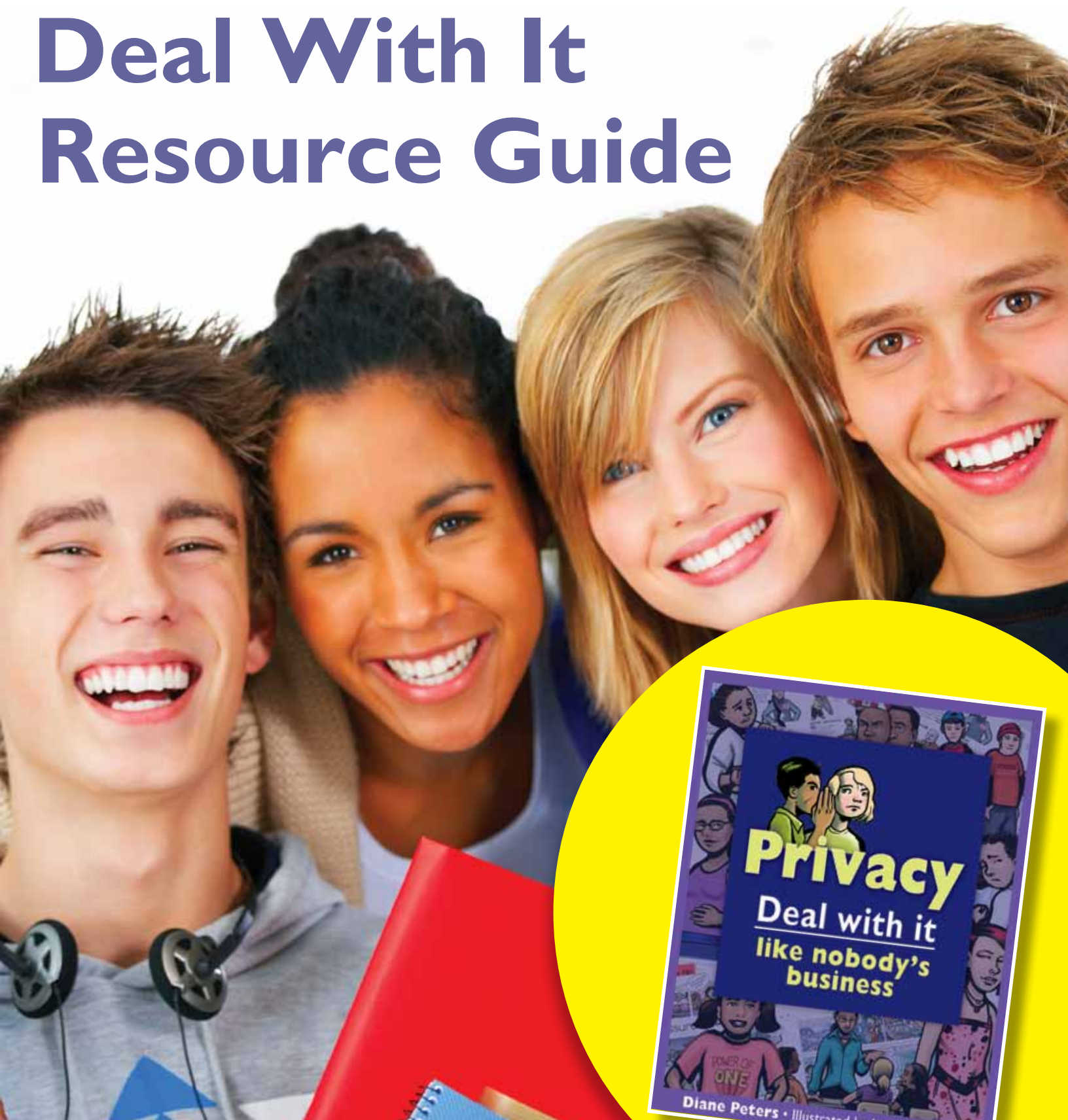


Privacy: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Privacy: Deal with it like nobody's business

All of us feel the need for privacy at one time or another. Most of us have issues we may want to share only with certain people, or not at all. Conflicts arise when other people interfere with our right to privacy or share information that we have asked them to keep private.

Privacy: Deal with it like nobody's business was created to help students understand issues around privacy and give them suggestions on how to handle diverse situations in which their privacy might be invaded.

Many students may find this a difficult subject, as it is often difficult to tell when you are invading other people's privacy if your intention is to get to know them better or help them. The discussion topics and activities in this resource guide to ***Privacy*** will encourage students to think about what they consider to be private and how they might feel if they were in the other person's place. The better students understand themselves and their concept of privacy, the better equipped they will be when they encounter difficult situations in the real world.



Before You Begin

Here are some tips and suggestions to help you plan your privacy unit.

- Gather as much material as you can about privacy, including ***Privacy: Deal with it like nobody's business***. (See More Help on page 32 of ***Privacy*** for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work. You may wish to include cloak-and-dagger and spy images to enhance the display.
- Before beginning this unit, have students play "I've Got a Secret," in which students guess something they don't know about the "host" (played by students). Encourage students to invent humorous information in order to help students relax and feel comfortable talking with one another.
- Decide on the amount of time that you plan to spend on this theme.
- Note that privacy can be a sensitive issue for middle-school students and adolescents. As they discover more about themselves and the world around them, they begin to shape their own beliefs and personality. Part of this process often involves keeping secrets from certain family members and friends. It is important for students to feel that they can keep their thoughts and feelings private, but it is also essential that they know when to share and ask for help with serious issues.
- This resource guide includes information on privacy and the media, which is an important topic to discuss with adolescents. Encourage students to think about what information they share on the Internet and how safe they think it is. Be sure that they understand that their information may be sold or distributed without their permission.

Privacy 101

Highlights

- Privacy is important. You have the right to decide what personal information you want to keep to yourself or with whom you chose to share it.
- Your decision to keep a secret or share information can be positive or negative, so it is important to consider the possible consequences of invading someone else's privacy.
- You may want to keep the following private:
 - ☛ personal journals, diaries, letters, and e-mails
 - ☛ keepsakes and your feelings about someone
 - ☛ personal information such as your name, age, address, or phone number
 - ☛ your family's financial information
 - ☛ information about your health or the health of a family member
 - ☛ creative things like songs, poems, or drawings
- Privacy helps protect secrets, ideas, actions, and feelings.

Discussion Questions

- Do you have personal information that you want to keep private? Why is this information important to you?
- Have you ever kept information private even though you wanted to share it? How did it feel to keep it private? Was it the right thing to do?
- Do you have certain people you can trust with your private information? Do they share their private information with you?
- Do you ask people about their private issues? How much do you think you should know about a friend's personal life? Explain your thinking.
- Do you know people who are always looking for information about others or gossiping? How do you feel when someone tries to invade your privacy?
- Have you ever shared information with others so that you would feel like part of the in-crowd? How did it make you feel? Do you think it was the right thing to do? Why or why not?
- Have you ever shared information on the Internet? What might happen if you share private information like your name, age, and phone number on the Internet?
- There has been a lot of discussion about privacy and security since the attacks on 9/11. What do you know about Canada's privacy laws? Why do you think the government would be concerned about your privacy? What can you do to protect your privacy in your everyday life?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry on whether or not they have been tempted to look through someone else’s private belongings without permission. Encourage them to think about what they wanted to find out and how they felt. Ask them to include what the other person might have felt about the incident.
pp. 2–5	The Arts (drama)/ Social Responsibility (G)	Have students work in groups of three or four to create a tableaux or skit about someone who spreads information about another person’s private life. Encourage them to explore how everyone involved would feel and react. Have students present their skits to the class and discuss the outcomes.
pp. 6–7	The Arts (visual)/ Language Arts/ Guidance and Career Education (I)	Ask students to create an image, poem, or song to represent privacy. Encourage them to think about what information is important to them and why they want to keep it private. Have volunteers share their creation with the class and discuss.
pp. 8–9	Media Literacy (G)	Have students create a brochure to tell younger students why it is important to protect their privacy when they use the Internet. Encourage them to think about where they might be asked to share their information, such as in chat rooms or when they register for games. Have students present their brochures to the class or a group of younger students.
pp. 10–11	Media Literacy/ Social Studies (I/G)	Divide the class into two groups to debate the statement: People have the right to know about the personal lives of celebrities and politicians who choose to be in the public eye. Ask students to think about how the media reports on celebrities and politicians and what information they share about them. Allow them time to prepare their arguments and then hold the debate. Afterwards, have them discuss their own opinions on what information the public has a right to know and what should remain private.
pp. 12–13	Social Studies/ Canada and World Studies (G)	Ask students to review the information in the “Did You Know?” section. Have them research to find out more about Canada’s privacy laws and how they help protect us. You may wish to have them visit the Privacy Commissioner of Canada’s website (www.privcom.gc.ca) to find out more. Have students make jot notes on what they find interesting. As a class, ask students to discuss their findings and discuss their opinions on whether or not Canada’s privacy laws affect them in a positive way.

The Exposed

Highlights

- The Exposed is the person whose private information has been revealed without their permission. The person may be embarrassed and angry that people who were trusted to keep something private have shared it with others.
- You can avoid having your private information shared by:
 - ☛ thinking carefully about what information you want to share or keep private
 - ☛ thinking about who you share information with and the consequences of it being known by others
 - ☛ remembering that everyone, not just your friends, can see information or pictures posted on Internet sites
 - ☛ being respectful of information you hear from or about other people. If you haven't been given permission to share it, keep it to yourself
 - ☛ telling people who spread private information about others that you aren't interested in listening
 - ☛ finding a trusted friend or adult who can give you advice on private issues
 - ☛ getting someone help if they have revealed private information that is serious

Discussion Questions

- Have you ever shared private information that was then broadcast to others? How did you feel when people asked you about it? Did this incident affect your relationship with your friends or what information you choose to share with other people?
- Have you ever found out that someone you trusted, such as a parent, has read your journal or e-mails? How did that make you feel? How did you resolve it?
- Does talking to a trusted friend or adult about private issues help you solve problems? How might this help you to solve problems on your own?
- Have you ever told a friend something really personal (e.g., that you were attracted to another person), only to have your friend tell others? How did this make you feel? How did this incident affect your relationship with that friend?
- Do you visit social networking sites? Have you noticed the warnings about posting personal information? Do you pay attention to them? Have you ever regretted posting pictures or information that you only wanted a few people to see?
- Has a friend ever shared a secret with you, hoping you would keep it private? How did it feel to know something private about someone else? Did you keep the secret? Why or why not? What were the consequences of not keeping the information a secret?



Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual) (I/G)	Have students create a collage to illustrate the emotions listed on p. 14. Encourage them to use vivid colours and descriptive labels to help explain the images. Display completed collages in the classroom.
pp. 14–15	Media Literacy/ Guidance and Career Education (P)	Have students work in pairs to interview each other about the issue of privacy. Ask them to compile a list of interview questions about what they think is private, who they share information with and why, and what they might do if someone betrayed their trust. Interviews could be written out as transcripts, recorded, or acted out for the class.
pp. 16–17	Guidance and Career Education/ Social Responsibility (I/G)	As a class, invite students to discuss their views on privacy. Encourage them to think about how sharing private information in the workplace might be the same or different from what happens in the classroom or at school. Ask them what they think might happen if someone’s private information was shared among classmates or coworkers. As a follow-up, have students write a journal entry about when and how to prevent their private information from being shared and what they would do if someone tells them another person’s secret.
pp. 18–19	Media Literacy/ Social Studies (I)	Have students research and write a report on identity theft. Encourage them to find out what it is and how people can protect themselves. Ask them to collect news stories to include in their report. Ask volunteers to present their findings and discuss them as a class.
pp. 18–19	Social Studies/ Language Arts/ Canada and World Studies (I/G)	Have students debate the statement: Every person has the right to privacy no matter what the circumstances. Encourage them to think about privacy laws that prevent personal information from being revealed, video cameras at banks and on streets, baggage searches at airports, etc. After the debate, discuss students’ reaction and thoughts about privacy.
pp. 18–19	Media Literacy/ Social Studies (G)	Ask students if they are familiar with Google Earth™ and have volunteers share their knowledge and experience. You may wish to give students a chance to explore this program on their own or in small groups. Explain that this program has a “street view” option that lets people see photos taken at street level in different cities. Tell them that this feature is not allowed in Canada because of our privacy laws. Have students write an opinion piece on whether or not they think this feature should be allowed or if they believe it represents an invasion of privacy.

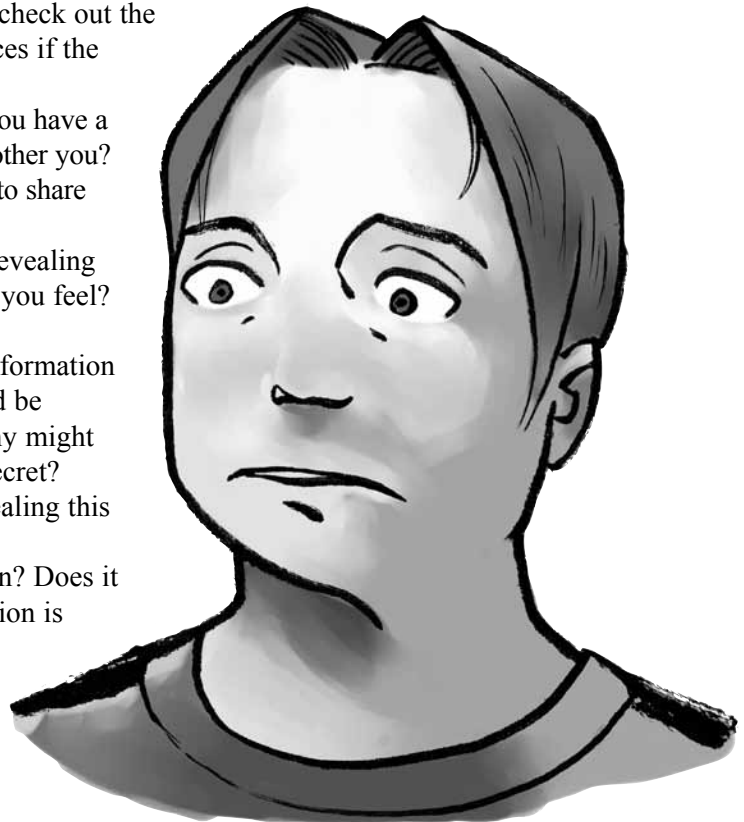
The Intruder

Highlights

- The Intruder is someone who tries to find out about other people's private information. He or she might intrude by reading someone's journal or e-mail, or by sharing someone else's private information or secrets.
- You can learn to respect other people's privacy by:
 - listening to others to find out how they define privacy
 - asking questions to find out whether or not what you are told should be kept secret
 - stopping to think about the consequences before you read or say anything that might be private
 - thinking about your own definition of privacy
 - avoiding gossip
 - questioning your own nosiness and thinking about why you are so interested in other people's business

Discussion Questions

- Do you get you excited when you hear rumours about other people? Do you repeat them before you check out the truth? Do you care about the consequences if the rumours are untrue?
- Do people avoid talking to you because you have a reputation for being snoopy? Does that bother you? Why do you think others might not want to share their private information with you?
- Has anyone ever confronted you about revealing his or her private information? How did you feel? How do you think they might have felt?
- What would you do if you discovered information about another person that you felt should be revealed to protect his or her safety? Why might someone keep this sort of information secret? What might be the consequences of revealing this information?
- Do you have someone you can confide in? Does it bother you when your personal information is revealed without your permission?
- What is your definition of friendship? Would a true friend betray a confidence? Are there any situations in which it might be okay to share someone else's secrets? Explain your thinking.
- Think about a time when you kept the confidence of a friend who revealed private information. Did you feel proud of yourself? Did your friend feel better knowing he or she could talk to you and trust that you wouldn't tell anyone else his or her secrets?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 20–21	Guidance and Career Education/ Social Studies (G)	Have students conduct a survey to find out what kinds of information people consider private and how this information should be treated. Encourage them to brainstorm a list of survey questions and then canvass their classmates, friends, and family members. Have students graph the results and present their findings to the class.
pp. 20–21	Social Studies/ Guidance and Career Education (I)	In personal journals, have students create charts listing times when they have intruded into the privacy of others vs. times they have had others intrude in their personal lives. Encourage students to compare the two lists and have them write about how they can use their personal experiences to help respect other people’s privacy.
pp. 22–23	Social Responsibility (G)	Have students work in groups of three or four to brainstorm a list of scenarios in which someone might intrude into the private lives of their friends or family members. Encourage them to think about scenarios in which revealing information might cause harm or help (e.g., situations involving violence, sexual abuse, drugs, etc.). Use these scenarios as the basis for a class discussion about when it might be acceptable to reveal personal information in order to help someone.
pp. 22–23	Social Studies/ Media Literacy/ Language Arts (I)	Have students think about scenes in movies or on TV that involve police, customs officials, or soldiers infringing on people’s privacy. Encourage them to think about how the characters react to being searched and how they might feel in the same situation. Have students write a journal entry about the importance of balancing laws protecting the rights of individuals with those that protect the community. Encourage volunteers to share their ideas and discuss them as a class.
pp. 24–25	Language Arts/ Guidance and Career Education (I/G)	Have students write a letter to someone they believe is snooping in their personal belongings. They should explain to The Intruder how it feels to have someone invade their privacy. Encourage students to use this exercise to think about how they define privacy and how they might show respect for other people’s private information.
pp. 24–25	Social Studies/ Canada and World Studies (I)	Have students research current news stories to find out about the issue of privacy in Canada, such as identity theft or protecting your privacy while online. Have them write their own opinion piece about the balance between personal privacy and national safety. Encourage them to include their thoughts on how much information the government should be allowed to know about someone and what rights people should have if they don’t want to share information with the police or the government. Encourage students to share their opinion pieces with their classmates and discuss.

The Witness

Highlights

- The Witness is the person who sees an Intruder looking for information or who hears information they know was supposed to be kept private. Witnesses might think that they are not part of the problem, but there may be opportunities for them to positively influence the situation.
- If you feel that someone's privacy is being violated you can:
 - ☛ tell the person whose private information is being spread
 - ☛ talk to the person who is spreading the information about the negative consequences
 - ☛ talk to a trusted friend or adult for advice

Discussion Questions

- Have you ever witnessed someone invading another person's private information? How did this make you feel? What did you do? Did you tell the person whose privacy was being invaded?
- Have you ever told someone to stop when you saw him or her invading another person's privacy? How did it make you feel? Do you think that other people respected you for taking a stand?
- Have you ever seen a friend's private information on a social networking site? What might be the consequences of posting pictures or information that could be accessed by anyone?
- Have you ever told someone that you heard private information about him or her from another person? How did the person react? What were the consequences of telling him or her what you heard?
- Imagine you have witnessed your friend doing drugs or stealing something. Do you think this a private matter? Should you tell a parent or teacher? Why might you keep this information to yourself? Explain your thinking.
- Do you care what other people think about you? Do you ever talk to your friends about what friendship and keeping confidences mean to you?
- Do you have a trusted friend or adult that you can speak to about difficult issues that involve privacy come up? How might you handle the pressure of being a Witness?



Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 26–27	Media Literacy/ Social Studies/ Language Arts (I/G)	Have students research to find out how journalists investigate their stories. Encourage them to think about how journalists might discover secrets and how they decide what information should or should not be made public. Have students write an opinion piece about journalism and how much information the public has a right to know.
pp. 26–27	Language Arts/ Social Studies (G)	Have students review the “Do’s and Don’ts” on pp. 17 and 27. Based on this list, ask them to create a poster for the top 10 rules for privacy. Encourage them to think about their own definition of privacy and how they can encourage others to respect people’s private information. Have students present their rules to the class and display the posters around the classroom or school.
pp. 28–31	The Arts (drama)/ Guidance and Career Education (G)	Have students work in groups of three or four to create a skit showing what happens when someone from “the in-crowd” turns on a Witness who tries to stop them from spreading gossip about someone else. Encourage students to think about what The Witness might do to stand up for a friend without risking being ostracized by others. Have students present their skits to the class and then discuss.
pp. 28–31	Social Studies/ Canada and World Studies (G)	Divide the class into two groups. Have one group research Canada’s Privacy Act and prepare graphic and oral representations to explain what information falls under federal legislation. Have the other group research your province’s Access to Information legislation and prepare a report about the types of information that can be discovered, how it can be discovered, the costs, issues, etc. Have each group present their findings to the class. Hold a class discussion about these laws and how they are designed to protect Canadians.
pp. 28–31	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry about a time when a friend or trusted adult helped with an important private issue. Tell students that they do not need to share the issue itself, but should write about how they felt before and after they shared their secret and how talking to someone they trusted helped the situation.

Additional Resources

- www.media-awareness.ca/english/issues/privacy/index.cfm: The Media Awareness website explains how new technologies have created challenges for the protection of personal information.
- www.privcom.gc.ca: The Office of the Privacy Commissioner of Canada (OPC) protects and promotes the privacy rights of individuals.
- Cady, Glee Harrah. *Protect Your Digital Privacy: Survival Skills for the Information Age*. Indianapolis, IN: Que Publishing, 2001.
- Dolan, Edward. *Your Privacy*. New York, NY: Dutton Children's Books, 1995.
- Fridell, Ron. *Privacy vs. Security: Your Rights in Conflict*. Berkeley Heights, NJ: Enslow Publishing Inc., 2004.

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