



Session 5 “Take care! Data & Privacy” (90 min)

INTRODUCTION (10 MIN)

Introduction/Motivation: Line up! Social media – risky behavior?

Activity	<ul style="list-style-type: none"> Game: Line up! Social media – risky behavior? 	10 ”
Objective	<ul style="list-style-type: none"> Students become aware of their potentially risky behavior on social media 	
Steps	<ul style="list-style-type: none"> 2” Welcome the students, introduction into the new unit and explain the game 7” Let the students line up in a row according to their social media behavior which could potentially put them in danger <i>Examples: “Line up according to your number of Facebook friends!”, “Line up according to the length of your password”, “Line up according to the time you spent on social media every day”</i> The students discuss amongst each other, evaluate how they rate, and line up from low to high figures. You may want to ask some randomly about their number and how they feel about where they stand Sum up, that the number of friends, the length of the password and the amount of daily usage play a key role, whether social media usage can become risky 	
Material		
Notes		



BODY PART (75 MIN)

Trainee Centered: Think, pair, share Why do we care about privacy and security?

Activity	<ul style="list-style-type: none"> Think, pair, share (Brainstorming with help of the worksheet) 	15 ”
Objective	<ul style="list-style-type: none"> Students examine their level of understanding of privacy and security of social media Students determine how important privacy and security are when using social media 	
Steps	<ul style="list-style-type: none"> 1” The trainers write down “data & privacy” and present a provocative statement related to privacy and security on social media, e.g. <i>“I have nothing to hide! My life, my relationship, my education, my beliefs, where I go – everything can be public and visible to everyone. I don’t have a problem with this.”</i> 4” Think: The students brainstorm individually with the help of the worksheet. They evaluate what they would consider as absolutely private and hide from view, what they have no problem with publishing for everyone to see, and what they think is private but they’re still ok with sharing it with their friends. (On the worksheet there are three circles within each other and keywords like <i>address, who I love, where I spent my weekend</i>, their task is to put the keywords into the appropriate circles) 	



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	<ul style="list-style-type: none"> ● 5” Pair: The students who sit next to each other pair up, compare and discuss the results of their brainstorming. Ask them to use the worksheet to come up with an argument, why privacy matters. ● 10” The pairs of students share their results with everyone. The trainers draw the three circles from the worksheet on the flipchart and ask the students which data everyone sees as “absolutely private”. Pin the respective card into the circle in the middle. Ask your students for the level of risk. You may ask for the consequences if this kind of data were not protected. Now ask what people consider as public and pin the corresponding cards in that circle. Discuss with your students that everybody has different sensitivities about what to show publicly and what not but that everyone should determine this very carefully and be aware of possible consequences.
Material	<ul style="list-style-type: none"> ● Worksheet “Why should we care about privacy and security?” ● Flipchart “Why should we care about privacy and security”, prepared cards with keywords in Khmer (from the worksheet) ● Cards, markers, sticky tape
Notes	<p>Prepare a glossary list used in Unit Six in both English and Khmer (one or two pages). It might be much better if you can print out and distribute to students during the training.</p>



Trainer Centered: Guided input: Social media and digital data: Why is our data vulnerable?

Activity	<ul style="list-style-type: none"> • Guided input 	20 ”
Objective	<ul style="list-style-type: none"> • Students describe reasons for potential risks that come with social media 	
Steps	<ul style="list-style-type: none"> • 5” The trainers write the terms “security” and “safety” and explain, that they will deal with these concepts in the following sessions and ask the question: “Why is our data vulnerable?” • 10” The trainers hand volunteer students prepared cards. Each one of them describes one aspect that makes data on social media vulnerable, “Publicity”, “Speed”, “Lack of ethics”, “No control who can access”, “Digital data” • Ask each volunteer to present their card, pin it on the flipchart and guess or try to explain, why this aspect makes our data vulnerable <ul style="list-style-type: none"> ○ (1) publicity = e.g., underestimation of reach, no control over who sees my posts ○ (2) speed = e.g., underestimation of how dynamically posts can spread ○ (3) lack of ethics = e.g., people act unethically, because they don’t see each other and feel anonymous 	



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	<ul style="list-style-type: none">○ (4) no control who can access = e.g., also frauds, thieves, hackers○ (5) digital data (easy to copy) = e.g., wide distribution, no control
Material	<ul style="list-style-type: none">● Flipcharts “Social Media: Why is our data vulnerable?” markers
Notes	



Trainee Centered: Exploration Data collector – data traces!

Activity	<ul style="list-style-type: none"> • Pair-exploration 	20 ”
Objective	<ul style="list-style-type: none"> • Students identify data traces they leave on social media either voluntarily (location, photos, feelings, status, relations, etc..) or involuntarily (metadata, location, types of electronic devices) 	
Steps	<ul style="list-style-type: none"> • 5” Ask for two volunteers to act as data collectors. Each of them will trace and collect a different kind of data: (1) tracing data left voluntarily: “About” section + profile picture (2) tracing data left involuntarily: All that I post and share Hand them a short text outlining what kind of data they are collecting and how that’s done, post-its and a sign to indicate what kind of data they are collecting. Ask them to stand next to their corresponding flipchart which you’ve positioned somewhere in the room. Ask the two volunteers to explain what kind of data they are collecting to the other students, that they will observe what data traces the students leave in this area and think of ways they could make money with this data • 15” Ask the others to explore the data that is collected about them. They are free to go to either data collector. The data collectors first introduce what data they are collecting by reading their text out loud to the students at their flipchart. The students are then asked 	



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	<p>to note on post-its what data traces they recently left in this area and stick them to the flipchart near the data collector. The data collector observes what traces people have left</p>
Material	<ul style="list-style-type: none">• Worksheet “data collectors”, cards for data collectors (in Khmer)• Flipcharts, post-its
Notes	



Trainer Centered: Guided discussion Data collection – Causes & Consequences

Activity	<ul style="list-style-type: none"> • Guided discussion 	20 ”
Objective	<ul style="list-style-type: none"> • Students recognize the importance of privacy and safety of their social media accounts 	
Steps	<ul style="list-style-type: none"> • 10” Ask the data collectors what they have observed in the previous activity. Ask everyone who is collecting data and why. Name e.g., businesses for the purposes of personal advertisement and predicting our consumer behavior, as well as political parties or institutions to monitor the citizens. Discuss, what the data could be used for. Visualize important keywords. • 8” Discuss the consequences of data collection and visualize it. <ul style="list-style-type: none"> ○ We all leave data traces in the digital world. We don’t have control about it, and we don’t know, how these data are interpreted. It might be used against us, e.g., restrict our rights, our freedoms, our opportunities. We become transparent. ○ We need to reflect, what of us and our personal life we want to share, and what we want to keep private. • 2” Write the term “Privacy Paradox” on a flipchart paper and explain: to protect myself, I shouldn’t share much about me. But without sharing, participation or interaction aren’t possible on social media. So, we need a balance 	



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Material	<ul style="list-style-type: none">• Flipchart “Data collection – Causes and Consequences• Markers, Cards, Sticky Tape
Notes	



3. CONCLUSION (5 MIN)

Game: Erase your data traces

Activity	<ul style="list-style-type: none"> Game: Erase your data traces 	5"
Objective	<ul style="list-style-type: none"> Students playfully protect their own social media data 	
Steps	<ul style="list-style-type: none"> 2" Sum up the session and ask for open questions. Conclude, that in real life it is not possible, to erase data traces, since everything that is online, is stored. 3" Announce that the final exercise will be a competition, that is only possible here in the classroom. They should quickly collect and therefore "erase" their own data traces that they wrote on the post-its and left on the flipcharts. Meanwhile, the four volunteers who were the "collectors" in the previous exercise try to "store" as many post-its as possible into a "storage" area that is indicated with sticky tape. Count the "erased" and the "stored" data. 	
Material	-	
Notes		