

## Privacy Lesson for Grades K–2

UNIT/LESSON TITLE: WHAT DO I NEED TO KNOW ABOUT USING MY LIBRARY MEDIA CENTER?

GRADE LEVEL/CONTENT: INTRODUCED IN K, REVIEWED 1 & 2

### CURRICULAR FOCUS

AASL 4.1.1—Read, view, and listen for pleasure and personal growth

### OVERVIEW

Proper Book Care

Library Etiquette

Privacy and Material Checkout

### ASSESSMENT

Observe student behavior in the library and students checking out library books and looking over books that are returned.

### RESOURCES

NO! NO! NO! bag and the YES! YES! YES! Bag for Book Care

Stop Sign for Etiquette and Privacy

### INSTRUCTION/ACTIVITIES

Fill two bags with items that are reminders to students of how to treat library books and call them the NO! NO! NO! bag and the YES! YES! YES! bag.

- The NO! NO! NO! bag holds items such as:

**Scissors**—Keep books away from scissors when working on projects so the book does not get in the way and is accidentally cut.

**Markers and Crayons**—Marks from markers and crayons cannot be removed from books.

**Water bottle**—Books can be ruined by water and mold. Show book examples.

**Little doll**—Remind students to keep books away from little brothers or sisters or little friends visiting who do not know how to take care of library books yet. Show book examples.

**Stuffed animal dog and cat**—Keep books up off the floor so pets can not be tempted to chew on the books. Show book examples.

**Snacks like Cheetos**—No one wants to open up a library book and find crumbs or fingerprints in it.

**Scotch Tape**—Remind students to let us know when a book has a tear on a page so we can repair it with book tape. Do not use tape at home. We are the best library book fixers. Show examples of poor tape repairs in a book.

- The YES! YES! YES! Bag holds items such as:

**Backpack**—Remind students that backpacks protect books when they take their books home and carry them back.

**Soap**—Remind students to wash their hands and that clean hands are good for library books.

**Bookmarks**—If they need to remember where they left off reading, a bookmark can do the job.

**Mirror**—Show students themselves in the mirror because they are the absolute best thing for library books. You make a book come alive when you read it!

- Stop Sign

**Library voices** are discussed and practiced. Three inch voice is a normal talking voice. A one inch voice is a whisper and how a library voice sounds. Sometimes they are even asked to have a no inch voice because of what may be going on in the library.

**Private information.** They are asked to stop at the STOP signs that we have posted next to the check out computers and wait for the person in front of them to leave. The information on the computer screen is just for the librarian and the person checking out to see.



## Privacy Lesson for Grades 3–5

UNIT/LESSON TITLE: INTERNET SAFETY FOR STUDENTS AND THEIR PARENTS

GRADE LEVEL/CONTENT: GRADES 3–5

CURRICULAR FOCUS: NETS STANDARD 5: DIGITAL CITIZENSHIP

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students advocate and practice safe, legal, and responsible use of information and technology.

### OVERVIEW

In an evening presentation, parents and students learn about and discuss internet ethics and safety. They participate in varied activities designed to apply rules students already know about honesty, politeness, and safety to the online environment. The main issues addressed include safety, privacy, personal responsibility and ethical use of the internet.

Note: This may be taught during the school day, but involving parents may help to reinforce meaningful application of good internet safety at home.

### INSTRUCTION/ACTIVITIES

1. Conduct pre-test of parents and students.
2. AV presentation, pausing periodically for activities (PowerPoint and internet safety video by Ryan Chatel found at [www.youtube.com/watch?v=xZHq4CQekTY](http://www.youtube.com/watch?v=xZHq4CQekTY)).
3. Small and large group discussions.

4. In small groups, create short videos using PhotoStory 3 or similar software to be shared on morning announcements at school and podcast on the school's website about different internet safety rules.
5. Conduct post-test of parents and students.
6. Encourage each family to create their own cyber rules.
7. Share resource list.

### ASSESSMENT

Pre- and post-multiple choice questions using a class voting system, such as CPS/Senteos, or paper forms.

Videos created by parents and students, using PhotoStory 3 or equivalent product.

### RESOURCES

- Aftab, Parry. "What is Cyberbullying, Exactly?" *Stop Cyberbullying*. WiredKids, Inc. 20 April 2009. [www.stopcyberbullying.org/what\\_is\\_cyberbullying\\_exactly.html](http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html)
- "Are You a Good Cybercitizen?" *Cyber Ethics for Kids*. United States Department of Justice. 20 April 2009. [www.usdoj.gov/criminal/cybercrime/rules/cybercitizen.htm](http://www.usdoj.gov/criminal/cybercrime/rules/cybercitizen.htm)
- "For Educators: Teaching Tools to Keep Safe Online," *I Keep Safe*. 2006. internet Keep Safe Coalition. 21 April 2009. [www.ikeepsafe.org/iksc\\_educators](http://www.ikeepsafe.org/iksc_educators).
- "i-SAFE America," *i-SAFE Student Tool Kit: What Drives You*. U. S. Department of Justice. 20 April 2009. [http://xblock.isafe.org/docs/Student\\_Toolkit.pdf](http://xblock.isafe.org/docs/Student_Toolkit.pdf)
- "Net Smartz Workshop," *Net Smartz*. 2009. The National Center for Missing & Exploited Children (NCMEC). 14 October 2009. [www.netsmartz.org/index.aspx](http://www.netsmartz.org/index.aspx).
- Schwartz, Winn. *Internet & Computer Ethics for Kids*. Seminole, Florida: Interpact Press, 2001.



## Privacy Lesson for Grades 6–8

UNIT/LESSON TITLE: FIRST AMENDMENT RIGHTS

GRADE LEVEL/CONTENT: GRADES 6–8

CURRICULAR FOCUS: SOCIAL STUDIES,  
INFORMATION LITERACY AND COMMUNICATION  
ARTS/READING

### LIBRARY MEDIA STANDARDS

- **Standard 2:** The student who is information literate evaluates information critically and competently.
  - » **Benchmark 2.1:** Determines accuracy, relevance, and comprehensiveness
  - » **Knowledge Based Indicators:** The student understands:
    - › 2.1.1: multiple sources, both primary and secondary, must be examined when determining what information is used in the research process.
  - » **Benchmark 3.3:** Applies information to critical thinking and problem solving
  - » **Knowledge Based Indicators:** The student understands:
    - › 3.3.1: problem solving requires focus on a question and criteria for judging possible answers.
- **Standard 5:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- **Standard 6:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
  - » **Benchmark 6.1:** Respects the principles of intellectual freedom and property rights
  - » **Knowledge Based Indicators:** The student understands:
    - › 6.1.1: that intellectual freedom, the freedom of inquiry and the freedom of expression, was established in the First Amendment to the U.S. Constitution.

- › 6.1.1a: apply concepts of intellectual freedom by respecting the views and ideas of others when working in a group.
- › 6.1.1b: explore and discuss First Amendment rights, responsibilities, and intellectual freedom.
- › 6.1.2: the importance of expressing information and ideas in her/his own words.

- **Standard 7:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.
  - » 7.1.1: share and discuss ideas with others in the group, listen well and respectfully, and change ideas when appropriate.

### CONTENT STANDARDS Social Studies Grades 6

- **Standard 4 (Concept): Power, Authority, and Governance:** the student uses a working knowledge and understanding of the concepts of power, authority, and governance.
  - » **Benchmark 4 (Enduring Understandings):**
    - › Power and influence determine who has the authority to govern and provides structure for and impacts the needs of societies.
    - › Student recognizes that every civilization has a form of law or order (Hammurabi’s Code and Twelve Tables).
- **Standard 7 (Concept): Individual Development and Identity:** the student uses a working knowledge and understanding of the concepts of individual development and identity.
  - » **Benchmark 7 (Enduring Understandings):**
    - › History represents the story of human diversity and the development of individual and national identity over time.
    - › Student understands the impact of primary and secondary sources on the understanding of past civilizations (e.g., artifacts and oral tradition).
- **Standard 8 (Concept): Civic Ideals:** the student uses a working knowledge and understanding of civic ideals.



- » **Benchmark 8 (Enduring Understandings):**
  - › Citizenship confers rights, responsibilities, and privileges.
  - › The student understands the rights of people living in Ancient Greece (Sparta and Athens), Classical Rome, and modern United States.
  - › Compare and contrast the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.

#### Communication Arts/Reading Grade 7

- **Standard 1 Reading:** student reads and comprehends texts across the curriculum.
  - » **Benchmark 2:** The student reads fluently.
- **Standard 2 Reading:** student understands the significance of literature and its contributions to various cultures.
  - » **Benchmark 3:** The student expands vocabulary.

#### Social Studies Grade 8

- **Standard 8 (Concept): Civic Ideals:** the student uses a working knowledge and understanding of civic ideals.
  - » **Benchmark 8 (Enduring Understandings):**
    - › Citizenship confers rights, responsibilities, and privileges.
    - › The student understands the United States Constitution is written by and for the people and it defines the authority and power given to the government as well as recognizes the rights retained by the state governments and the people.
    - › The student understands how the United States Constitution can be changed through amendments.

#### OVERVIEW

For 3 years, middle school students are exposed to their First Amendment rights every September as part of our Right to Read activities.

**In 6<sup>th</sup> grade,** World History students learn that all civilizations have some form of government and most have a document as the foundation of that government, i.e., Hammurabi's Code. Then we talk about America's

Constitution and how the First Amendment and Bill of Rights came to be. We learn "Give Me 5" and discuss the rights in the First Amendment that give us the right to read. We watch a 4-minute video on "Give Me 5" and then handle a primary source copy of the original First Amendment document. Students analyze it carefully, count the words, and infer who, when, and where it was written. They then underline the 5 rights guaranteed, circle words that look weird to them (press, Congress), highlight the rights that deal with the right to read, and then answer the question "Why do you think the First Amendment was actually written?" If students finish before the end of the class we have a link on the library web page to the Illinois First Amendment Organization where they can take an on-line quiz about the Constitution or work on an on-line word search about the First Amendment.

**In 7<sup>th</sup> grade,** we review the 5 rights guaranteed in the First Amendment. We talk about why books get challenged. We watch the ALA Office for Intellectual Freedom online puppet clip about "Banned Books Week!" I share the Top Ten most challenged/banned books from the previous year. We then move to 6 small groups and each group gets a challenged book and their task is to decide why the book was challenged or banned. We take 10 minutes and then come back together as a group and report out. After each group, I share with them from the ALA Banned Book List why the book was challenged. Students also have a ballot of the six books and vote after each book whether to remove or keep the book on the shelf. After a break, we watch the after-school special *The Day They Came to Arrest the Book*. This is an adaptation of Nat Henoff's book of the same title.

**In 8<sup>th</sup> grade,** Social Studies teachers are in the midst of teaching the Constitution as part of their American History curriculum. They review the 5 rights again and I show a 15 minute video about what each of the 5 rights means. Then on a Friday morning at the end of our Right to Read Week, we have a culminating special event for the 8<sup>th</sup> graders.

I invite an attorney to talk about and discuss the First Amendment with the students. This is where the students get a chance to question the "dark side" of the First Amendment on their freedoms of expression and privacy. The attorney makes sure to discuss things like the Nazi Party, anti-war signs, Fred Phelps, and adult books that are also protected under the First Amend-



ment. They wonder why music can be labeled adult/mature and books in the library can't. We talk about their parent's right to check what they are reading when they get home but that we can't tell their parents what they are reading if they call. We spend all 3 years of middle school teaching that disappointment or shock in a book isn't a reason to ban it but to bring it back and check out another book. We also bring in a public librarian and she espouses the Library Bill of Rights and the public library's take on privacy and challenging books. Our art teacher has put together a presentation on Banksy, the graffiti artist who has never been seen or arrested but has expressed himself all over the world. Students get to discuss whether graffiti is art and expression or vandalism. Finally, we have a news reporter come from a local news station and talk about the First Amendment and the media. In 8<sup>th</sup> grade students get to see multiple perspectives on the First Amendment and hopefully begin thinking for themselves about the importance of being aware of your rights and not being afraid to speak up.

#### ASSESSMENT

**In 6<sup>th</sup> grade,** students are assessed on 3 First Amendment questions. This is an assessment for learning and is worth 10 points.

- Question #1—Underline the 5 rights guaranteed in the First Amendment.
- Question #2—Highlight the rights in the First Amendment that give us the right to read.
- Question #3—Why was the First Amendment actually written?

**In 7<sup>th</sup> grade,** students are assessed by their communication arts/reading teacher through a reflection writing piece.

**In 8<sup>th</sup> grade,** students are not assessed. However, communication arts/reading teachers have them write thank you letters to all of the speakers.

#### RESOURCES

##### **In 6<sup>th</sup> Grade**

- First Amendment Worksheet with copy of original primary source document
- *First Amendment Introductory Video on DVD*

- Grades 2 thru 6 from Illinois First Amendment Center. *For extra activities go to [www.illinoisfirstamendmentcenter.com/activities.php](http://www.illinoisfirstamendmentcenter.com/activities.php)*

##### **In 7<sup>th</sup> Grade**

- *In the Night Kitchen* by Maurice Sendak
- *Ferdinand the Bull* by Munro Leaf
- *The Lorax* by Dr. Seuss
- *Father Christmas* by Raymond Briggs
- *Sylvester and the Magic Pebble* by William Steig
- *Where the Sidewalk Ends* by Shel Silverstein
- After-school special *The Day They Came to Arrest the Book*
- ALA Office for Intellectual Freedom—Link to Finger Puppets "Banned Books Week PSA"

##### **In 8<sup>th</sup> Grade**

- Speakers: Public Librarian, Attorney who knows the First Amendment, News reporter for TV or newspaper, Art teacher
- 15-minute video from Illinois First Amendment Center—First Amendment Teen Video on DVD—Grades 7 thru 12
- ALA Office for Intellectual Freedom—Link to Finger Puppets "Banned Books Week PSA." Find at [www.alfocus.ala.org/videos/banned-books-week-puppet-book-banners](http://www.alfocus.ala.org/videos/banned-books-week-puppet-book-banners)

#### INSTRUCTION/ACTIVITIES

In all 3 grades I instruct on the importance of our First Amendment rights. Every year the students get more information to take in and think about and it all culminates in 8<sup>th</sup> grade.

This year we also added a blog to our library web page that asked students to answer the following question during Right to Read Week:

It's that time of year when we think about our right to read and how important it is to us. This blog is to make you SPEAK. READ. KNOW—the theme of this year's Right to Read Week. Here's your statement—"The freedom to read is essential to our democracy." What does this comment mean to you?



**Privacy Lesson for Grades 9–12**

UNIT/LESSON TITLE: PRIVACY MATTERS!

GRADE LEVEL/CONTENT: GRADES 9–12

CURRICULAR FOCUS: AMERICAN GOVERNMENT STANDARDS

- Principles of democratic government (e.g., rule of law, limited government etc.)
- Core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society
- The importance of the provisions of the 14<sup>th</sup> Amendment

**OVERVIEW**

Privacy impacts students on a daily basis from computers to cell phones. Students review a variety of headlines determining if the individual's privacy was breached. Through discussion, students determine the purpose of privacy laws and how they are impacted. Students create an online poster through Glogster analyzing a current issue. Students will present their posters virtually.

**ASSESSMENT**

Rubric

**RESOURCES**

- SIRS Researcher
- Global Issues
- Opposing Viewpoints
- Government Textbook
- Other relevant library resources

**INSTRUCTION/ACTIVITIES****Part I**

Watch "Discovery Education United" streaming video, "Fourth Amendment: Right to Privacy" and a segment of: "You, the Jury" (or other related videos)

If videos are unavailable, review text of Fourth Amendment. FindLaw and other websites provide text and examples. <http://caselaw.lp.findlaw.com>

Reference the privacy rights inherent in amendments one, three, five, nine, and fourteen.

Student discussion: "Do actions in the video segment violate privacy? Yes or No? Why?"

Present electronically a variety of current articles on privacy issues. If time allows, students working in small groups may locate articles for discussion. Review articles and discuss privacy issues.

Examples: fight to open adoptee birth records, experiment using RFID chips to track movement of individuals, parent access to information and grades for college students eighteen and older, emails searches, cities using security cameras on streets.

Students brainstorm the different ways privacy impacts their lives.

Examples:

- Facebook
- Credit card companies
- Cell phones & GPS
- Airport security
- Cookies on computers
- Doctor information to parents
- Checking out a book
- Computer use at school with management software allowing teachers to view student monitors
- Google maps showing your home

Discussion: Why? Purpose?

**Part II—Privacy Matters! Analysis**

Choose one area from discussion or locate an example from the news to create an online poster through Glogster and analyze your issue and how it impacts privacy and privacy laws. See checklist listed below for specific requirements.

1. Summary of article.
2. Who is impacted?
3. How is \_\_\_ privacy impacted?
4. How does it relate to you?
5. Is it right or wrong according to you and your values?
6. Is it right or wrong according to our laws?

Use public domain images using [creativecommons.org](http://creativecommons.org) to create a creative poster that expresses your learning.



## PROGRAMMING GUIDE AND ACTIVITIES

Cite your sources (using [bibme.org](http://bibme.org), for example) in APA format at the bottom of your poster.

Checklist:

- Summary of article.
- Who is impacted?
- How is \_\_\_ privacy impacted?
- How does it relate to you?
- Is it right or wrong according to you and your values?
- Is it right or wrong according to our laws?
- At least 3 images and/or a video related to the topic
- All images are public domain
- At least three sources used
- Citations in APA format

CHOOSE PRIVACY

