

# Brussels Study Tour 2018

## K-12 Teacher Unit Planning Template

Name: Sean Sich		Unit Plan: Weeks of	
		Subject/Grade Level: 11-12	
<b>Unit Title:</b>	Internet Privacy: How the EU Sees It		
<b>Unit Narrative:</b>	Who Owns Your Data? Companies or You?		
<b>Standards:</b>	<p>OTLS - Strand: Society and Technology - Debate how demand for technology and innovation have reshaped the social, cultural, political and/or economic landscape, citing references and examples.</p> <p>Forecast the need to review, adapt, and innovate laws and policies applied to copyrights, patents, trademarks and speech</p> <p>Predict changes in society and intentional and unintentional consequences resulting from continued technological progress and defend the rationale within a given context.</p> <p>Analyze and influence your digital identity and digital footprint while considering past, present, and future implications.</p>		
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>→ TSW use the concepts of privacy, data collection, digital footprints, business ethics, capitalism, regulatory oversight, comparative politics, and proactive vs reactive legislation to:             <ul style="list-style-type: none"> <li>o Research how American law and American philosophy on business regulations differ from the approach the European Union takes on the matter</li> <li>o Evaluate how philosophical differences on the view of privacy lead to how strong the laws about privacy are created.</li> <li>o Discuss how everything that one does online is tracked and stored</li> <li>o Create a form of visual or auditory medium that supports or opposes the GDPR.</li> </ul> </li> </ul>			
<b>Big Ideas</b>			
<ul style="list-style-type: none"> <li>→ <b>The US and EU countries approach matters of culture, governance, and privacy much differently</b></li> <li>→ <b>The public is (mostly) unaware of the legal language involved with data collection by websites</b></li> <li>→ <b>Most people, even those who know about data collection, sign away their rights as a consumer when they use these sites</b></li> </ul>			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>→ <b>Who owns your data?</b></li> <li>→ <b>How does American understanding of privacy differ from those in the EU?</b></li> <li>→ <b>Does a person have a right to be forgotten when it comes to online materials?</b></li> <li>→ <b>Is the Capitalist solution of letting business and the market govern privacy the right solution?</b></li> <li>→ <b>Is a bureaucracy equipped to understand the intricacies in understanding and regulating vast swaths of technology?</b></li> </ul>			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
<ul style="list-style-type: none"> <li>→ The makeup of how the EU governs</li> <li>→ What data is collected when you visit a site</li> </ul>		<ul style="list-style-type: none"> <li>→ Compare, contrast, and assess how the EU and US govern in regard to privacy</li> </ul>	

# Brussels Study Tour 2018

## K-12 Teacher Unit Planning Template

<p>→ “Competing” laws with how EU and American citizens have their privacy protected</p>	<p>→ Use critical thinking skills to debate the merits of the GDPR</p> <p>→ Utilize Google Apps for Education to create formative and summative assessments related to this unit</p>
<p>Formative Assessments</p> <p>→ 5-4-3-2-1 Google Form per medium</p> <p>→ 3-2-1 Exit Ticket</p> <p>→ Interesting Reads</p>	<p>Summative Assessments</p> <p>→ Visual medium in support/opposition of GDPR</p>
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>	
Day 1	<p>→ Lesson Introduction: I will introduce the lesson with a story about the time I fell upstairs while at a friend’s house. The point will be raised that no one saw it, so, did it happen? I mention this because the Internet has permanency in regard to what we do. There will then be a discussion of what is collected online.</p> <p>→ Body: Once the discussion ends, I will ask them what a EULA is (End User License Agreement). We will then discuss how EULAs are designed to protect users and companies when you use their products. I will then share the article with the students entitled “<a href="#">10 Ridiculous EULA Clauses that You May Already Have Agreed to.</a>” TSW read the article during class time. I will then share th <a href="#">5-4-3-2-1</a> document to them. We will work on this in class together and discuss the machinations of the document and the article while together.</p> <p>→ Conclusion: To conclude the lesson, I will have the student do a <a href="#">3-2-1 Exit Ticket</a> about the lesson. Also, students will do a <a href="#">5-4-3-2-1</a> on the modified article <a href="#">6 Terrifying User Agreements You've Probably Accepted</a></p>
Day 2	<p>→ Lesson Introduction: I will begin the day by going over the results of the 3-2-1 Exit Tickets. I will then ask questions about the 5-4-3-2-1 activity for the article. We will then go over general questions about both activities. I will then share some of the responses from the students about both activities and with this analysis, I am assuming that there will be some consternation about what people give up in regard to their data online.</p> <p>→ Body: This is when I will introduce the concept of the GDPR. We will talk about what the law is and how it applies to Internet usage. I will share the <a href="#">actual text of the GDPR</a>, a <a href="#">GDPR checklist</a> from Forbes magazine, and a <a href="#">complete guide to the GDPR</a> from Martech magazine. I will have the students read in groups and discuss the materials. I will then ask the groups to discuss the concept of the “right to be forgotten” found in <a href="#">Chapter 3 Article 17</a> of the GDPR.</p> <p>→ Conclusion: To conclude the lesson, I will have the student do a <a href="#">3-2-1 Exit Ticket</a> about the lesson. Also, students will do a <a href="#">5-4-3-2-1</a> homework where they will research one video and one article that includes general information about the GDPR. I will caution them to avoid overly biased articles one way or the other.</p>
Day 3	<p>→ Lesson Introduction: I will begin the day by going over the results of the 3-2-1 Exit Tickets. I will then ask questions about the 5-4-3-2-1 activity for the article. We will then go over general questions about both activities. I will then share some of the responses from the students about both activities.</p> <p>→ Body: During this time there will be a discussion about what the GDPR does. There will also be a discussion on whether people believe if the regulations are worthwhile to be applied to the US. We will also discuss if there is anything that has been picked up from the readings involving the differences between US culture and EU culture in regard to laws, privacy, etc. I will then have the students get into groups of three or four and have them read “<a href="#">La difference is stark in EU, U.S.</a></p>

# Brussels Study Tour 2018

## K-12 Teacher Unit Planning Template

	<p><a href="#">privacy laws</a>.” They will work in groups to read the article and do a <a href="#">Interesting Reads</a> Google Form. We will discuss their results in class. Also, I will share the results of the <a href="#">Interesting Reads</a> in tomorrow’s class.</p> <p>→ Conclusion: To conclude the lesson, I will have the student do a <a href="#">3-2-1 Exit Ticket</a> about the lesson. Also, students will do a <a href="#">5-4-3-2-1</a> homework where they will choose one of the following articles, <a href="#">GDPR: How is it Different from U.S. Law &amp; Why this Matters?</a> or <a href="#">EU vs US: How Do Their Data Protection Regulations Square Off?</a></p>
Day 4	<p>→ Lesson Introduction: I will begin the day by going over the results of the 3-2-1 Exit Tickets. I will then ask questions about the 5-4-3-2-1 activity for the article. We will then go over general questions about both activities. I will then share some of the responses from the students about both activities.</p> <p>→ Body: With three days of data to be shared regarding the GDPR, we can discuss the downfalls of the GDPR in regard to how the perception of how business creation is stifled by regulation in certain cases. We will also talk about how laws cannot keep with technology, no matter where the tech comes from. Then, I will divide the class into three groups. I will then have those three groups break up into smaller groups. The students will then do an <a href="#">Interesting Reads</a> based on the article chosen for that third. The articles are as follows: <a href="#">An American Perspective: The Three Worst Things About the EU GDPR</a>, <a href="#">GDPR isn't about data security - but it could be bad for business</a>, <a href="#">How Bad is GDPR for Photographers?</a> The <a href="#">Interesting Reads</a> can be modified for only two sections based on length of article. We will then discuss once students have read the material. Also, I will share the results of the <a href="#">Interesting Reads</a> in tomorrow’s class.</p> <p>→ Conclusion: To conclude the lesson, I will have the student do a <a href="#">3-2-1 Exit Ticket</a> about the lesson. Also, students will do a <a href="#">5-4-3-2-1</a> homework where they will all read “<a href="#">GDPR and the End of the Internet’s Grand Bargain</a>”</p>
Day 5	<p>→ Lesson Introduction: I will begin the day by going over the results of the 3-2-1 Exit Tickets. I will then ask questions about the 5-4-3-2-1 activity for the article. We will then go over general questions about both activities. I will then share some of the responses from the students about both activities.</p> <p>→ Body: I will then introduce the <a href="#">GDPR Project</a>. The students will have the rest of the class period and depending on time, the assignment might take other subsequent days.</p> <p>→ Conclusion: I will take any questions while students are working.</p>
Resources and Materials	
<p>→ <a href="#">10 Ridiculous EULA Clauses that You May Already Have Agreed to</a></p> <p>→ <a href="#">5-4-3-2-1</a></p> <p>→ <a href="#">3-2-1 Exit Ticket</a></p> <p>→ <a href="#">6 Terrifying User Agreements You've Probably Accepted</a></p> <p>→ <a href="#">Text of the GDPR</a></p> <p>→ <a href="#">Forbes GDPR Checklist</a></p> <p>→ <a href="#">Martech GDPR Guide</a></p> <p>→ <a href="#">La difference is stark in EU, U.S. privacy laws</a></p> <p>→ <a href="#">Interesting Reads</a></p> <p>→ <a href="#">GDPR: How is it Different from U.S. Law &amp; Why this Matters?</a></p> <p>→ <a href="#">EU vs US: How Do Their Data Protection Regulations Square Off?</a></p> <p>→ <a href="#">An American Perspective: The Three Worst Things About the EU GDPR</a></p> <p>→ <a href="#">GDPR isn't about data security - but it could be bad for business</a></p> <p>→ <a href="#">How Bad is GDPR for Photographers</a></p>	

# Brussels Study Tour 2018

## K-12 Teacher Unit Planning Template

- [GDPR and the End of the Internet's Grand Bargain](#)
- [GDPR Project](#)
- [GDPR Project Rubric](#)