Lesson 1: You are the Product.

Task 1: Introduction
- Hook: Why do you think social media apps are free?
- Class discussion on this topic.
- Prompt: What would you think if I were to say you are the product?
- Discuss how this could be a possibility.

Task 2: Watch the video "If the product is free you are the product"

https://www.youtube.com/watch?v=Aucb5tJMi70

The social dilemma (2020) – 2 minute video

Questions for students to complete while watching:
1. How do social media apps change how you think, how you act, what you do?
2. How does social media help businesses?
3. What is surveillance capitalism?

Task 3: Complete worksheet on 'What are you signing away?'

Hook: Has anyone ever read the terms and conditions?

Link to worksheet:
https://docs.google.com/document/d/1XCTPXZlfm6wFFQkhdt3oCeCZJPp4mPra/edit?usp=sharing&ouid=110124241693629984289&rtpof=true&sd=true

Students are asked to read the terms and conditions of different social media. They are then asked to research another social media app.

Once finished have a class discussion on the findings.

Task 4: Watch video on 'Social Media Agreements'.

https://www.youtube.com/watch?v=336H5bdIFq0

3 minute video that enforces the previous revelations on terms and conditions.

Task 5: Watch the video "Privacy is no longer a social norm"

https://www.youtube.com/watch?v=rsKw5BkWesw

Turn off at min.5.40

Questions:
1. Do you think it is good that we are monitored continuously?
2. 'Those who do not move do not notice their chains', what do you think about this quote?
3. How can you protect your privacy?
4. Can you think of any other ways to protect your privacy?

- Introduction to Social Media Privacy
    - 5 popular social media platforms – brainstorm and list
    - Privacy and Social Media Video - [Privacy and Social Media - YouTube](#)
- Group work: Social Media Privacy Terms
    - Assign 1 of 5 platform to 5 groups
    - Research privacy concerns
    - (Some schools block social media and thus have blocked social media terms and conditions pages. Students can use privacy.commonsense.org for their research.)
    - Create an A3 poster:
        - Things we knew already.
        - Things we learnt.
- Student Presentations

Lesson 2: Identity

Task 1: Watch video 'Social media Vs. Reality'

https://www.youtube.com/watch?v=0EFHbruKEmw

Questions:
What do you think is meant by Appearance vrs. Reality?
Do you think your identity online is an accurate depiction of yourself?
What is your opinion on fake accounts?

Task 2: Discussion on identity theft and video on catfishing.

Questions:
When I say 'Identity theft', what comes to mind?

Video on what catfishing is:
https://www.youtube.com/watch?v=JPuaOCiVAh0

Also scope to watch the an episode of the MTV video catfish. – 50 minutes

Task 3: Is Identity theft only associated with catfishing? Complete worksheet on identity theft legislation.

Research:
1. What does the term 'aliases' mean?
2. What is a digital footprint?
3. Have you or anyone you know ever created a 'fake' account using others information? If not, have you heard of others doing so?
4. Do you think there are laws to protect people against this?
5. Try and find legislation that protect people from their personal information being used.

Complete this worksheet to learn more.
Cyber Security Lecture:

Worksheet: Make a worksheet that contains a case study on identity theft. Get students to research – give examples of websites. Discuss how 'fun' can turn into something more.
Make sure to mention using their emails as a name for a fake account.

Lesson 3: Responsible usage

Task 1: Learning about your school device policy
What do you think the term responsible usage means?

School devices

Sample school policy:

Feel free to use your own for further engagement.

What have you learned from reading your school policy?

Task 2: Create an activity that links to consent.

Lesson 4: Legislation and raising awareness

Task 1: Watch video, 'GDPR 7 User Rights'

https://www.youtube.com/watch?v=xJbi4OQMcng

Task 2: Research GDPR and discuss students findings
Worksheet:
https://docs.google.com/document/d/1AewDaX_Qp5OM-bzXfs43WJk57N2ML-ZhrJy0zDS8svg/edit?usp=sharing

Useful websites: https://www.binarytattoo.com/guide-gdpr-general-data-protection-regulation/

Task 3: Watch video is 'Data Privacy and Consent' Ted Talk
https://www.youtube.com/watch?v=2iPDpV8ojHA
13 minutes

Discuss:
What have you learned about your data?
Reflect:
How have you been sharing your data?

Task 4: What happens if you record someone, or take photos of them?

Research task + student discussion

Task 5: What is ok to post? Defamation of character

https://www.youtube.com/watch?v=NXOMo89Ysuc

Tips from a defamation character:
https://www.youtube.com/watch?v=TlFSFB0z-T8

Legislation and raising awareness
- Eu GDPR
- What can you do
- Defamation of Character

Lesson 5 – Keeping Data Safe

Task 1 : Hook Discussion – "Why should you care about keeping your data private?"

Why Care About Internet Privacy? - YouTube

Scaffolding questions/discussion points:

"If you have nothing to hide, you have nothing to fear or lose"

"Targeted advertising, controlling your time on the World Wide Web based on your search patterns, interests and other data collected and sold by third parties."

"Are you a free thinker while browsing the web? Or are you being guided?"

"Is this an ethical concern?"

"This technology and data is in the hands of governments. How can this be problematic?"

Task 2: Linked discussion and brainstorm:

Scaffolding:

"What methods can we use to protect our identity and data while using the World Wide Web?" – Brainstorm on Whiteboard

"What about preventing hackers from maliciously stealing our data?"

"What would you do if all of your online media was deleted?"

"How many of you backup your online pictures and videos – i.e. your fond memories?"

"What if your Instagram/Snapchat/TikTok/YouTube profile was deleted entirely?"

Task 3: Research activity.

Break into 6 groups.
Assign one key method to each group.
Key methods used to protect your data and identity:
- Multi Factor Authentication
- Passwords

- Backing up data – cloud or local storage.
- Reading terms and conditions of social media sites
- Virtual Private Networks – VPNs
- Privacy Settings

Groups are to become the class experts of their assigned topic.
- Research the assigned method.
- Create a poster/PowerPoint presentation etc. explaining how this method protects your identity and data.

Video - Former NSA Hacker Reveals 5 Ways To Protect Yourself Online - YouTube

Task 4 – Discussion and Video

"All of these methods will help protect our identity and data. Why should take action with these steps?"

"Has anyone heard of "Doxxing"? Or "Document Dropping?""

"It is a malicious type of hack. What might it mean?"

"How would you feel if all of your personal information stored in your accounts was shared publicly?"

What is Doxxing | How to Protect Yourself - YouTube

Students should list at least one thing they learnt from this video.

Other videos:

Social Media and Privacy Concerns | NordVPN

What is doxxing and how to avoid it | NordVPN

Lesson 6 – Your Future Career

Task 1 – Hook "Googling yourself" – online first impressions - discussion

"First impressions count – why is this?"

"Would you be proud of what you would see if you Googled yourself?"

"What would your teachers/parents/principal/future employer think of you if they were to browse your social media accounts?"

"How might you improve what comes up when someone Googles you?" – Brainstorm and make a list.

Videos to watch:

Who's Googling You? - YouTube

Social Media Clean Up | Tips for Students and Job Seekers - YouTube

Worksheet – Things I knew already | Things I learnt from this video.

Task 2 – Online Privacy Career opportunities brainstorming

Opening question:

"What type of job might you be able to get if you're interested in data privacy and cyber-security?"

Task 3 - Group research task:

Assign career options to groups:

- Penetration Tester
- Information Security Analyst
- Data protection officer/consultant

If other career paths are known to students or the teacher, another group can be formed to research this career

Groups should:

- Research the job area.
- What does a person with that job do?
- How does that relate to what the class has learnt in this unit?
- What type of salary might someone with this job expect?
- Does it overlap with any other subjects taught in school?
- Does it overlap with any other type of jobs?

Students should create a presentation in a format familiar to the teacher/students (i.e. Poster/PowerPoint etc.)

Task 4 – Videos to close

[A day in the life of a Penetration Tester - YouTube](#)

[Information Security Career Video - YouTube](#)

[The life of a Data Privacy Consultant - YouTube](#)