DCeS

LESSON PLAN

Thematic Field: eSafety

Title: Take control of your data

Last edit:

Authors: Statens medieråd:

List of Activities

Reference	Title	Level
L2	*Take control of your data*	L2- Average

Activity Title: Take control of your data

Level: L2- Average

Duration: 1 lesson (30 – 40 minutes)

Short description - Goals

Goals: To discover how data about the student is shared, often unknowingly, online.

Other aims of the activity: To get tools to take more control over their personal information and be more active in protecting themselves and sharing personal information.

Method: *Discussion*.

Requirements – Instructions

The realization of the activity requires:
1) *Computer*
2) *Internet access*

Scenario
Have the students go through their settings and collect information in one or more services according to the following instruction:
1. Change privacy settings
Review privacy settings in all your services. They are usually found under "Settings". For example, check who can see what you post and what information you have given the service permission to share with others, such as companies.
2. How much do companies know about you?
Go to the Google Dashboard to see what information Google collects about you. Then examine what data Facebook has saved about you by going to "Settings" > "Download a copy of your Facebook data". Look in the settings of other platforms you use to see if you can strengthen the protection of your private information. This must be done privately so your classmates do not accidentally see private things.
3. Log out
Examine how many services you are logged into just for this exercise. Log out of those that are not necessary. You limit the amount of personal data you share by not always being logged in while surfing the net.
4. Clear cookies

If possible, stop accepting cookies (sometimes the service doesn't work as well if you don't accept cookies). Clear cookies regularly. You can usually do this by going under "System settings" in your browser.

Summarize as a whole group

Gather the group and ask for examples of the students' actions and changes. Has anyone been surprised by information they came across during their work, such as the data that Facebook or Google collected about them?

Suggestions: Give homework to note any changes in your social networks and/or on Google Search for a week. Then bring the group back together and have them compare their experiences.

Conclusions: Students can make and express conscious ethical stances based on knowledge of human rights and fundamental democratic values as well as
personal experiences. Respects other people's self-worth and their bodily and personal worth integrity, and distances itself from people subjected to violence, oppression, and abusive treatment. Moreover, contributing to helping other people can empathize with and understand other people's situation and develops a willingness to act also in their best interests.

This project is funded by
the European Union

Co-funded by the
Erasmus+ Programme
of the European Union