Office of the Information Commissioner
Queensland

Teaching Module

Privacy in the Information Age

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Table of Contents

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Overview

This module is designed to help students develop awareness about privacy and protect their personal information. Through a series of activities and class discussions, students will learn about the different forms of privacy protection that exist in the public and private sectors, discover how private information can be manipulated for the purpose of direct marketing, and examine the impact of new technologies on privacy research.

Learning outcomes

- learn about the different meanings of privacy

- examine the impact of new technologies on privacy

- research and analyse information concerning a number of privacy issues

- develop critical thinking skills in determining personal ideas on privacy issues.

Preparation and materials

- Butcher's Paper and Pens (Activity One)

- Television and Internet Connection (Activity Two)

- Photocopy Australian Communications and Media Authority Cybersmart Mobile Phone Safety Handout (http://www.cybersmart.gov.au/Parents/Brochures%20and%20posters%20and%20contacts/~/media/Files/Family%20safety%20resources/MobilePhoneSafety_web.ashx) (Activity Four)

- Photocopy Australian Communications and Media Authority Cybersmart Socialising on the Internet Handout (http://www.cybersmart.gov.au/Parents/Brochures%20and%20posters%20and%20contacts/~/media/Files/Family%20safety%20resources/SocialisingOnTheInternet_web.ashx) (Activity Four)

- Photocopy Australian Communications and Media Authority CyberSmart Guide to Online Safety (http://www.cybersmart.gov.au/Parents/Brochures%20and%20posters%20and%20contacts/~/media/Files/Family%20safety%20resources/InternetSafety_web.ashx) (Activity Four)

- Butcher's Paper and Post-it Notes (Activity Five)

- Photocopy Privacy Multimedia Competition Terms and Conditions (Activity Five)

- Photocopy Privacy Multimedia Competition Entry Form (Activity Five)

- Photocopy Privacy Multimedia Competition Release Form (Activity Five)

Introduction

New and converging technologies are providing us with a range of opportunities. Everything is available to us from our homes and personal mobile devices: we can do research in libraries around the world; we can access government services and financial assistance; we can do our shopping and banking through the television or the computer; we can watch a recent feature film by dialing up the 'pay-per-view' channel; and we can even join conversation groups on the Internet.

There is, however, a downside to the information society. Every purchase you make using a debit or credit card, every phone call you make, and every e-mail message you send leaves a digital trail. This trail can be picked up by sophisticated computers, which can access information about your identity, your health, your lifestyle, your consumer choices, and your credit rating.

Activity One—Understanding Privacy

Ask students to brainstorm what the word 'privacy' means to them. Students can write a list of words or draw images to illustrate what information is personal to them. Ask students to share words/images with a partner and to discuss the difference between 'private' and 'public' information.

Combine pairs of students into groups of four and ask groups to discuss the definition of personal information contained within the *Information Privacy Act 2009* (Qld), Part 2, Section 12:

> "*Personal information is information or an opinion, including information or an opinion forming part of a database, whether true of not, and whether recorded in material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.*"

Do students believe that this definition sufficiently encompasses what 'privacy' means to them?

Provide groups with butcher's paper and ask them to draw a Venn diagram with two circles overlapping. Write one of the following terms in each circle; private, public. Students are to place each of the personal information items, in the list below, in one of the two circles. In the area that overlaps instruct students to write the personal information items that are often collected (e.g. when they complete a survey, a registration form, or competition entry form).

Example Venn diagram:

PRIVATE
• Religion

COLLECTED
• Address

PUBLIC
• Name
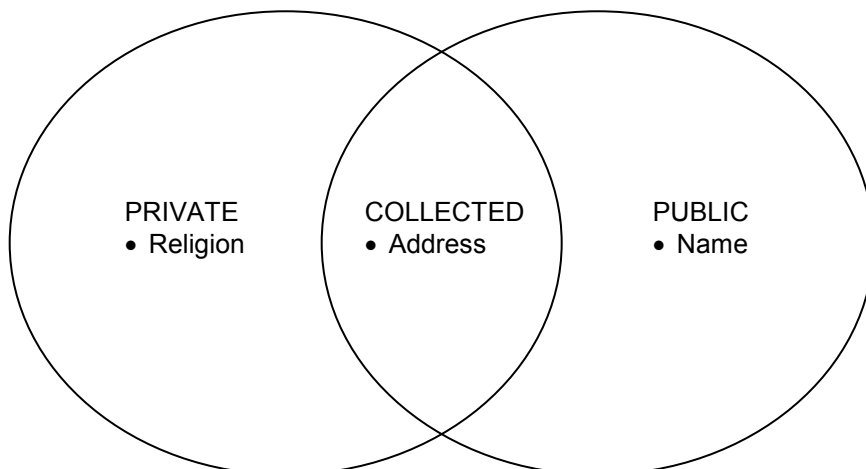
Personal information items could include:

- Name
- Address
- Age
- Sex
- Race
- Occupation
- Employer
- Income

- Credit card number
- Education
- Religion
- Political party
- Driver's license number
- Years of employment
- Disabilities and diseases

- Conflict with the law or involvement with the police
- Parents' names
- Marital status
- Previous employers

In groups, ask students to place a tick mark beside the information they would feel comfortable providing to a stranger or unknown organisation. Ask students to place a question mark beside the information they would object to. Ask students to account for their objections.

Activity Two—Your Online Reputation

As a class, watch the TAGGED (http://www.cybersmart.gov.au/tagged/) (18 minutes) short film produced by the Australian Communications and Media Authority.

As a class, discuss the following key themes of TAGGED:

- What happened in TAGGED?

- Who was involved?

- How were they involved?

- At which point, did each character have the opportunity to stop the incident continuing?

- What was the emotional effect on the involvement of each character?

- How did their involvement change the opinion of those around them, about them?

- Whose privacy was violated because of another's actions in TAGGED?

  - Was Chloe and Ben's privacy violated when Kate, Emma and Razi took a photo of them in a public place? Was it violated when the three girls placed the image online? Was it violated when they placed a misleading message with the image?

- Was Jack and Ben's privacy violated when their fight was filmed without their consent? Was it violated when the film was placed online? Was it violated when the film was exposed by the media?
- Was Kate's privacy violated when Jack forwarded personal photographs of her to his schoolmates without her permission?

Activity Three—The Extent of the Issue

Divide students into small groups and provide students with the following quote:

> "*The majority of teens actively manage their online profiles to keep the information they believe is most sensitive away from the unwanted gaze of strangers, parents and other adults. While many teens post their first name and photos on their profiles, they rarely post information on public profiles they believe would help strangers actually locate them such as their full name, home phone number or cell phone number*."
> The University of Pennsylvania, PEW Internet and American Life Project.

In groups, invite students to discuss, if they believe they actively manage their online profiles to keep the information they believe is most sensitive away from the unwanted gaze? If so, ask students to discuss how they believe they accomplish this.

As a class, ask students to raise their hands if they agree with the following statements…

- I have shared my personal information with a government agency online.

- I have read the privacy statement listed on a government agency's website.

- I have been requested, via a social network, to friend someone I didn't know.

- I have accepted a friend request from someone I didn't know well.

- I have accepted a friend request from someone I haven't met in person.

- I have posted my address on a social networking site.

- I have posted my phone number on a social networking site.

- I have posted my whereabouts on a social networking site.

- I have posted images of myself or friends on a social networking site.

- I have posted embarrassing images of myself or friends on a social networking site.

- I have posted images of myself or friends on a social networking site that I wouldn't want my school mates to see.

- I have posted images of myself or friends on a social networking site that I wouldn't want my parents to see.

- I have posted images of myself or friends on a social networking site that I wouldn't want an employer to see.

As a class, discuss if students believe that government agencies, Facebook, MySpace, Twitter, YouTube, etc., value the privacy of their users.

Activity Four—Group Assignment

Give students the opportunity to research and analyse a specific element of the privacy debate. Divide the class into groups asking each group to be responsible for researching and presenting the collected data on one of the topics listed bellow.

- privacy issues related to mobile devices (e.g. smartphones, iPads, iPods, netbooks, etc.)

    - provide this group of students with the Australian Communications and Media Authority Cybersmart Mobile Phone Safety Handout. (http://www.cybersmart.gov.au/Parents/Brochures%20and%20posters%20and%20contacts/~/media/Files/Family%20safety%20resources/MobilePhoneSafety_web.ashx)

- privacy issues related to social networking (e.g. Twitter, Facebook, Myspace, etc.)

    - provide this group of students with the Australian Communications and Media Authority Cybersmart Socialising on the Internet Handout. (http://www.cybersmart.gov.au/Parents/Brochures%20and%20posters%20and%20contacts/~/media/Files/Family%20safety%20resources/SocialisingOnTheInternet_web.ashx)

- privacy issues related to cybersecurity (e.g. anti-virus and anti-spyware software etc.).

    - provide this group of students with the Australian Communications and Media Authority CyberSmart Guide to Online Safety. (http://www.cybersmart.gov.au/Parents/Brochures%20and%20posters%20and%20contacts/~/media/Files/Family%20safety%20resources/InternetSafety_web.ashx)

To give the students a further focus in their research, have them consider their privacy topic from a number of viewpoints. It is important that students take into account the different perceptions of various interest groups regarding a particular privacy concern. (e.g. the individual, business, advocacy groups, and private business). What are the threats to each (or some) of these groups? What did the students find surprising or shocking in their research?

Office of the Information Commissioner
Queensland

Activity Five—Multimedia Presentation

Divide students into small groups. The groups may already have been formed as part of Activity 4. Ask groups to brainstorm a list of three to four sub-topics or issues that they wish to explore in relation to privacy in the information age through their multimedia project (which may include sound, graphics, animation, text or live action) for presentation to their peers.

Students may wish to enter their presentation into the Privacy Multimedia Competition. To comply with the competition requirements teachers and students should read the Terms and Conditions available at www.oic.qld.gov.qu/youth

Groups can use one or more of the following questions as a guide to generate ideas for their production:

- What are the underlying concerns regarding privacy?

- What are the direct and indirect effects of a lack of privacy on the individual, the community, the country?

- What is being done to help bring the need for privacy settings to the public's attention?

- What is being done to aid those who are negatively impacted by privacy invasions?

- Why does this topic interest you?

- What is unique about your point-of-view on this topic, as young people?

- What changes would you like to see in the way people handle their personal information?

- If you were going to make a documentary about privacy in the information age, what would you focus on and why?

- Who is the audience for your production and what are the key messages that you want them to get from your multimedia presentation?

Pre-production
Explain to students that they are now going to think about their production in greater detail. They will start to explore the story or message in more depth and will also start to look at the who, what, where, when and why of the story.

The one sentence synopsis should give the most concentrated version possible of the story, or at least its key event.

This sentence is one way to describe what happens in their short film. It should provide the starting event, imply further events and state the protagonist's predicament.

The one paragraph synopsis is useful in finding the essence of the story because it must state very briefly and simply who, what and how.

Within the space of two to four sentences, ask students to write a one paragraph synopsis that should set out whose story it is, what his or her problem is, what they do it about it and the outcome.

What is implied in the one paragraph synopsis is not just what happens, but the story's thematic concerns as well.

Storyboarding

Explain to groups that the next step in the pre-production process is storyboarding. Explain that storyboarding is a two dimensional plan of the final production. During this step groups create a working outline for their productions that includes the timing of their production (e.g. what is going to happen when) and the interaction of their visual assets with their audio assets (e.g. how do your images and video footage interact with the voiceover and music?).

Instruct groups that they should plan for their productions to be no more than three minutes long.

Provide each group with a piece of butcher's paper and ask groups to rule 5 or 6 rows horizontally across the butcher's paper, and provide a packet of post-it notes.

Ask groups to write down their ideas for video and images that they plan to use. Each of these individual ideas needs to be transferred onto a separate post-it note, which includes a name for the footage and a phrase describing what it entails.

Instruct groups to develop their script and time how long the script will take to play through. Remind groups that their production should be no longer than three minutes. Transfer the script onto individual post-it notes by writing approximately 5–10 second worth of script onto a single post-it note.

Using the butcher's paper, place the corresponding video and image post-it notes in order above the appropriate script post-it notes.

Using the post-it notes will allow groups to move things around or take them out as the story starts to come together.

Ask each group to share their storyboard with another group to provide feedback and ideas about the proposed production.

The shoot

The length of this activity will be dependent on the type of footage groups need for their productions. If time permits allow students to set up a formal shoot during the lesson where they identify locations, organize actors and other logistics.

For more information about setting up a shoot and detailed information in regards to using video equipment refer students to the Screen Australia Digital Learning Program (http://www.nfsa.gov.au/digitallearning/diydoco/default.htm).

Explain to students the need for release forms to be completed and signed by all individuals who appear in the footage.

Post-production

Explain to groups that now that they have collected all of the audio and visual assets for their production it is time to pull them all together into the final product.

Explain to students that post-production is the process of combining the audio and visual assets of the production and mixing these elements using transitions, music, sounds and colour to create the effect wanted for the final production.

Film festival

Once each group has finalised their film, set-up a film festival style lesson to premiere all productions. Ask each group to introduce their production prior to the viewing and provide an overview of the story or message they are portraying. Ask each group to also include some of the techniques used to develop their production.

Office of the Information Commissioner
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Additional/Supplementary Teaching Resources

- Office of the Information Commissioner—Privacy Multimedia Competition

  It is the intention of the Office of the Information Commissioner to emphasise and promote the right to government information and to provide a right of access to public sector information. We believe greater access to information can lead to an informed community able to participate in and scrutinize government, necessary for confidence in government.

  http://www.oic.qld.gov.au/youth

- TAGGED—Resources for Schools

  Tagged encourages young people to reflect on the real life consequences caused by cyber-bullying, sexting, and a negative digital reputation. The themes of personal and peer safety and responsibility are crucial to maintaining positive online behaviour and digital reputation into adulthood.

  http://www.cybersmart.gov.au/tagged/schools.htm

- e-Security—What the?

  What the? is a video resource designed to help teens understand the importance of protecting their computers and data from infection, especially when downloading from dubious websites. It has a lesson plan and student handout.

  http://www.cybersmart.gov.au/wiseuptoit/videoclips.htm

- e-Security—Budd:e

  The Budd:e e-Security Education Package hosted by the Stay Smart Online website is designed to raise the e-security awareness of Australian children and young people to help them stay smart online. Budd:e offers a learning module for secondary school students.

  https://budd-e.staysmartonline.gov.au/secondary/main.php