Who Decides About Me?

Privacy, freedom and control of personal data in everyday life

Adaptable for the following subjects: Civic Education, English, History, Technology, Media Education

Target Group	Lower secondary school students (grades 7–8)
Topics	Privacy as a human right, personal freedom, data control, self-determination, online sharing, digital responsibility
Group Size	Standard class (approximately 20–25 students)
Pre-requisites and prior knowledge	Daily use of smartphones, social media, or messaging apps. Personal experience with online sharing. No prior legal knowledge required.
Learning objectives from the DataPro Curriculum	**B.1 – Understanding the scope of freedoms** Recognise that privacy is essential for individual freedom and that external control can limit it. **B.2 – Understanding self-determination** Understand that every person has the right to control their own data and digital identity. **B.4 – Awareness of human rights** Recognise the responsibility to respect the privacy and rights of others in the digital space.
Additional specific learning objectives	Students will be able to: • understand that privacy is connected to personal freedom (not only safety); • recognise everyday situations where privacy may be violated; • reflect on the concept of “control over oneself” online; • distinguish between free choice and social pressure in sharing; • develop a personal position on the importance of privacy.
Duration	Two consecutive lessons (approximately 90–100 minutes)
Technical Requirements	Interactive whiteboard or projector Digital devices (tablets or PCs) Internet connection
DataPro training	DataPro Chatbot (guided activity)

materials and tools	
Additional teaching materials	**UNICEF Innocenti – Safeguarding privacy rights in today's digital world** Article on students' privacy rights in the digital world, with examples related to school technologies, online tracking, surveillance, personal data, and the need to protect children's rights online.
Suggestions for lesson implementation	**1. Introduction – 10'** Guided discussion: "If your school or apps could see everything you do online (messages, searches, activity), would you feel free or controlled?" The teacher collects a few responses and introduces the topic: • privacy is not only about "hiding something" • privacy is connected to freedom and personal autonomy • even in school, digital tools can collect data about us **Objective:** activate prior knowledge and introduce privacy as a human right. **2. Activity 1 – Guided exploration of the UNICEF resource – 20'** Students work in pairs or small groups. They access **UNICEF Innocenti – Safeguarding privacy rights in today's digital world** They read selected parts of the article (teacher may guide or assign sections) and answer: 1. What kinds of data about students can digital tools collect? 2. Why can tracking or monitoring students become a problem? 3. How is privacy connected to students' rights and freedom? Each group writes short answers. **3. Guided discussion – 15'** Each group shares one idea. The teacher guides the discussion highlighting: • school technologies can collect personal and behavioral data • being monitored can influence how students behave • privacy is part of children's rights • privacy helps protect freedom, dignity, and autonomy Key sentence to emphasise: "If my data is collected without my understanding or control, my freedom is reduced."

	4. Activity 2 – Real-life connection – 10’ Guiding questions: • Would you behave the same way if you knew your activity was always tracked? • Have you ever felt uncomfortable sharing information online? • Who can access your data in everyday life (apps, school, platforms)? **Objective:** connect the concept of human rights to students’ real experiences. **5. Activity 3 – Using the DataPro chatbot – 20’** Students work in pairs and access the DataPro chatbot: https://www.datapro.education/students/ They ask the chatbot: • “Why is privacy important for freedom?” • “What does it mean to control your own data?” • “Can you give an example of losing privacy in everyday life?” • “What happens if I don’t control my data?” **Task** • Choose one answer they find important • Rewrite it in their own words • Answer: “In which situation in my life could I lose control of my data?” **6. Activity 4 – Game: “Who decides?” – 10’** For each situation, students answer: “Who decides?” (Me / Others / Not clear) • I post a photo of myself • A school platform collects my data • A social media platform decides what I see • Someone reads my messages Discussion: when do we really have control? **7. Conclusion – 5’** Each student completes: “Privacy is important to me because…” Voluntary sharing with the class. **8. Assessment/ Final activity**

	Short assessment (oral or written): • Why is privacy connected to freedom? • What does it mean to control your own data? • Give a real-life example where privacy is important

Syllabus Data Pro

Work Package 2

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