② Private versus public

Aims

- The session will review the learning from the previous session – the role of the **ICO**, personal data, and levels of privacy.

- Students will explore the kinds of personal data that could be held by a range of public and private organisations, and how it might be used.

- They will explore ways of staying in control of their personal data, and situations in which they might use the resources of the **ICO**.

Learning objectives

By the end of the session students will:

- understand how they may unintentionally disclose personal data;

- define the kinds of personal data that should be kept secure;

- list some of the personal data likely to be held about them and the organisations likely to hold it; and

- describe their rights in relation to how organisations should store and use their data.

> Teachers will find helpful background information for this lesson at **ico.org.uk/for-the-public/ is-my-information-being-handled-correctly/**

Starter activity
(15 mins)

Show PowerPoint 2, slide 3.

1. Beginning with the arrival of the first consumer computer in 1974, up to 2012 when text messages became the most-used method for daily communication with family and friends, the information environment has changed and grown. Nowadays it allows us all to generate, share and store huge amounts of information in our personal, academic and work lives. Can students match the milestone events with the correct date on the timeline?

Allow some thinking time in pairs or small groups before trying to compile a version with the whole class.

2. Once the exercise is complete, ask 'What does this timeline tell us?'

You might suggest:

- the pace of change is quickening;

- more and more of our lives is lived online;

- huge amounts of data must be shared and stored every minute; and

- we share lots of this information with friends and family but with companies and organisations as well.

3. As part of this discussion, you might share with the class the information that, according to an Ofcom survey, the UK leads the way in mobile use, and, according to the Metropolitan Police, a determined criminal needs only three pieces of personal information to begin to carry out an identity theft.

4. As a bridge into the lesson's main activity, remind students of the **Information Commissioner's Office (ICO)** and its role in promoting data privacy (PowerPoint 2, slide 5).

Perhaps with so much of our personal data 'out there' we need to understand its value, know who has access to it and know how to keep it safe. We also need to be able to trust the organisations who use it to store it safely, keep it accurate and not share it without good reason.

Main activity
(35 mins)

1. Tell students they are going to consider some different examples of potentially sensitive personal information and where they think it lies on a continuum from 'private' to 'public' (remembering that 'public' could mean shared with organisations and businesses like schools, NHS, police, banks, Amazon and Facebook). They are also going to think about how sensitive the information might be – how risky it might be to let just anyone have access to it.

2. Ask students to work in pairs or small groups. Hand out Worksheets 1 and 2. Ask groups to consider each piece of personal information in turn and decide where they would mark it on the graph on worksheet 1. They must be prepared to explain their decisions when they give feedback to the whole group.

NB This activity can be completed as a statement line-up exercise if preferred. The statements can be read out one at a time and students can move to a place on an imaginary public/private line on the floor to indicate how sensitive they think the information is.

3. Take feedback from the group on where they have placed the various pieces of information.

- How easy was it to decide?
- Are there grey areas?
- What sorts of things have they recorded as sensitive? Why?
- What sorts of things might this information be used for?
- Do they feel there should be some rules about how much of our personal information is available? And who can see it? And share it?

4. Raise the questions: How can we be sure that our personal information is safe? Do we have our own rules? Do we stick to them?

You might want to mention the following:

● A survey carried out by the **ICO** found that 88% of secondary school respondents had a social networking site profile where they shared all manner of personal information, news and views.

● 60% of the respondents had not read the privacy policies of the networking sites they used, while 32% didn't know what a privacy policy was, and 23% said they didn't know where to find it.

● Consumer research commissioned by Experian CreditExpert in 2012 found that the average person has 26 different online accounts. Worryingly, 24% of users use the same password for most profiles.

If we have (or should have!) some rules for keeping our personal data safe, what rules apply to organisations (for example schools, doctors, police, councils, banks, Facebook and Amazon) who also keep lots of data about us?

5. Raise the important point of each of us having to make assessments about the risks of our personal information going astray and making proportionate decisions about the levels of protection we might want to apply. So, for example, as students put more information in their smartphones, they should increase protection accordingly.

6. Show PowerPoint 2, slide 6, which shows the rules set out in the Data Protection Act enforced by the **ICO**. Anyone who processes personal information must comply with these **eight principles of data protection**.

7. Give students time to look at the eight principles and ask any questions. If they had to pick just three as being the minimum they would expect in terms of how organisations should treat their data, what would they be? Why?

Plenary
(10 mins)

Show PowerPoint 2, slide 7. Ask students to think about what they have learned today. Ask them if they can, to sum up one point for each of the circles on the slide.
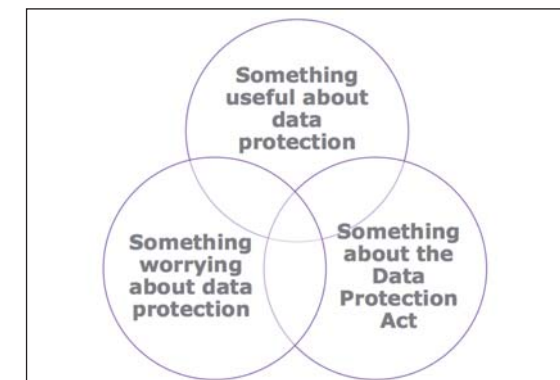
2 Private or public?

Look at the pieces of personal information. Are some more sensitive than others? Are some more private than others? Which would we be happy to have in the public domain and freely shared?

Taking each situation in turn, mark on the grid where you think it lies – for example point **X** shows a piece of personal information that is highly sensitive and should be kept private. Point **Y** shows a piece of personal information you would be happy to have in the public domain, easily accessed by lots of people.

X

Sensitive information

Private

Public

Non-sensitive information

Y
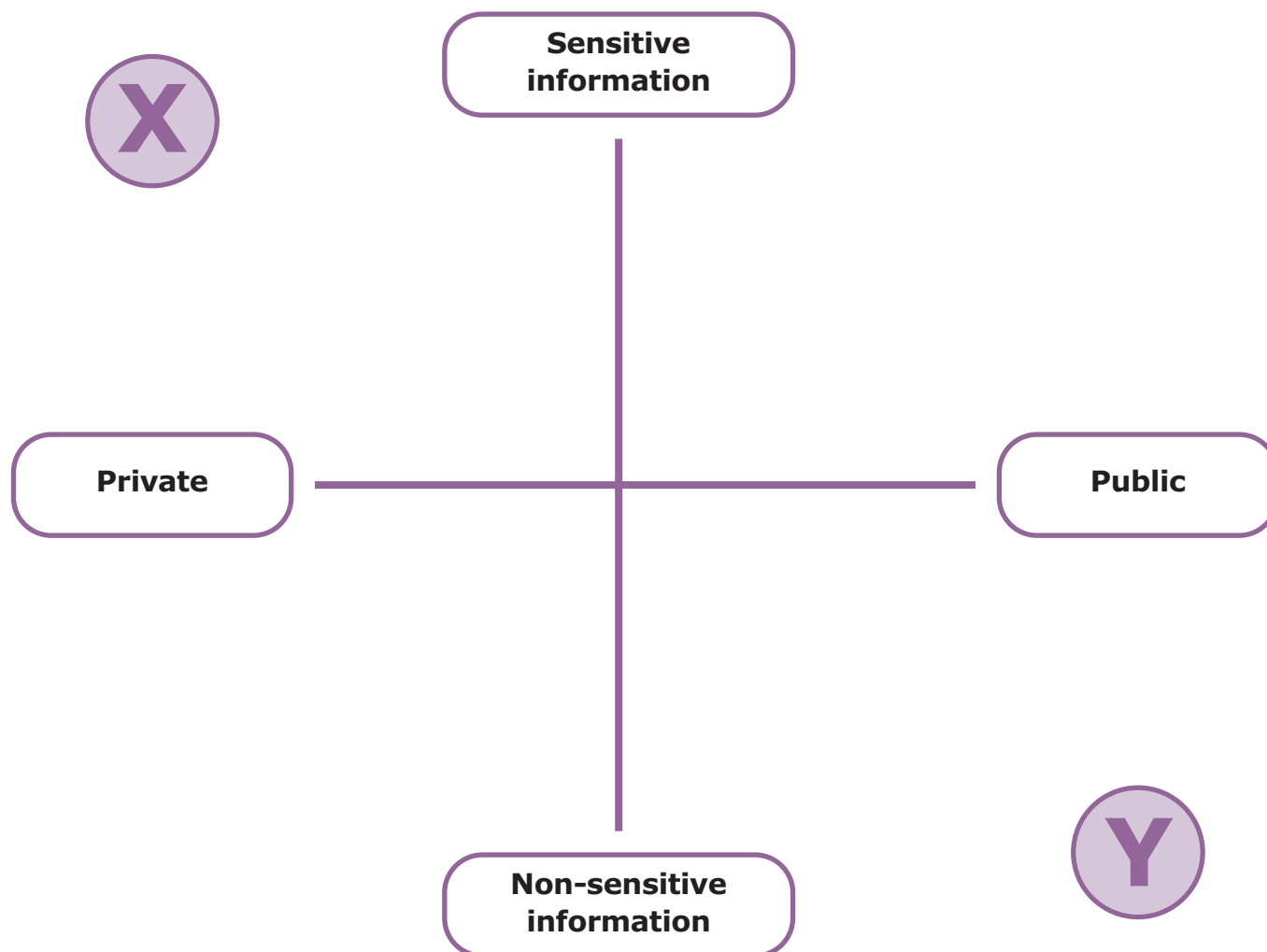
2 Private or public?

1 My age	**8** I'm diabetic	**15** I'm vegetarian
2 My younger sister is ill	**9** My parents are in debt	**16** My dog just died
3 My brother was arrested last weekend	**10** I missed two payments on my credit card	**17** I'm a young carer
4 My email address	**11** I smoke	**18** My dad is unemployed
5 I've got a nut allergy	**12** My natural hair colour is mousey brown	**19** My sexuality
6 My date of birth	**13** My address	**20** My mobile number
7 I shop at H+M	**14** My bank details	**21** My PIN