

Internet Basics, Lesson 7: Internet Privacy

| Northstar Digital Literacy Standards <i>This lesson aligns with the following standard/s.</i> | Vocabulary <i>This lesson focuses on the following digital literacy terms.</i> |
|--|---|
| <p>5. Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers).</p> <p>6. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).</p> | <p>history</p> <p>private (incognito) window</p> <p>secure/not secure</p> <p>tracking</p> |

Technology Concepts
Important lesson background and teaching tips for instructors

In this lesson, learners will practice different ways of protecting their privacy while using the internet. They will learn about browsing **history** and how to open a **private window** that will not **track history**. Learners will also recognize the difference between **secure** vs. **not secure** website addresses.

Teaching Tips:

- Internet browsers use different terms for windows that do not **track history**. For example, Firefox calls it a '**private window**,' while Google Chrome calls it an '**incognito window**'. Be familiar with how to open these windows.

| Teacher Prep Guide <i>Follow these steps to prepare for teaching this lesson</i> | |
|--|---|
| General Prep | <ul style="list-style-type: none"> <input type="checkbox"/> Confirm how to open the history on your browser. <input type="checkbox"/> Confirm answers for Handout C. <input type="checkbox"/> Prepare to project Reference A and Reference B for Model & Explain 2. <input type="checkbox"/> Prepare to project Reference C for Pair Explore. |
| Do It Together 1 | <ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout A for each learner. |
| Do It Together 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout B for each learner. |
| Task | <ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout C for each learner. |
| Vocabulary Work | <ul style="list-style-type: none"> <input type="checkbox"/> Copy Handout D for each learner (half sheet). |

Warm Up

Find out what learners know and prime them for the work ahead.

Pair/Small Group Work (Think-Pair-Share):

→ Directions: Give two minutes to think about questions projected on screen, then discuss in pairs for two minutes, and finally share together as a class.

- ◆ What kinds of financial and personal information do you have to keep safe?
- ◆ What can you do to keep your personal information safe?

We will Learn...

Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

erase your internet viewing **history** so other people cannot see the websites you have visited.

open a special **private window** to view websites with more **internet privacy**.

recognize when websites are safe to share **private** information with.

MODEL & EXPLAIN 1

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Internet History

→ Say to learners:

- ◆ “When you use the internet, your computer remembers, or **tracks**, every website you go to. This is called the **history**.”

→ Show learners:

- ◆ Project your screen and open an internet browser. Go to two or three well-known websites.
- ◆ Open the **history** on the browser and show learners the **history**.

→ Say to learners:

- ◆ “Sometimes, you may want to keep your internet searches **private**. You don't want other people to see the websites you have used. If you want, you can delete your **history**. This way other people cannot see it.”

→ Show learners how to delete the **history**.

→ Say to learners:

- ◆ “You can also open a new window to prevent (stop) the computer from remembering, or **tracking**, your **history**. This is called a **private** (or **incognito**) **window**. When you use a **private window** your computer does not remember the websites you use. It does not keep a **history**.”

- Show learners how to open a **private window**.
- Discuss with learners situations where you might want to use a **private window**. Some examples are listed below:
 - ◆ You are reading about personal topics, like illnesses, when using public computers.
 - ◆ You are planning a surprise for someone.
 - ◆ You want to keep your internet searches private from someone else.

DO IT TOGETHER 1

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Give [Handout A](#) to learners.
- [Handout A](#) asks learners to read situations and decide if they would suggest using a **private window**.
- Read and discuss the first situation as a class.
- Learners work in pairs to make suggestions on the other situations.
- Review learners’ suggestions for when to use a private window (some answers may vary).

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Saving Passwords

- Say to learners:
 - ◆ “On some computers, when you enter your password you will see this.”
- Project password saving pop-up on [Reference A](#).
- Say to learners:
 - ◆ “You can click ‘save’ on your personal computer, but you should click ‘never’ on public computers, like the ones at the library or at school.”
 - ◆ “It is important to choose to ‘never’ save your password on a public computer because others may be able to log-in to your account after you leave.”

Secure vs Not Secure Websites

- Say to learners:
 - ◆ “When you use the internet, you sometimes need to enter **private**, valuable information, such as your credit card number. You should only do this if you are using a **secure** website.”
 - ◆ “There are two ways to know if a **website is secure**. First, the web address will start with [https](#). It is important to notice if the website starts with [http](#) instead of [https](#). A website that starts with [http](#) is **not secure**.”
- Project example web addresses on [Reference B](#).
- Say to learners:

- ◆ “Also, on **secure** websites, if you look at the address bar you should see a lock.”
- Project example on [Reference B](#).
- Say to learners:
 - ◆ “A **secure** website is not always a good website. You can still get **viruses** (something that can damage your computer) from a **secure** website. A **secure** website only means if you send them your personal information, other people can’t read it.”

DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- Give [Handout B](#) to learners.
- Learners work in pairs to decide if the web addresses listed are **secure** or **not secure**.
 - ◆ Note: Learners do not need to visit the websites.
- Then, learners decide if they should save or not save their passwords on the computers listed in the table.
- Check answers together as a class.

PAIR EXPLORE

*Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner without step-by-step guidance from the teacher. *Refer to the “How to Facilitate Pair Explore” for teacher support.*

- Project [Reference C](#). Then, with a partner learners try to:
 - ◆ Open a **private window**.
 - ◆ Go to [amazon.com](#).
 - ◆ Is it a **secure** website? How do you know?
 - ◆ Delete the **history**.

Task

Learners practice skills by completing an authentic task/s.

- Give learners [Handout C](#).
- In pairs, learners read the stories and answer the questions.
- Check answers as a class.
- Suggested answers:
 - ◆ Story One: Deqa should make sure she is using a **secure** website.
 - ◆ Story Two: Mai should use a **private** (or **incognito**) window.
 - ◆ Story Three: Answers may vary. Sam can save his password because he is using his personal home computer. Some learners might not want to save his password because it is for his bank account.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

- Give [Handout D](#) to learners.

- Learners draw lines to connect the vocabulary words with the correct definitions.
- Check answers together as a class.

Wrap-Up

A final check in with learners. An opportunity to review, reflect, or check for understanding.

Pair/Small Group Work (Think-Pair-Share):

- *Directions: Give two minutes to think about questions projected on screen, then discuss in pairs for two minutes, and finally share together as a class.*
 - ◆ How do you know if a website is **secure** or **not secure**?
 - ◆ How do you open a window that will not **track** your **history**?

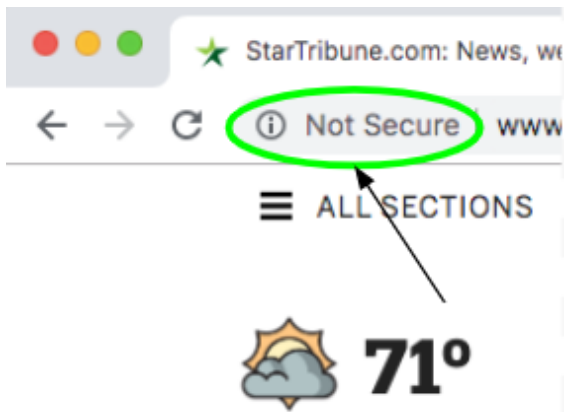
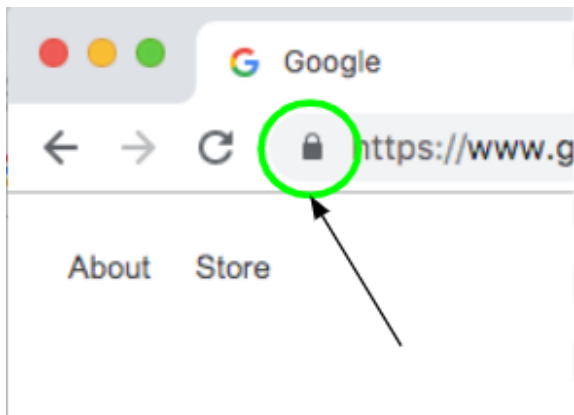
Reference A

Saving Passwords

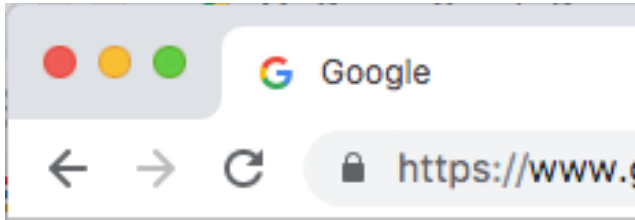
Do you want Google Chrome to save your password for this site?

Secure and Not Secure Websites

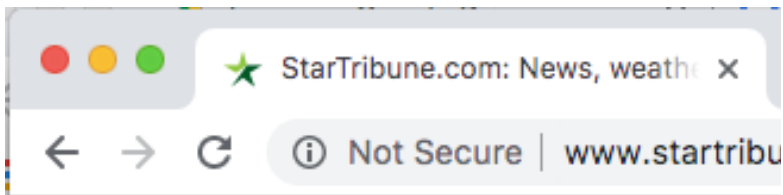
| | |
|------------|---------------------------|
| Secure | https://www.amazon.com |
| Not Secure | http://www.shopcenter.com |



Reference B (page 2)



About Store



 **71°**

Handout A

Private Windows

Directions: Read each situation. Give advice. Should they use a private window? Why?

1) Sam is using his home computer. He wants to buy a television for his wife for her birthday. He wants it to be a surprise.

Do you think Sam should use a private window? Why? _____

2) Deqa is at home. She wants to go to a shopping website to buy a new lamp.

Do you think Deqa should use a private window? Why? _____

3) Clara is at the library. Her child has a small rash and a low fever. She wants to search for information about these symptoms on the internet.

Do you think Clara should use a private window? Why? _____

4) Mai is at home. She is looking for a new job using her work laptop computer.

Do you think Mai should use a private window? Why? _____

5) Tim is at the library. He is reading the news.

Do you think Tim should use a private window? Why? _____

Handout B

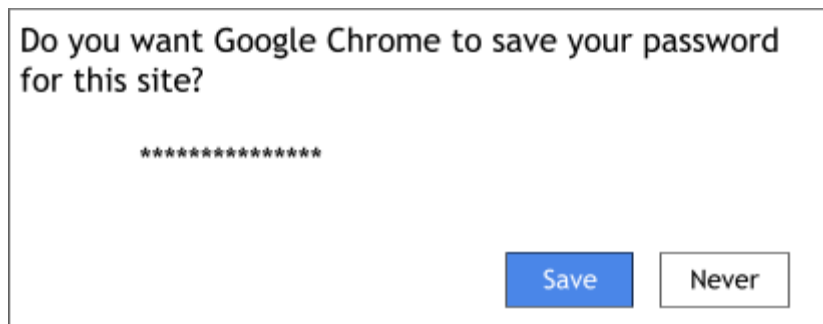
Secure and Not Secure Websites

Directions: Read these web addresses. Are they secure or not secure?

| | | |
|------------------------------|--------|------------|
| https://estore.com | Secure | Not Secure |
| http://buynow.com | Secure | Not Secure |
| http://booksnow.com | Secure | Not Secure |
| https://leadvillelibrary.com | Secure | Not Secure |
| https://phonehelper.com | Secure | Not Secure |
| http://greenbergnews.com | Secure | Not Secure |

Saving Passwords

Directions: Decide if you should save your passwords on these computers.



| | | |
|------------------------|------|------------|
| School computer | Save | Don't save |
| Your own laptop | Save | Don't save |
| Library computer | Save | Don't save |
| Shared family computer | Save | Don't save |
| Your smartphone | Save | Don't save |

Handout B (ANSWERS)

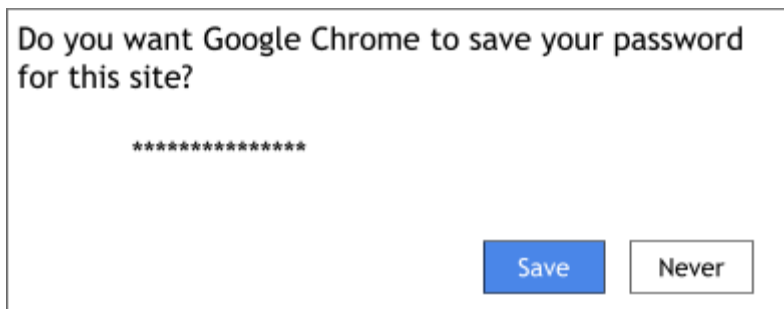
Secure and Not Secure Websites

Directions: Read these web addresses. Are they secure or not secure?

| | | |
|------------------------------|---------------|-------------------|
| https://estore.com | <u>Secure</u> | Not Secure |
| http://buynow.com | Secure | <u>Not Secure</u> |
| http://booksnow.com | Secure | <u>Not Secure</u> |
| https://leadvillelibrary.com | <u>Secure</u> | Not Secure |
| https://phonehelper.com | <u>Secure</u> | Not Secure |
| http://greenbergnews.com | Secure | <u>Not Secure</u> |

Saving Passwords

Directions: Decide if you should save your passwords on these computers.



| | | |
|------------------------|-------------|-------------------|
| School computer | Save | <u>Don't save</u> |
| Your own laptop | <u>Save</u> | Don't save |
| Library computer | Save | <u>Don't save</u> |
| Shared family computer | Save | <u>Don't save</u> |
| Your smartphone | <u>Save</u> | Don't save |

Reference C

Directions: Complete the following steps:

1. Open a private window.
2. Go to [amazon.com](https://www.amazon.com).
3. Is it a secure website? How do you know?
4. Delete the history.

Handout C

Internet Security

Directions: Read the following stories. Then, answer the question about the story.

Story One: Deqa is shopping online. In order to buy something, she needs to type in her address, phone number, and credit card number. How can she tell if her information will only be used by the shopping website?

Story Two: Mai is at the library. She is searching for information about a health problem. She does not want the computer to remember every website she visited. How can she stop the computer from remembering every website she goes to?

Story Three: Sam is using his computer at home. He just logged into his online bank account. His internet browser asked him to save his password. Do you think he should save his password? Why or why not?

Handout D

Internet Privacy

Directions: Draw a line to connect the vocabulary word with the definition.

history

a window that does not track your history

private window

a website that starts with http

secure

all of the websites you visited

not secure

a website that starts with https



Internet Privacy

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private window

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secure

all of the websites you visited

not secure

a website that starts with https