



2024 Youth Civics Forum: *What is Private Anymore?*

Next Gen invites you to use this educational resource as a lesson plan or as an idea-generator to prepare for the Youth Civics Forum in advance of the event. As a minimum, please familiarize yourself (and your students) with some of these privacy-related topics (online resource links below) prior to attending the Forum on Friday, March 15, 2024. Below please find two classroom activities and online resources for you to consider in your planning.

Introductory Activity 1 ("The Hook"):

"What is real; what is true?"

Pre-Video Discussion:

Have student share stories (personal, if possible and appropriate), in which they felt someone else intentionally misrepresented something they said (written or spoken words) or did (photographic image or video). Spend time talking about how these misrepresentations made them feel and whether they were able to change the narrative back to reality/truth.

Video Viewing: (suggestion: watch two times – first with no introduction and then with focus: "After the we watch this again, I'd like to hear from you what the Liar's Dividend is and why the host thinks it's more dangerous than the technology itself.")

Video Short: <https://www.nytimes.com/2020/04/17/learning/film-club-this-video-may-not-be-real.html> and online "game": <https://whichfaceisreal.com>

Post-Video Discussion:

Have students share thoughts about what the content of the video and game mean for: news/reporting; social media; school; family. In what ways could technology like this be dangerous for young people? [e.g., online footprint that never goes away; future job/professional opportunities]

In what ways is the manipulation of truth potentially damaging to individuals? To society? To Social groups?

How does privacy relate to this issue? Are people protected from intentional misrepresentation in the public forum? If so, when? If not, why?

At this point, link the activity to your curriculum directly through literature (books read, essays read or written), government (Constitution and its amendments, branches of government), and/or history (famous legal cases, wartime policies). Where possible, continue to touch back to students' online life and critical consumption of information to "make it real" and engage them in thinking more deeply about how they project themselves to the world and what filters/assumptions they use as they consume information.

Introductory Activity 2 – (“The Facts”):

Begin with a full-class discussion about privacy: (1) what is privacy? (2) why is privacy important? (3) when and why might there be struggle among personal privacy, national security, and social/civic concerns?

Ultimately, shift discussion to the following question, which will guide the rest of this activity:

“In what ways do the US Constitution and US law shape my personal privacy and what protections exist because of within these entities?”

As a class, in small groups, or individually, apply a “KWL” strategy (what do I/we Know; what do I/we Want to know; what have I/we Learned) to this question. After listing what is known and what students would like to know, have students continue the lesson with online research; you’re invited to begin with the links provided (below). Discussion is encouraged throughout the “research” phase. Conclude the KWL activity with listing what students learned.

Once KWL is complete, take the opportunity to pose specific questions that require application of what students learned through their online exploration. Sample questions include:

- Does the US Constitution have provisions that protect you from unauthorized use of personal data online or on social media?
- If you could create a law to address intentional misrepresentation of images (think about visual image manipulation) and/or manipulation of spoken or written words intended to slander or misrepresent an individual (think about voice overlays and video or document editing), what would that law be? Draft the law and share ideas as a group; try to find strengths and weaknesses in one another’s ideas; remember to pose critical comments in constructive and positive ways.
- Does the government need to operate under a different set of rules with regard to privacy? If so, when and why? If not, why not? Push yourselves to constructively argue your opinion *in context of* real or plausible government work, as you understand it; perhaps start with the context of “national security.”
- Whose privacy rights are more important in a patient-doctor relationship – the patient’s or the doctor’s? Does the government protect both the patient’s privacy and the doctor’s rights around privacy equally? What about the rights of a parent of a minor patient – how do those rights weigh against minor patient privacy rights? Can a school intervene with medical or safety concerns about a student?
- Based on what you’ve explored and are thinking about, consider this. Is it possible for a human to tell an unbiased story? Describe the difference between personal opinion and reporting. What constraints are in place for reporters or journalists with regard to creating news? How do you know if the news is being reported fairly or without undue bias?
- As a civic member of our society, what is your personal responsibility to read and consume information critically? How does your answer to the last question impact your power as a civic representative of this country? How confident are you in knowing what is “true”? What are your boundaries, parameters, or filters for judging what is true?
- What is the single biggest privacy concern you have in your life right now? What do you think your biggest privacy concern will be in the future? Where do you think our country is headed in terms of privacy rights and protection of privacy? And who in our society is leading the changes you predict or is most responsible for the setting the course or direction those changes will create?

Below are several online resources; some are easier to use than others, but these are good starting points to explore when and how the US Constitution and US law impacts, protects, or limits personal privacy. These resources also shed light on a variety of ways one can consider the concept of ‘privacy.’

10 Links to Begin Online Exploration of Privacy in the USA

Philosophy Talk: The Right to Privacy:

<https://www.philosophytalk.org/blog/right-privacy>

Americans and Privacy – Pew Research Report:

<https://www.pewresearch.org/internet/2019/11/15/americans-and-privacy-concerned-confused-and-feeling-lack-of-control-over-their-personal-information/>

Privacy Overview – Cornell Law School – Legal Information Institute:

<https://www.law.cornell.edu/wex/privacy#:~:text=%E2%80%8Bin%20Griswold%2C%20the%20Supreme,to%20privacy%20in%20the%20Constitution.>

“Is There a Right to Privacy Amendment?”:

<https://www.findlaw.com/injury/torts-and-personal-injuries/is-there-a-right-to-privacy-amendment.html>

Rights of Minors, Medical Access, and Confidentiality:

<https://www.goodtherapy.org/when-do-minors-in-therapy-have-a-right-to-confidentiality.html#:~:text=Most%20children%20do%20not%20have,%2C%20symptoms%2C%20and%20treatment%20plan.>

State of MI PDF Extension (Copy and paste this link) – Health Privacy:

chrome-extension://efaidnbmninnibpcapjcgliclefndmkaj/https://www.networkforphl.org/wp-content/uploads/2019/11/Issue-Brief-Minors-Health-Privacy-Michigan.pdf

Media Reporting Standards – PBS:

<https://www.pbs.org/standards/media-law-101/privacy/>

Judicial Privacy:

https://www.americanbar.org/advocacy/governmental_legislative_work/grassroots-action-center/ABA_Day_Digital/judicial-security/

<https://www.rcfp.org/judicial-security-first-amendment/>

US Privacy Laws – Electronic Privacy Information Center (EPIC):

[https://epic.org/issues/privacy-laws/united-states/#:~:text=PRIVACY%20ACT%20\(1974\),-5%20U.S.C.%20C2%A7&text=First%2C%20it%20requires%20government%20agencies,gathering%20and%20handling%20personal%20data.](https://epic.org/issues/privacy-laws/united-states/#:~:text=PRIVACY%20ACT%20(1974),-5%20U.S.C.%20C2%A7&text=First%2C%20it%20requires%20government%20agencies,gathering%20and%20handling%20personal%20data.)