.11-12.10, SL.11-12.1, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.4, SL.11-12.6, W.11-12.1, W.11-12.4, W.11-12.7, W.11-12.8, W.11-12.10, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.4, WHST.11-12.8, WHST.11-12.10

CASEL

4a, 4b, 4c, 4d, 5a, 5b

AASL

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

ISTE

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

What You'll Need

Some resources below are available in Spanish

IN CLASS

- Lesson Slides
- Safety Vs. Privacy
  Handout
  Teacher Version
- Lesson Quiz

FOR FAMILIES

- Family Activity
- Family Tips
- Family Engagement Resources

Lesson Plan

Consider: **Media Monitor** 20 mins.

Before the lesson: This lesson involves students choosing from a list of online resources, which they will use to explore and analyze the lesson topic. Use the Resource Notes on the **Teacher Version** of the student handout to review the resources beforehand. You may want to suggest particular resources over others for particular students, or you may want to watch a resource together as a class. You will also need to confirm that all resources are accessible and not blocked by your school or district's filter.

1. **Ask**: *How much information do you think your school knows about you?*

   Invite students to respond. Students may say *name*, *address*, *class schedule*, or *academic information*.

2. **Ask**: *What about what you do outside of school? Do you think they know anything about that?*

   Students may say *no* or refer to extracurricular activities that are connected to the school. Some might also refer to social media as a way for the school to know about what students do.

3. **Tell** students they are going to watch a short video about how one school monitors its students' social media. As they watch, they should think about how the school does it and whether they agree or not. (**Slide 4**)

   Show the video "**Schools are watching students' social media, raising questions about free speech**." Note: If you're short on time, you can stop the video at the 6:13 mark.

4. **Invite** students to share out their answers to the discussion questions.

   Highlight arguments for and against schools monitoring students' social media accounts. (**Slide 5**) Answers may include:

Schools Should Monitor Social Media	Schools Shouldn't Monitor Social Media
- *Problems that start on social media, like bullying, transfer to school.* - *Problems on social media can distract from learning and cause safety issues.* - *Schools can be sued if they don't take online threats seriously.*	- *Monitoring what students like and their private messages is going too far and can lead to unfair discipline.* - *Open-ended access like collecting passwords or "shoulder-surfing" potentially stifles free speech and thinking.*

5. **Explain** that schools are not the only ones tracking people's social media. The government also tracks a large amount of information about people, including social media activity. Some say it's necessary to keep people safe. Others argue it's a type of mass surveillance. **Surveillance** means *closely watching or keeping track of a person or people*. (**Slide 6**) Critics say it violates people's privacy and the **Fourth Amendment of the Constitution**, which *protects people from unreasonable searches*. (**Slide 7**)

Explore: **Safety Vs. Privacy** 20 mins.

1. **Say**: *Today, you're going to look at some arguments for and against the government accessing personal information, specifically social media and cellphone data.*

2. **Distribute** the **Safety Vs. Privacy Student Handout** and have students read the directions silently. (**Slide 8**)

3. **Allow** students 20 minutes to review three of the resources in pairs or groups and complete the notes tracker.

4. **Invite** groups to share out their notes and capture new ideas. Use the **Teacher Version** to help guide discussion. (**Slide 9**)

   Highlight any specific takeaways that you want students to capture and allow them a couple of minutes to add to their notes. If students do not surface the key takeaway of Resource #3, consider addressing it explicitly: *Government collection of data can have a disproportionate effect on groups who are marginalized in that country.* See **Teacher Version** for examples.

Create: **Take a Side** 15 mins.

1. **Point** students to Part 2 of the **Safety Vs. Privacy Student Handout** and read the directions aloud. (**Slide 10**)

2. **Allow** students time to work independently or in pairs to complete this section. If time allows, have them share their work with a partner.

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

Additional Resources:

1. **Extend the lesson:** In the Create step, students took a position on the topic and prepared their strongest reasons and evidence. If time allows, or in a subsequent class period, have students form debate teams according to their position and hold an in-class debate. Check out **this article** for some easy high-debate formats.

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