

DataPro · Lesson Plan Nothing to Hide

Cluster A – Understanding Data as Currency

What happens to my data? | Grades 5–8 | approx. 90 min

Subject	Media and Informatics / Social Studies
Duration	2 lessons of 45 min each or 1 double period
Slides	Available at: https://www.datapro.education/datapro-webgames/ under “Class Material” → “Presentations: A-Data as a Good” → EN Available in English, Spanish, and other languages besides German (12 slides)
Additional Materials	before the lesson: Game Guide for teachers both available at https://www.datapro.education/datapro-webgames/
Game	https://dataprogames.ph-freiburg.de/nothing-to-hide/
Prior Knowledge	Basic digital media literacy; no prior knowledge of data protection required

Learning Objectives

- Treat data as currency: recognize when and which data is being processed (A.1)
- Know the difference between general and sensitive data categories (A.1)
- Recognize mechanisms such as tracking and personalized advertising (A.4)
- Ask critically: which interests are behind this platform? (A.3)
- Name the risks of sharing publicly (A.2)

Lesson Sequence

Time	Phase / Goal	Lesson Sequence	Slide / Materials
5 min	Introduction <i>Activate Prior Knowledge</i>	- Prompt question: which apps do you use every day – does that cost anything? - Collect answers on the board (no resolution yet)	No slides – open discussion
10 min	Input: Data as Currency <i>Getting to Know Digital Business Models</i>	- What is data? - Learn how complex information can emerge from data points (data → information → knowledge) - Learn about data categories – group discussion in class	→ Slides 2–3: What is data? → Slide 4: introduce data categories according to GDPR
35 min	Group Work <i>Identify Own Shared Data + Create</i>	1. in small groups: worksheet task 1.	→ Slide 5: Worksheet A1. Group work (in

	<i>Personalized Data Profiles</i>	2. as a class: classify the independent research from the group work (A1): recognize mechanisms behind personalized advertising 3. Worksheet task 2: create personalized data profiles based on task 1 4. Class discussion. Reinforce the key message: if something is free, you are the product	pairs): which data do we share voluntarily? → Slides 6–9: summary of the group work, introduction to digital business models → Slide 11: understand the economic rationale of personalized advertising
30 min	Game: Nothing to Hide <i>Apply What Was Learned Through Play</i>	- Pair work (2 students / device) - Observation task: which data is being requested? What happens when you share? - Optionally note a surprising decision for later reflection	→ dataprogames.ph-freiburg.de → Slide 12: link to the game
10 min	Reflection <i>Connect the Game Experience</i>	- Discuss as a class: - Was the app in the game really free? - How did our avatar “pay”? - Each student: what will I do differently on social media starting today? - Optional: note points in the game for later comparison	→ if needed, jump to slide 7 or 8: why is data valuable? Collect contributions on the board

Notes

- Slides 5 and 11 contain notes on using the worksheet (tasks 1 and 2); you can adapt it to your needs if necessary
- During the game: pair work encourages discussion; give the observation task before starting the game.
- Never use students' real data when working through examples of sensitive data – choose hypothetical/fictional scenarios instead
- Please consult the accompanying ‘Game Guide’ for teachers before using this in class

Assessment

- Kahoot quiz at datapro.education/training-material
- Exit ticket: explain in 2 sentences why TikTok isn't really free
- Compare game points in Nothing to Hide before and after the unit

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