

Activity 4.3.2 - Self-Disclosure – Personal Data Sharing

Estimated duration	20 minutes
Requirements	None
Hardware and Software tools used	In class: • Pen and paper • Mentimeter (optional) • Computer for the teacher (optional) Online: • Online meeting platform • Shared document (e.g. Google Docs) • Mentimeter (optional) • Digital device for all
Type of assessment	• Oral presentation in front of class • Reflections on self-disclosure and on control over information that has been shared online

Procedure

Anticipatory Set:

This activity is a continuation of activity 4.3.1. Keeping in mind the main points highlighted in the previous activity, the teacher leads students into an understanding of concepts such as confidentiality and privacy. The teacher asks questions such as:

- a) Do these terms have any meaning for you?
- b) Do you apply the concepts of Privacy and Confidentiality to your own personal relationships?
- c) Have you already met Privacy and Confidentiality in other areas? Which ones?

These questions should prompt students to reflect on the amount of private and confidential information they share on a daily basis and on the kind of control they have/keep on it.

Guided Practice

This activity demonstrates how difficult it is to track down and deal with each and every piece of information once it has been shared online. To play the game students will use paper copies of a piece of shared information and hide them around the classroom: the classroom metaphorically represents the Internet.

The teacher asks one student, the “sharer”, to write something (of their choice) on the board:

it could be a word, a phrase, or trivia about themselves, then they leave the room.

At this point, other students, the “re-sharers”, will copy what was written on the board onto a piece of paper. They will have thirty seconds to copy and hide their slips of paper anywhere in the classroom. They may make and hide as many copies as they can produce in the given time.

After thirty seconds, the teacher invites the sharer to come back in. The sharer has then three minutes to find every copy of the information he/she wrote on the board.

In the meanwhile, the re-sharers can still keep writing and hiding pieces of paper with the same information.

Check for Understanding

This activity highlights how difficult it is to take back information once they are shared online, given the fact that it is unlikely that the student will find every slip of paper hidden by classmates.

The discussion in class should bring to the fore that people might post information on their social-media accounts, then send it to people they know, then these people could re-share them and send it out to their own networks or save it on cloud services, or remember and so on. Once the information is shared, it can be reproduced in infinite ways and times.

Furthermore, even if the student is successful in recollecting every slip of paper, the other students cannot unlearn the information they were given, and they could share it in the future.

Closing

The teacher will lead the closing discussion and make students reflect about the risks of sharing private information, and about the measures they could take to improve their privacy protection.

Resources for students

Possible alternative (for online use): <https://garticphone.com/it?c=08100ae73>

Resources for teachers

- <https://www.commonsense.org/education/digital-citizenship/curriculum?topic=privacy--security>
- <https://ethicsunwrapped.utexas.edu/video/causing-harm>
- <https://web.archive.org/web/20150228080241/https://www.nsf.gov/cise/csbytes/newsletter/vol2/vol2i13.html>
- <https://teachingprivacy.org/>
 - <https://teachingprivacy.org/teachers-portal/>
 - <https://teachingprivacy.org/theres-no-anonymity/>
 - <https://teachingprivacy.org/sharing-releases-control/>