

## Teacher Resource

# FaceApp and Privacy

## Focus Questions

1. Discuss the *FaceApp and Privacy* story as a class and record the main points of the discussion.
2. What is FaceApp used for?
3. Approximately how many people around the world have downloaded FaceApp?
4. Name some celebrities that have used FaceApp.
5. When you accept FaceApp's terms and conditions what are you agreeing to?
6. How long does FaceApp hold onto your photos for before they are deleted?
7. What does Facebook do with personal data they have collected from users?
8. Why was Facebook recently fined?
9. What are some ways you can protect your personal data when online?
10. What are some of the things you learnt from watching the BTN story?

## Activity

### What do you see, think and wonder?

After watching the BTN *FaceApp and Privacy* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- How did this story make you FEEL?
- What was SURPRISING about this story?

## Activity

### Concept map

Hold a class discussion about the information raised in the *FaceApp and Privacy* story. Record the main points on a mind map with 'Terms and Conditions' at the centre. Use the following questions to guide the discussion.

- What are terms and conditions?
- Do you read the terms and conditions when signing up to apps? Why or why not?
- How do you feel about companies storing your personal data?
- How do you protect your privacy online?

## Key Learning

Students will investigate what terms and conditions are and why it's important to understand how personal data can be used online. Students will reflect on ways they keep their personal data secure when online.

## Curriculum

### Digital Technologies – Years 3 and 4

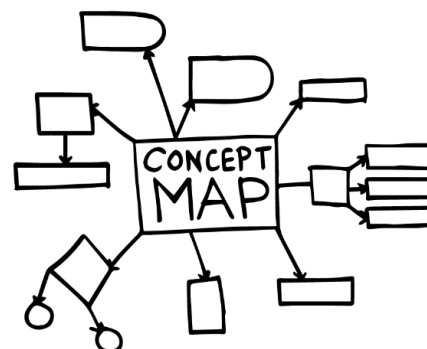
Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols.

### Digital Technologies – Years 5 and 6

Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols.

### Digital Technologies – Years 7 and 8

Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.



## Activity

### Glossary

Students will create their own classroom glossary of key words that relate to data security and online privacy. Students will start by brainstorming words as a class using a mind map to record their responses. During the class discussion ensure students understand these terms in the context of data security.

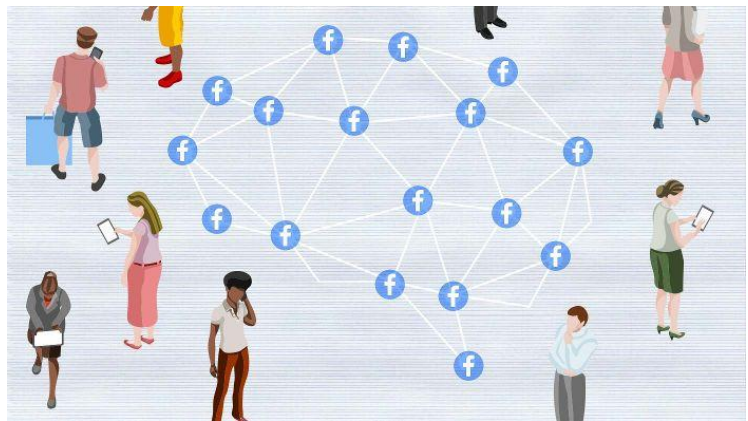
Students will add words and meanings to their glossary as they come across unfamiliar words throughout their research. Challenge students by asking them to use words from their glossary to write their own sentences. Students will present their glossary in an interesting way. Visit [staysmartonline](http://staysmartonline) for a glossary of terms.

Cyber security	Data breach	Terms & conditions
Digital footprint	Privacy settings	Personal data

## Activity

### BTN story – Facebook Data

The founder of Facebook, Mark Zuckerberg, has said sorry after more than 50 million of his social media site's users had their personal info taken. He's also announced changes to help better protect privacy. But that hasn't stopped some people from saying it's time we logged-off Facebook for good.



Watch BTN's [Facebook Data](#) story and then students will respond to the following questions.

1. In pairs, discuss the BTN story and record the main points of the discussion.
2. What type of personal information do social media sites collect about us?
3. Facebook collects and uses our personal data to target ads to us. True or false?
4. Complete this sentence. Personal data was recently collected and used to influence the outcome of the 2016 US \_\_\_\_\_.
5. Cambridge Analytica inappropriately used personal data taken from Facebook from all over the world. Name some of the countries that were affected.
6. How has the scandal affected Facebook?
7. How has Facebook's boss Mark Zuckerberg responded?
8. Give an example of how you can stay private online.
9. What surprised you about this story? Discuss in pairs.
10. What questions do you have after watching the BTN story?

**Define:** What do I want to know?

### Key questions to research

Students can choose one or more of the following questions or come up with their own:

- What are terms and conditions?
- Why do you have to agree to terms and conditions when signing up to an app or website?
- Why do some people not read the terms and conditions before signing up to an app or website?
- Why is it important to understand terms and conditions?
- How can kids protect their personal data when they're online?

### Further research

- What could be done to help kids better understand terms and conditions? Analyse the terms and conditions for an app that you and your friends use regularly and then prepare your own kid-friendly terms and conditions for that app.

### Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

### Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

### Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

### Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- [Prezi](#) presentation
- Create an infographic using [Canva](#)

### Evaluate: What have we learnt?

Each group reflects on what they have learnt about terms and conditions during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...
- What I would do differently next time...

## Useful Websites

Celebs take part in viral age challenge – BBC Newsround

<https://www.bbc.co.uk/newsround/49013815>

Terms and conditions explained: What are they all about? – BBC Newsround

<https://www.bbc.co.uk/newsround/38992576>

Do you know what social media rules you've signed up to? – BBC Newsround

<https://www.bbc.co.uk/newsround/41442901>

Tried the Face App transformation? Here's what might happen to your photo now – ABC News

<https://www.abc.net.au/news/2019-07-18/faceapp-privacy-concerns-dampen-viral-challenge/11321728>

Facebook Data – BTN

<https://www.abc.net.au/btn/classroom/facebook-data/10489220>

Data Security – BTN

<https://www.abc.net.au/btn/classroom/data-security/10529734>

Digital Footprint – BTN

<https://www.abc.net.au/btn/classroom/digital-footprint/11118760>