



Information Privacy Lesson Plan: Grade 8

Grade Level: **Eighth Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, eighth graders use BrainPOP resources to describe ways personal information can be stolen and how to keep it safe.

Students will:

1. Build Background Knowledge:

- Watch the BrainPOP Information Privacy movie.

2. Think and Do:

- Vocabulary: Define vocabulary and use in a sentence.
- Graphic Organizer: Complete a diagram explaining the consequences of certain types of information breaches.

3. Assess:

- Complete the Information Privacy challenge.

Preparation

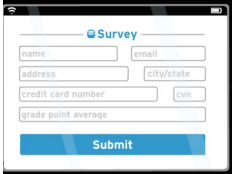
- Preview the BrainPOP movie [Information Privacy](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Information Privacy Movie](#) and [Vocabulary](#).
- Create and schedule Day 2 assignment: [Information Privacy Movie](#), [Graphic Organizer](#), and [Challenge](#).

Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

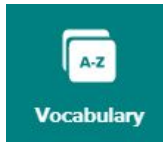
- *What kind of information do you keep private?*
- *Why might someone want personal information about you?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the Information Privacy movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 0:29: How is sharing personal information online the same as sharing with a random person on the street?</p> <p>Timecode 2:13: What are a few ways malware can affect you?</p> <p>Timecode 4:04: Why is it not a good idea to use the same password on every site even if it's a strong one?</p>	<ul style="list-style-type: none"> ● Print the movie transcript and highlight evidence that answers each of the discussion questions. ● Two students act out the transcript, one as Tim and the other as Moby. 	<ul style="list-style-type: none"> ● Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on one or two types of scam strategies. ● Pause at two key points and prompt students to summarize. ● Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> ● Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. ● Create a word wall with vocabulary and the drawing. ● Pause at key points and ask the discussion questions in the student's home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
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2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open [Vocabulary](#).

Students click Flip All or each term individually.

To hear a term read aloud, click the speaker icon.



Students type a definition and sentence for each term.

When they finish, students click **Submit To Teacher** and/or print out.

- Print Vocabulary.



- Students write a definition and sentence for each term.

- Assign **appropriately challenging words** to individual students.
- Assign a few of the six terms to individual students to **define** and **use in a sentence**.
- As a challenge, students can **add two additional terms**, writing a definition and sentence for each.

- Say the term(s) in students' **home language**. Then say the words in English. Have the student repeat in English.
- Use the **term in a sentence**. Prompt students to say the word and repeat the sentence.
- Click the **speaker icon** to hear the term read aloud.

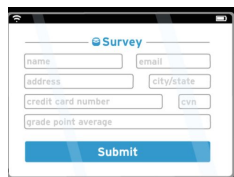
DAY 2: Build Background (5 minutes)

Lesson Steps

Offline Modifications

Modifications for Diverse Learners

ELL/Language Development



3. Watch the [Information Privacy](#) movie again.

- Students return to their drawings of **key concepts from the first viewing** and add new details.
- As a **challenge**, invite students to identify more than one new fact.

Prompt students to find a fact or something new that they didn't notice the first time.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="405 529 615 662" data-label="Image"> </div> <p>4. Students open their Graphic Organizer assignment. Or, if not using Assignment Builder, model how to open the Graphic Organizer.</p> <p>Students describe what can happen if scammers obtain different types of personal information.</p> <p>When they finish, students click Submit To Teacher and/or print out.</p>	<ul style="list-style-type: none"> • Print the Graphic Organizer. <div data-bbox="943 565 1118 630" data-label="Image"> </div> <ul style="list-style-type: none"> • Students write in answers about what happens if scammers get hold of different types of private information. 	<ul style="list-style-type: none"> • Students speak their response and brainstorm what they will write for each type of personal information. • Model how to complete the Graphic Organizer by filling in one of the sections. Demonstrate how to return to the movie to find evidence. • Assign one or two types of personal information to individual students. • Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> • Say the name of each process in students' home language or English. Have them repeat it in English. • Before students write, have them use their home language or English to discuss what they plan to write.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
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5. Students open their Challenge assignment. Or, if not using Assignment Builder, model how to open the [Challenge](#).

If you assigned the Challenge, you will see students' results in your Dashboard. If not assigned, students click **Submit to Teacher**.

- Print the [Challenge](#) for students to complete.

- **Preview Challenge tasks** before re-watching the movie.
- **Read aloud** the questions and answers.
- **Model** how to do a Challenge. Think aloud your steps and strategies.
- **Support recall** by revisiting movie drawings.

- Read aloud the Challenge tasks in students' **home language**.
- **Highlight the key vocabulary** in a printable version of the Challenge.