

DataPro · Syllabus Nothing to Hide

Cluster B – Privacy as a Human Right

Why is privacy important? | Grades 5–8 | approx. 90 min

Subject	Media and Informatics / Social Studies / Ethics
Duration	2 lessons of 45 min each or 1 double period
Slides	Available at: https://www.datapro.education/datapro-webgames/ under “Class Material” → “Presentations: Privacy as a Human Right → EN Available in English, Spanish, and other languages besides German (24 slides)
Additional Materials	Kahoot 'To post or not to post?', Interacty 'Unmask the News!', worksheet Sharing & Publicness, DataPro Chatbot at: https://www.datapro.education/tools/
Prior Knowledge	After Cluster A – but can also be used independently
Game	dataprogames.ph-freiburg.de/nothing-to-hide/

Learning Objectives

- Privacy as a fundamental right; connection to freedom and self-determination (B.1)
- Right to control one's own data; know and use GDPR rights (B.2, B.3)
- Understand the difference between physical and digital privacy
- Assess the consequences of sharing publicly for oneself and others (B.4, B.5)
- Critical evaluation of online content (B.7)

Lesson Sequence

Time	Phase / Goal	Lesson Sequence	Slide / Material
10 min	Introduction <i>Clarify the Term</i>	- Prompt question: what does privacy mean to you? - Collect answers – expected: room, diary, phone - Introduce the difference: physical vs. digital privacy	→ Slides 1–2: introduction to digital privacy
20 min	Input: Rights & Tracking <i>Understand Control & Rights</i>	- Slide 3: what does digital privacy mean? (control over one's own data) - Slide 4: GDPR rights – discussion + Kahoot - Slides 5–6: tracking and personalized advertising (review/deepening from Cluster A) - Slide 7: context question – do parents know about your social media use?	→ Slide 3: digital privacy → Slide 4: GDPR rights + Kahoot → Slides 5–6: tracking → Slide 7: context & parents

20 min	Sharing & Awareness <i>Reflect on Sharing Publicly</i>	- Slides 8–11: what does 'public' mean? What is public on the internet? - Slide 11: worksheet – how does a stranger combine details from multiple accounts? - Slide 12: checklist before sharing, liking, commenting – class discussion - Slides 13–22: Interact or Ignore? – decision exercise with fictional posts - Slide 23: what were common warning signs? – capture results	→ Slides 8–11: sharing publicly → Slide 11: worksheet → Slide 12: checklist → Slides 13–23: Interact or Ignore → Interacty: Unmask the News!
25 min	Game: Nothing to Hide <i>Experience Loss of Control</i>	- Observation task: when does the character feel watched? - Which decisions affect the privacy of others?	→ dataprogames.ph-freiburg.de → Slide 24: https://dataprogames.ph-freiburg.de/nothing-to-hide/
15 min	Reflection & Transfer <i>Rights & Responsibility</i>	- Did you feel like you had control? When not? - Mutual responsibility: what happens if I post a photo of someone else? - Each student writes 1–2 personal rules for themselves and for others	No material – class discussion

Notes

Slide 4 (GDPR) has a Kahoot note.

Slides 11 and 12 have worksheet and Interacty notes – provide the material in advance.

Slides 13–22 are fictional posts for decision-making: allow enough time.

The goal is basic competence, not legal knowledge: I have rights. I can say no.

IMPORTANT: Digital privacy does not mean that parents may not have access to their child's phone. For minors, parental duty of supervision applies; physical privacy (bathroom, changing rooms) must be respected, and the digital space should be accompanied and supervised where necessary. Please make sure students understand this distinction and do not interpret this unit as an argument against parental oversight.

Assessment

- Tools: <https://www.datapro.education/tools/>
- Exit ticket: explain in one sentence why privacy has to do with freedom
- Reflection: which warning signs from slides 13–22 did I already know?

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