Programming Guide and Activities

This section serves as the heart of the Choose Privacy Week Resource Guide. Here, you’ll find activities and events to put into practice in your own communities to spark a conversation on privacy issues, concerns, and values. Information and examples are offered for a wide range of activities intended to serve libraries of all types and all sizes.

Many libraries today are facing budget cuts, understaffing, and other consequences of finite resources in a difficult economic environment. But all libraries should have the ability and opportunity to participate in Choose Privacy Week, and this programming section is intended to enable that. Whether your library has one employee or one hundred, you’ll find ideas and activities here that you can put into place to engage library users on privacy issues.

This section begins with a chapter on programming best practices and then is divided by library type, focusing on public, school, and academic libraries. However, virtually all of the programs presented here can be adapted for use in any library setting. We encourage you to explore all sections of the guide and choose the information, tools, and resources that best suit your local needs.

For more activities and ideas, and to share your own experiences and successes, visit www.privacyrevolution.org, updated regularly with new and additional resources.
Public Programming Best Practices
ALA Public Programs Office

Your library may decide to devote a month, ten days, or a week to spotlight privacy issues for your community. This section outlines some programming best practices to keep in mind as you develop plans for your Choose Privacy Week activities:

- Setting Goals
- Fostering Creativity in Programming
- Creating Effective Partnerships
- Assessing Impact/Strategizing Coverage
- Evaluating

Setting Goals
By participating in Choose Privacy Week, your library is helping citizens think critically and make more informed choices about their privacy. In addition to this goal, your library may want to maximize impact by identifying other goals, as well. These goals may be targeting specific patron groups, expanding community knowledge of library resources, recruiting new patrons to the library, etc.

By setting clear goals for Choose Privacy Week, you will be able to articulate your plans, your need for assistance, and the potential impact that this week will have on your community. Communicating your goals to all participating groups will help to most effectively convey your vision for this initiative and deliver the greatest impact to your community.

Here are a few different approaches to zeroing in on programming goals and thinking about what you would like to accomplish with your Choose Privacy Week activities:

AUDIENCE GOALS
- Which demographic groups will your programs target (ages, interests, frequency of library use) and why have you identified this audience/these audiences?
- How many community members will your programs attract?
- How will each audience member personally benefit from your programs?
- What new knowledge or experience will your audience gain through attending your programs?

RESOURCE/THEMATIC GOALS
- What library resources or areas of the library collection can you emphasize or build programs around for Choose Privacy Week?
- How can you use existing library groups and programs to promote the Choose Privacy Week theme?

COMMUNITY GOALS
- How will the community benefit?
- What community issues/agendas tie into the Choose Privacy Week?
- Which local organizations might be interested in partnering to promote the goals of Choose Privacy Week?

PROGRAM GOALS
- What specific outcomes in your community do you want Choose Privacy Week programming to accomplish?
- How will the library benefit?
- What future activities or audience engagement might Choose Privacy Week advance?

Fostering Creativity in Programming
Now that you have identified your goals, a million programming ideas are probably coming to mind. The following sections of this guide contain excellent programming ideas—broken down into those most geared toward public, school, and academic libraries—that may work for your library or be easily adaptable.

Adopting a national initiative for the first time presents a unique opportunity to do something new for your community. Because it is new, many audiences will engage with interest and enthusiasm that will be unparalleled in subsequent years. So, set the bar high for the first Choose Privacy Week and get creative.

Host a brainstorming meeting with staff. Ask each staff member to bring one program idea, reference, or resource to the meeting. Start out by brainstorming how existing programs (book clubs, play groups, film series) might adapt the theme of Choose Privacy Week for their activities. Then ask for suggestions for community organizations that might be willing to help. Ask for impressions of particular audiences that might be especially receptive or resistant to the initiative. Brainstorm ways to engage them. Involving staff in brainstorming
builds a sense of investment in the activities—but be sure to communicate expectations of involvement in Choose Privacy Week activities to staff at the outset.

Think in terms of a multi-format series for Choose Privacy Week. One of the best ways to achieve visibility for programming initiatives is to create a presence everywhere patrons look—in the library and beyond. As an exercise, think about how you would create a Choose Privacy Week film screening, lecture series, panel discussion, reading and discussion, technology training, book talk presentation, art installation, performance, poetry reading, opt-out workshop, ethics quiz, brown bag lunch forum on social media, youth presenting to adults night, online discussion, etc.

Don’t limit this brainstorming to staff. Schedule parallel brainstorming sessions (formal and informal) with community partners and advisors. You may not have the time or resources to present half the ideas you come up with, but you can save the ideas that aren’t immediately executable for the next year.

Creating Effective Partnerships
Choose Privacy Week is an initiative that has the potential to involve the whole community, but getting the word out means creating strategic partnerships in different sectors of the community. Partnerships can assume many forms: programming, financial sponsorship, co-presenters, organizations that will donate goods or services, marketing efforts, consultation, demographic analysis and feedback.

A partnership will only be successful if both partners gain something from the relationship. Identify groups that you have worked with in the past and ones that you would like to work with in the future. Share your project plans with potential partners to see if your goals resonate with their mission, interests, or intentions for service to the community.

PROGRAMMING PARTNERSHIPS
Seeking out and cultivating programming partners will not only reduce the workload for library staff, but also increase the variety, breadth, depth, and visibility of your Choose Privacy Week programs. This initiative has the potential to reach individuals in all areas of society and this effect—participation by multiple constituencies — can be achieved through creative, thought-provoking, and accessible programming targeted at specific audiences. Partnership with affinity organizations is one very effective way to reach out to a target demographic. For example, if your community is concerned with reaching seniors with the Choose Privacy Week message, perhaps partnerships with the local senior center, veteran’s organization, elder societies, and adult living communities are for you.

When developing program content, solicit program proposals from local and regional civic, arts, and humanities groups, schools and universities, and other organizations in town. By permitting other organizations to contribute to the programming, their investment in the project becomes larger and the number of individuals invested in the project grows. These connections may not result in full programs, but may result in a wealth of speakers, technology demonstrators, presenters, and other experts and volunteers that will enhance the impact of your Choose Privacy Week efforts.

Assessing Impact/Strategizing Coverage
As you begin your program’s planning, create an inventory of your program goals, programming and marketing plans, and partnerships. Then project the potential impact your programs will have on library resources. Make a plan for managing that impact. Develop a manageable timeline with specific personnel assigned to tasks. Identify areas where staff will be stretched thin and identify alternate resources (Friends of the library, volunteers, partner organizations).

After your plans are fleshed out, communicate your goals with colleagues. It is important to get support from library administrators for programming, but it is equally important to promote your programs to library staff and offer opportunities for participation and a feeling of investment in the initiative.

Evaluating
Determining the impact, effectiveness, and scope of your initiative is a great challenge when you are in the midst of Choose Privacy Week. Nevertheless, it is important to document your programs visually (photos, video) and through participant surveys. Save examples of media coverage. Create a brief user survey in advance to post and promote on the library’s website and make the same questions available in a brief handout to program participants. SurveyMonkey.com is a useful resource for creating brief, easy-to-use surveys for patrons.

Hold a debriefing meeting and celebration with your staff and program partners where organizers share
triumphs and challenges. Collect the feedback and write up a brief bulleted list of recommendations for next year.

And remember those goals from the beginning? Pull those out and see how close you came to achieving them. Identify areas for growth and adjustment for next year. Don’t forget to congratulate yourself on all you achieved.

Remember that tracking your successes and identifying solutions to problems will ensure a better Choose Privacy Week next year and provide you with the narrative you need to demonstrate the impact of your library in your community!

For additional reading or resources on library programming, be sure to consult and explore:

- Programminglibrarian.org—a website devoted entirely to public programming in libraries.
Programming for Public Libraries: Introduction

KENT OLIVER

The public library’s role as an information provider is delicately intertwined with key concepts of privacy and confidentiality. Library users historically have benefited from a reasonable expectation of privacy while accessing and receiving information. The right to privacy is not specifically addressed in the Bill of Rights. However, this expectation is borne out through court cases that interpret the Fourth Amendment and extend its purview to include privacy rights in our modern world.

The concept of privacy is essential to everyone seeking information and protection of their First Amendment rights in today’s public libraries. As a limited public forum, the public library is ideally suited to provide a safe haven for discussing the many concepts of privacy rights and their role in the future health of our society.

If not here, then where? Librarians and the public they serve should strive to understand that a loss of privacy in our society does create a chilling impact on not just how we use or administer our libraries, but on the daily lives we all lead.

Public librarians are uniquely qualified to understand this chilling effect as they serve a wide array of individuals—from those experiencing their first days on earth to those experiencing their last days here. With their concept of privacy and confidentiality, public librarians also see the spectrum of experience and values of library users, each with a different concept and understanding of “privacy.” Choose Privacy Week is an opportunity to provide a respectful, comfortable, and safe forum for our community members to share their diverse views. Let them explore the many concepts of privacy and what it means in our society. Create a broader understanding of the role technology plays and contemplate what we would like the future to bring.
Programming Guide and Activities for Public Libraries
GAIL WEYMOUTH

The following chapter contains these five sections of programming options and ideas:

- Reading Discussions and Community-Wide Reads
- Film Discussion Series
- Programs and Workshops
- Displays and Events
- Gaming

READING DISCUSSIONS AND COMMUNITY-WIDE READS: TOPICS AND SUGGESTED BOOKS ON PRIVACY

Whether it’s called a city-wide book club, a state-wide reading campaign, or “One Book, One City,” communities of all shapes and sizes are adopting the concept of people coming together through the reading and discussion of a common book. Communities all over the United States are increasingly embracing the notion of civic unity through the reading of literature. According to the ALA Public Programs Office, there are now state-wide, city-wide, county-wide, and even country-wide reading programs taking place all over the world.

A community-wide reading program or reading discussion group on privacy issues offers an excellent opportunity to engage library users in the kind of dialogue and conversation that is crucial to the impact and success of Choose Privacy Week.

As with all public programs, proper planning is the key to success. The previous section of this guide on “Public Programming Best Practices” includes ideas and resources for planning and executing your programs, from setting goals and fostering creativity to strategizing, partnering, and evaluating.

In addition, the ALA Public Programs Office (PPO) has developed an extensive guide on “Planning Your Community-Wide Read.” The guide is freely available online at www.ala.org/ala/aboutala/offices/ppo/programming/onebook/index.cfm or by searching its title at www.ala.org.

The Public Programs Office offers extensive information on additional aspects of planning, executing, and evaluating community-wide reading programs. PPO has developed other “One Book, One Community” resources, including posters, customizable graphics, and a list of more than 150 “One Book” projects across the country, available for sale in a CD format through the ALA Store, www.alastore.ala.org. For more information, visit the PPO website at www.ala.org/publicprograms, and the Programming Librarian website at www.programminglibrarian.org.

This section provides information on recommended book titles for library reading discussion groups or community-wide reading programs around Choose Privacy Week. For more resources, or to share your own ideas and successes, visit www.privacyrevolution.org.

Privacy in the Digital Age
Blown to Bits: Your Life, Liberty, and Happiness after the Digital Explosion
Hal Abelson, Ken Ledeen, and Harry Lewis
Addison-Wesley Professional, 2008

A highly readable book that achieves the authors’ stated intention in the preface: “We wrote this book to share what wisdom we have with as many people as we can reach. We try to paint a big picture, with dozens of illuminating anecdotes as the brushstrokes. We aim to entertain you at the same time as we provoke your thinking.” The book is designed so the chapters can be read in any order. It explores numerous threats to our privacy—some that we have given away to save time or money, as with supermarket loyalty cards, others that we are not supposed to find out about.

Blown to Bits is a must-read for initiating any discussion on the value of privacy in the digital age. Everyone needs to understand why participation in decisions about our personal information and that of our families will affect not only us, but will affect our future generations and society.

The Shadow Factory
James Bamford, Doubleday, 2008

This book details the massive changes the National Security Agency underwent following the intelligence failures of 9/11. While the NSA was designed to provide intelligence only on threats to the nation overseas, after the terrorist attacks in 2001, NSA turned over its massive technological and surveillance abilities to the Bush Administration, who used them to collect intelligence about American citizens. Journalist James Bamford provides inside and shocking information about the agency and its activities in the past decade.

The Future of Reputation: Gossip, Rumor and Privacy on the Internet
Daniel J. Solove, Yale University Press, 2008

Solove’s book considers the many ways that Web 2.0
technologies—from blogs to Facebook—have moved the boundary between public and private life.

No Place to Hide
Robert O’Harrow, Jr. Free Press, 2005
Many aspects of our daily lives are now routinely monitored. Wherever you go, the drive to work, shopping at the mall, flying to visit relatives, or browsing the web, you are being watched. They know where you live, the value of your home, the names of your friends and family, in some cases even what you read. It is not a futuristic place conceived for a sci-fi tale, but post 9/11 America, the confluence of technology and national security leaving no place to hide.

Dystopian Tales: How did they happen? What are the signs? What can we learn through fables?
It Can’t Happen Here
Sinclair Lewis
“It can’t happen here!” is part of the American vernacular—and since 9/11 we heard it phrased most often, “We always thought, It can’t happen here!” That phrase can be traced back to the title of the 1935 novel by America's first Nobel Prize winner for Literature, Sinclair Lewis. The novel reveals why his keen perceptions of the world, combined with the freedom of intellectual privacy to explore concepts, resulted in a work many call a prophetic warning.

It Can’t Happen Here is a tale of Berzelius “Buzz” Windrip, who runs for U.S. president on promises to restore the country to greatness. He wins and so begins the descent to fascism. Protagonist Doremus Jessup, a journalist, writes editorials against the state’s abuse of power . . . and suffers for it. How does it end, and what has rejuvenated Lewis’s all but forgotten novel? The 2007 nonfiction book by Joe Conason, It Can Happen Here: Authoritarian Peril in the Age of Bush, discusses trends towards authoritarianism using examples from Lewis’s novel, such as manipulation of intelligence and public opinion, warrantless wiretapping, and the surveillance industrial complex.

The Trial
Franz Kafka
Kafka is known for his absurdist vision of dystopian worlds. In his most lasting novel, The Trial, he follows Josef K., accused of a crime but never told what he is accused of, as he tries to navigate the complicated world of the police and justice.

Little Brother
Cory Doctorow
A seventeen year-old computer genius has found a thousand ways of getting past all of the electronic surveillance that surrounds him—from the internet lockdowns on school computers to the chips in cars that let the police know when cars pass through toll booths. As he and his friends try to protest the increased surveillance after a terrorist attack, he is arrested as a terrorist himself. While set slightly in the future, this novel resonates with our own time. Readers Guide available at http://us.macmillan.com/static/little_brother_readers_guide.pdf

1984
George Orwell
Ever since the publication of Orwell’s classic in 1949, the term “Big Brother” has been synonymous with a large, totalitarian government that controls every aspect of its citizens’ lives. The novel follows a low-level bureaucrat who begins to rebel—at least in his own mind—against the oppressive rule of Oceania, one of the three super-states that remains after a massive global war. However, even Smith’s thoughts aren’t private, and he is found out as a disloyal citizen and worker.

Feed
M.T. Anderson
Part of the cyberpunk genre founded by science-fiction novelist William Gibson, Feed creates a world in which the internet is now, literally, a part of our brains, through computer chips called “feeds.” This works perfectly, until a hacker gets into the system and sends the main character and his friends to the hospital. Their feeds are disabled while they recover, and Titus begins a friendship with an anti-feed revolutionary named Violet. After their feeds are repaired, Titus experiences violent nightmares and Violet has strange physical side-effects. A novel about what we will give up for the sake of convenience, Feed asks us to rethink our relationship with technology.

Other Fiction Illuminating Privacy Issues
Contributed by Carolyn Caywood
Other titles to consider for book groups, reading discussion series, or community-wide reads for Choose Privacy Week include:

Big Mouth & Ugly Girl by Joyce Carol Oates
They are victims of post-Columbine paranoia.

Brave New World by Aldous Huxley
Consumerism is another path to thought control.
Earth by David Brin
Everyone’s a watcher to keep the watchers honest.
Fahrenheit 451 by Ray Bradbury
The censorship classic connects freedom and privacy.
Glasshouse by Charles Stross
Trapped in a cyber panopticon.
The Minority Report by Philip K. Dick
On the run for a crime that’s only predicted.
Permanence by Karl Schroeder
Everything is RFID tagged to charge royalties for use.
Rainbows End by Vernor Vinge
Where is privacy when even your shirt is on the internet?
Whole Wide World by Paul McAuley
Police are in a surveillance technology arms race with criminals.

FILM DISCUSSION SERIES (see the “Academic Libraries Programming Guide,” page 29 of this resource guide)

PROGRAMS AND WORKSHOPS

Speakers
The New Face of Marketing Research in the Digital Age
The collection of personal information about consumers is critical to the field of marketing research and, as we move into the digital age, new opportunities arise for obtaining more and more revealing personal details. At the same time, Americans are expressing growing concern about how their personal information is targeted, collected, tracked, and used by internet companies. The Marketing Research Association (MRA) identified online privacy as one of its biggest issues for 2009, due to increasing concerns over online behavioral tracking and targeted advertising among the public and among legislators.

Invite a marketing professional or a professor from a local university to speak about how the web is used in market research. Host an individual or panel presentation on the subject, followed by Q&A and discussion among the audience.

How Private are Your Medical Records?
“But, I thought my medical records were protected by HIPAA?” Your right to control the use and disclosure of your personal health information was eliminated in 2003 by regulatory changes made to the Health Insurance Portability and Accountability Act (HIPAA).

The changes mean that millions of strangers, as well as employers, can use your health records for reasons that have nothing to do with your treatment or improving your health care. In an era of Electronic Health Records (EHRs) and Personal Health Records (PHRs), the problem gets much worse.

Invite your local hospital’s patient rights advocate, state health consumer protection advocate, ACLU, State Psychiatric Association, or faculty member of a local or regional law school to speak about the myths and facts of medical record privacy.

Resources to consider for this workshop:
- Patient Privacy Rights—download the Privacy Rights Toolkit at www.patientprivacyrights.org/
- Privacy Rights Clearinghouse offers extensive information on privacy of medical information and records at www.privacyrights.org/fs/fs8-med.htm
- The official central governmental hub for all HIPAA issues including rules, standards and implementation guides is at www.hhs.gov/ocr/privacy

Local Consumer Privacy Protections
How is your state, county, or city protecting your consumer privacy? Every state has a Consumer Affairs or Consumer Protection division, and a directory of state, county, and city government Consumer Protection Offices can be found at www.consumeraction.gov/state.shtml

Resources to consider for this program:
- Privacy Rights Clearinghouse—Fact Sheet 17: Reducing the Risk of Identity Theft, Fact Sheet 17(a): Identity Theft Victims Guide. See www.privacyrights.org/fs/index.htm

Workshops
Protecting your Privacy by Protecting your Computer
Hackers, viruses, Trojan Horses, and worms are formidable enemies of your computer files and software. They also pose serious risks to your privacy and data security. Learn the basics of computer security. Topics to be considered include:
- Using anti-virus and anti-spyware software and keeping it up to date
• Setting your operating system software to download and install security patches automatically
• Opening attachments or downloading files from emails you receive
• Using a firewall to protect your computer from hacking attacks while it is connected to the internet
• Broadband connections
• Checking your “sent items” file for evidence of infection
• Taking action immediately if your computer is infected
• Using encryption
• Safe wireless networking practices

Resources to consider for this workshop:
• The Electronic Privacy Information Center provides an “Online Guide to Practical Privacy Tools” at http://epic.org/privacy/tools.html
• GetNetwise.org offers an online repository of instructional how-to video tutorials that show users how to keep their and their families’ online experiences safe and secure. See www.getnetwise.org/videotutorials/
• OnGuardOnline.gov provides practical tips and tools you can use to be safe online. Free materials, including brochures, bookmarks, posters, games, and videos, can be downloaded or ordered. See www.onguardonline.gov

Identity Theft Awareness and Preventions
Approximately 9 million Americans may be victims of identity theft each year. Identity theft occurs when someone uses personally identifying information—like your name, Social Security number, or credit card number—without your permission, to commit fraud or other crimes. As a result, individuals may be denied job opportunities, loans for education, housing or cars because of negative information on their credit reports—or, in rare cases, they may even be arrested for crimes they did not commit. Identity theft has been called the “shadow crime.”

Organize a workshop around the Federal Trade Commission’s national education campaign, “AvoID Theft: Deter, Detect, Defend.” Materials are available in English and Spanish to help organizations and communities inform consumers about how to avoid identity theft and what to do if their identity is stolen. Resources include:

• The FTC’s Identity Theft site provides tools to raise awareness and educate your community. You may choose to order kits and brochures, download them to distribute or post online, co-brand and print the materials with your organization’s logo, or even design your own materials using the FTC’s information. See www.ftc.gov/bcp/edu/microsites/idtheft
• The AvoID Theft Consumer Education Kit is available in English and Spanish; order at www.ftc.gov/bulkorder. The kit includes:
  » Talking About Identity Theft: A How-to Guide: this guide provides step-by-step instructions on educating audiences. Includes a speech, presentation slides, template press release, as well as other tools to publicize an identity theft education session and aid community outreach
  » Tri-Fold Brochure
  » Take Charge: Fighting Back Against Identity Theft
  » Presentation Slides
  » CD-ROM/DVD Set

DISPLAYS AND EVENTS
Partnering to Create Privacy-Themed Events and Displays
Using the example video links below, or others you may find on your own, ask your local arts guild, theater group, teen group, or interested community members
to create a video, play, poetry reading, or art exhibit that will be featured during Choose Privacy Week.

- The American Civil Liberties Union (ACLU) “Pizza and Privacy” video illustrates what the future of pizza delivery might look like without increased privacy protections. [www.aclu.org/pizza/](http://www.aclu.org/pizza/)

- In “Monster Among Us,” the ACLU and The Underground present spoken word artists Steve Connell and Sekou as they defend their need for privacy and protection against new technology and surveillance. [http://current.com/items/88966513_monster-among-us.htm](http://current.com/items/88966513_monster-among-us.htm)

- “I’ll Be Watching You” highlights closed circuit TV (CCTV) surveillance and raises questions about our surveillance society. [www.youtube.com/watch?v=PgcdFLJrdJY&feature=related](http://www.youtube.com/watch?v=PgcdFLJrdJY&feature=related)

- “Surveillance” references increased domestic surveillance policies. [www.youtube.com/watch?v=Y4apDMj5R5Y](http://www.youtube.com/watch?v=Y4apDMj5R5Y)

- “The Future of Surveillance—Look Away” is a dark take on CCTV, privacy, and where surveillance may lead in future. It was the Overall Winner of the “21st Century Privacy” competition from the Data Protection Commission. [www.youtube.com/watch?v=p23b_mZcfRo](http://www.youtube.com/watch?v=p23b_mZcfRo)

GAMING
Games and Quizzes on Privacy Issues
Games can be an extremely effective way to engage library users. By using the resources below and/or adapting ideas elsewhere in this guide, libraries can offer a different game each day during Choose Privacy Week. In addition to the games provided below, the “10 Steps to Privacy” game is included at the end of this section.

- ID Theft Power Point Quiz, developed by Consumer Action, is a fun and interactive way to learn more about how to protect yourself against identity theft and account fraud; what steps you should take if you become a victim; how to report fraud; and where to obtain more resources and information. See [www.consumer-action.org/outreach/articles/id_theft_quiz](http://www.consumer-action.org/outreach/articles/id_theft_quiz). Instructions and rules also provide resources for giving effective presentations in front of a group.

- Interactive “ID Theft Face-Off” game, developed by OnGuardOnline.gov, is available at [www.onguardonline.gov/games/id-theft-faceoff.aspx](http://www.onguardonline.gov/games/id-theft-faceoff.aspx). The game can be grabbed and embedded onto a library website for Choose Privacy Week.

- Identity Theft IQ Test from the Privacy Rights Clearinghouse asks, “Are You at Risk for Identity Theft? Test Your Identity Quotient.” The quiz can be printed and handed out to library users. See [www.privacyrights.org/itrc-quiz1.htm](http://www.privacyrights.org/itrc-quiz1.htm)

- Privacy Playground is a game designed for ages 8–10, where the CyberPigs play on their favorite website and encounter marketing ploys, spam, and a close encounter with a not-too-friendly wolf. The purpose of the game is to teach kids how to spot online marketing strategies, protect their personal information, and avoid online predators. The accompanying Teacher’s Guide explains how to play the game, gives background information on the issues of online marketing, spam and children’s privacy, and provides activities and handouts for classroom (or library) use. [www.media-awareness.ca/english/games/privacy_playground/index.cfm](http://www.media-awareness.ca/english/games/privacy_playground/index.cfm)

- “What Do Facebook Quizzes Know About You?” is a quiz developed by the American Civil Liberties Union (ACLU) of Northern California. It encourages Facebook users to consider what information is revealed when they or their friends take a quiz or use other applications on Facebook. See [www.aclunc.org/issues/technology/what_do_facebook_quizzes_know_about_you.shtml](http://www.aclunc.org/issues/technology/what_do_facebook_quizzes_know_about_you.shtml)
10 Steps to Privacy
HOLLY ANDERTON

Directions: Have all the players line up side by side. Instruct them to take a step forward if, after hearing the statements from the Better Business Bureau’s Understanding Privacy website or the Social Media Privacy section, they believe the statement applies to them. At the end of the game, those on the starting line or nearest to it are the privacy winners. You can decorate the playing space so that the starting line represents safety, and the end line (10 steps away) represents privacy danger.

GENERAL PRIVACY ACCORDING TO BETTER BUSINESS BUREAU

I don’t know whether the sites where I buy things encrypt my credit card information or not.
Explanation: “When giving your credit card information online, be sure to ask whether they use encryption to scramble your data against third-party viewing and how they safeguard your stored data from online hackers. One of the easiest ways to ensure that you have a secure, encrypted connection while doing business online is to check whether the URL (Web address) begins with “https://” rather than simply “http://” before you transmit credit card information. To be certain, you may wish to install encryption software on your own computer to protect your e-mail and files from others who may disregard your personal privacy.” *

I have clicked on “I have read the privacy terms” on a website, even when I didn’t actually read it.
Explanation: “Read the privacy policies of all the sites with which you do business, including your internet service provider and other individual websites. You can learn the type of identifying information, if any, they collect, how they use it, and with whom it is shared. Look for an e-mail address or phone number to contact in case you have questions about security procedures. Any site that asks for information about you should have a privacy policy statement.” *

When using public computers, such as those in a library or café, I never clear the cache and the search history when I finish.
Explanation: “Ever use public computers, such as in the library or cafe? Or do you share your computer with others? As you browse, your cache stores websites you have visited so that your browser can store them locally instead of going to the website. This helps to speed up your browsing on a private computer, but can also allow your habits to be tracked on a public one. To prevent this from happening, go to the ‘Preferences’ folder in your browser and click on ‘Empty Cache.’ Also, be sure to close the browser before leaving.” *

I sometimes include sensitive information in my emails, such as birth date, passwords, or social security number.
Explanation: “Increasing numbers of employers are monitoring employees’ e-mail and Web usage in the workplace. To ensure the privacy of any sensitive information, keep it at home. And if you must discuss sensitive issues by e-mail, develop the habit of double-checking the header to make sure your message is going only to the intended recipient and not to a wider ‘reply to all’ distribution.” *

I’ve never heard of the Direct Marketing Association’s e-mail Preference Service, let alone registered with them to cut down on junk e-mail.
Explanation: “If you’d like to cut down on the amount of unsolicited commercial e-mail, you can contact the e-Mail Preference Service (e-MPS) offered by the Direct Marketing Association. You can register with the service by logging on to www.e-mps.org. All DMA members who wish to send unsolicited commercial e-mail must purge their e-mail prospecting lists of the individuals who have registered their e-mail address with e-MPS. The service is also available to non-DMA members.” *

I don’t know what SET and SLL stand for.
Explanation: Many websites use Secure Sockets Layer (SSL) technology to encrypt the credit card information that you send over the internet. These sites usually inform you they are using this technology. Or, check if the web address on the page that asks for your credit card information begins with “https:” instead of “http:”; if so, this technology is in place.

A different security technology, which works on different principles, is Secure Electronic Transaction, or SET, technology. SET or SSL technology are designed to make your connection secure.” **

* Explanations quoted from the Better Business Bureau’s Privacy Tool Box: www.bbbonline.org/understandingPrivacy/toolbox/tips.asp
** Explanations quoted from the Better Business Bureau’s Online Shopping Tips: www.bbbonline.org/OnlineShopTips/security.asp
My online passwords are my birth-date, phone number, or names of friends and family.

Explanations: “The best passwords are not your address, birth date, phone number, or recognizable words. Choose a string of at least five letters, numbers, and punctuation marks. One easy way to create a memorable password is to take the first letter of each word in an expression or song lyric, and add some numbers and punctuation marks. For example, “tmot-tobg!5” is derived in part from “Take Me Out To The Old Ball Game.” **

I have revealed personal information about myself online in situations where I wasn’t completely clear who was asking or why.

Explanation: “The age-old adage, ‘don’t talk to strangers,’ has been updated in this age of online communications to ‘don’t talk to strangers who ask for information they don’t need to know.’ Unless it’s with a trusted company or you feel comfortable with why your information is needed, it’s almost never a good idea to release your personal information to someone you have never met. Increase your trust level by reading their online privacy policy statement.” *

I don’t know anything about cookies and have never checked to see how my internet browser accepts them.

Explanation: “Browser users often have the option to be notified before accepting a cookie and to accept only cookies that connect with the originating server hosting the website that placed the cookie—rather than third-party servers for advertisers, for example. Reputable sites should clearly inform you how they plan to use the cookies deposited on your browser. Various types of software and services are available to help you manage cookies, including those that serve as a proxy or shield between you and the sites you visit. You can opt-out from online advertising cookies by visiting the website of the Network Advertising Initiative.” *

I have never worried about buying or bidding for products online.

Explanation: “If you don’t feel comfortable buying or bidding on an item over the web, or if you feel pressured to place your order immediately, maybe you shouldn’t.” **

Social Media Privacy for Teens with Help from the FTC and Friends

I don’t know whom, besides parents and teachers, I can talk to if I have been contacted by a stranger or harassed online.

You can contact the Cyber Tipline at www.cybertipline.com or by calling 1-800-843-5678. This is a division of the National Center for Missing and Exploited Children, and they can help.


I post on my MySpace, blog, or Facebook without thinking about the schools I want to go to or if it will hurt my chances of getting in.

People have actually been rejected from colleges because of content on their Facebook page. Please remember this when you are posting.


I use my full name as my username on my social media account.

Revealing information, even just your full name, can put you at risk for identity theft and other cybercrimes.


I friend people I don’t know.

People are easily able to lie about who they are online. Stick to your friends and family on social networking sites, and friend people after you’ve met them “in real life.”

My screen name or username isn’t my full name, but it does include my school or hometown.

Do not make openly available information that would allow others to locate you. For example, if your screen name includes your school mascot, everyone will know where you are during the day.

I post all kinds of photos of myself online and don’t worry about what will happen to them.

If your photos are easily accessible, you are at risk for cyber-bullying. Photos can be altered in ways out of your control or used to gain more information about you.

I haven’t read the privacy policies or options of my social media site.

There are many options to protect your information online. You just have to learn about them!
I believe that when I delete something online, it is deleted forever.
Even if you delete the information from a site, sites might still maintain your information. It can also be stored away on other people’s computers.

I don’t see the harm in meeting up in person with someone I’ve met online.
This has the potential for danger, as people can misrepresent themselves online.

I don’t trust my instincts when interacting with others online.
Trust your gut! If something doesn’t feel right, it probably isn’t.
Programming for Academic Libraries: Introduction

MARTIN GARNAR

“Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights” states that “[t]he privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.” While this statement is evidence that our profession places a high value on privacy, it’s unclear to what extent this value is shared by the higher education communities in which we serve. Choose Privacy Week is an opportunity to raise awareness about this important issue.

Academic libraries have their own educational mission to produce information literate graduates. As stated in the Guidelines for Instruction Programs in Academic Libraries (ACRL, 2003), “instruction programs prepare learners not only for immediate curricular activities, but also for experiences with information use beyond the classroom—in work settings, careers, continuing education and self-development, and lifelong learning in general.” In order to be truly information literate, our students must know their privacy rights and learn how to control their own personal information.

Programming Guide and Activities for Academic Libraries

PRIVACY DEBATES

Enlist the campus debate/forensics team (or, lacking that, members of the faculty) and a moderator. Consider the following statements:

“Privacy is less important than national security.”

“Using online services is incompatible with retaining privacy rights.”

“Privacy is not a right.”

“Privacy deserves its own constitutional amendment.”

Choose one statement, or have a week-long series and consider one statement at each session. Conduct the debate Oxford-style, with one side proposing and the other side opposing. Members of the debate/forensics team argue on each side of the motion. After the formal arguments, the debate is thrown open to the floor for questions. A moderator keeps the proceedings orderly. Each side attempts to persuade the audience to vote their way. Closing statements bring the discussion to a close. The audience will vote on the motion both before and after hearing the arguments, so there is a clear measure of which side was more influential with their arguments.

TEACH OUT ON PRIVACY

Invite librarians and classroom faculty from a variety of departments to speak about the importance of privacy through their disciplinary lens. Using a prominent location on campus or in the library, showcase the speakers throughout the day in between class sessions (when students and faculty are more likely to be out and about). Have one speaker for each 5 to 10 minute segment. Use a PA system to get the attention of passersby and have privacy-related literature available for distribution. Choose Privacy Week materials are available at www.alastore.ala.org.

CHOOSE PRIVACY IN THE CLASSROOM

Poll the classroom faculty about who covers privacy issues as part of their regular classes. Ask those who do to cover (or recap) those issues during Choose Privacy Week and to open their classes to the public on those days. Publish the list of open classes as part of a promotional calendar for all Choose Privacy Week events.

No professors on your campus who want to speak about privacy? Then consider this:

GREAT COURSES LECTURE SERIES

Civil Liberties and the Bill of Rights / John E. Finn.
Chantilly, VA: Teaching Co., 2006

From the Teaching Company, this series of 36 college-level lectures includes the history of privacy in the United States. John Finn is a professor of government at Wesleyan University and has a PhD in political science from Princeton University.

Both audio and video versions are available. The following lectures (each 30 minutes) are of particular interest:

Lecture 1: What are civil liberties?
Lecture 6: Private property and the founding
Lecture 9: Fundamental rights: privacy and personhood
Lecture 10: Privacy: the early cases
Lecture 11: Roe v. Wade and reproductive autonomy
Lecture 12: Privacy and autonomy: from Roe to Casey
Lecture 13: Other privacy interests: family
Lecture 14: Other privacy interests: sexuality
Lecture 36: Citizens and civil liberties

Libraries that wish to exhibit the lectures publicly can send a request for permission for such use to the attention of Brandon Hidalgo detailing the use intended for the course and the estimated number of persons to whom the courses would be exhibited:

Brandon Hidalgo
The Teaching Company
4840 Westfields Blvd., Suite 500
Chantilly, VA 20151

MANY FACES OF PRIVACY: FILM DISCUSSION SERIES
CONTRIBUTED BY GAIL WEYMOUTH

Hosting a film screening at the library can be an excellent way to get patrons in the door and engaged with the library. By selecting a film that deals with privacy issues and following the screening with a discussion of the issues it raised, librarians can spark the dialogue and conversation that is at the heart of Choose Privacy Week.

As with all public programs, proper planning is the key to success. The previous section on “Public Programming Best Practices” includes ideas and resources for planning and executing your programs, from setting goals and fostering creativity to strategizing, partnering, and evaluating.

This section provides information on recommended films, categorized by theme, for a library film discussion event or series around Choose Privacy Week. For more ideas, or to share your own ideas and successes, visit www.privacyrevolution.org.

Personal Privacy, Family Secrets, Reputation, Secret Pasts
Boy A
A man who has spent most of his life in juvenile prisons for a murder he committed while still a child is released at the age of 24. Given a whole new life, Jack struggles with his anonymity and his inability to share his secret with anyone he meets. Boy A asks if we are ever truly able to leave our past behind.

Guilty by Suspicion
Set in the 1950s, this film follows the moral struggle of a Hollywood director accused of “disloyalty” by the House Un-American Activities Committee. While he originally refuses to work with the Committee, he finds his career devastated by the blacklist. However, just as he is about to give in to the pressure of the Committee, he realizes the impact that his cooperation might have on all the people in his life.

The Majestic
Another film focusing on McCarthyism, in this story, a script-writer suspected of Communist Party membership gets into a car accident and has amnesia. He settles in a small town devastated by World War II, where he is confused for a local movie theatre owner’s son, who has not returned from the war. However, theHUAC catches up with him, and he must testify before Congress.

The Trouble with Harry
A man is murdered on the edge of an isolated Vermont town. Many of the residents are connected with the victim and fear they will become suspects if the body is found.

The Truman Show
Truman Burbank, the star of the eponymous Truman Show, has it all: a loving wife, a beautiful home, and a good job. What he discovers is that none of this is real; the world he lives in is constructed as the most all-consuming reality television program ever conceived. As Burbank begins to figure out his place in the world, the film questions our level of comfort with surveillance and lives lived in public.

Intellectual Privacy: a world where your mind is no longer free to explore
Pleasantville
A brother and sister are transported from late 20th century America to the world of a 1950s sitcom. While David is pleased to live in an innocent world, where everything is black and white, his sister continues to act just as she did in her own time.

THX 1138
George Lucas—who would go onto to make much less terrifying visions of the future—made this film in the early 1970s while still in film school. Set in a stark white world where humanity has lost its connection with itself, this film presents a very bleak vision of where our co-dependency on technology can lead us.

Identity: Stolen and Mistaken
The Net
Cyber-security expert Angela Bennett is given a
program that lets her into the government computer systems; when she meets a stranger on vacation, he steals the program and her identity. Now a wanted felon, she runs from the police while trying to stop the stranger’s organization from bringing down the U.S. government and military computer systems.

North By Northwest
Cary Grant, starring as a Madison Avenue ad-executive who is mistaken for a spy, runs for his life while trying to prove his innocence. This film was Hitchcock’s personal favorite and one of the most exciting thrillers made to this day.

Surveillance, Technology & Cyber Threats
The Conversation
Gene Hackman stars as an expert in surveillance who becomes the victim of his own profession. This film explores spying and paranoia in a world where all of our actions can be easily observed and recorded.

Enemy of the State
Will Smith stars in this stolen-identity thriller as Robert Clayton Dean. After running into an old friend, Dean is implicated in the murder of a Congressman. Unaware that he has been carrying a video-tape that reveals the Congressman’s real killer, he must run from the most advanced surveillance tools used by the NSA.

Minority Report
In a future where all crimes are prevented by the combination of advanced technology and psychic triplets, this film asks us what will happen if we can no longer trust the technology that has saved us.

Lessons from the Past: Using fear to limit liberty
Advise and Consent
Otto Preminger, once blacklisted during the McCarthy years, made this film about a Secretary of State nominee accused of Communist sympathies in the mid-1960s. It is concerned with the ways politicians use fear to get the results they want, whether those results are right or wrong.

The Front
An untalented hack poses as a loyal American scriptwriter so that those black-listed by the House Un-American Activities Committee can still get their work made. Woody Allen’s comedic take on the McCarthy years can be more effective than more serious and objective versions.

Good Night, and Good Luck
Earning George Clooney Oscar nominations for Best Director, Best Film, and Best Original Screenplay, this historical drama centers around the courage of Edward R. Murrow and his producer as they try to expose the fear-mongering of George McCarthy in the 1950s.

The Manchurian Candidate
The son of a prominent conservative family is captured by the Russians during the Korean War. Once he returns, he begins behaving oddly, raising questions of what happened while he was in captivity.

Are We There Yet? Dystopian Fantasies
1984
This adaptation of Orwell’s classic stars John Hurt as Winston Smith, a lowly Party official in the Ministry of Propaganda. 1984 shows us what happens when we stop struggling with the tough questions presented by our freedoms and allow a small group of people in power to make every judgment for us.

Brazil
This film is Kafka re-imagined by Monty Python alum Terry Gilliam. A bug, squished in a printer, causes a typo that identifies an innocent man as spy. The meek bureaucrat responsible for the typo becomes a target himself, as he tries to correct his mistake.

The Trial
A star-studded cast—Anthony Hopkins, Alfred Molina, Jason Robards, and Kyle MacLachlan—bring Kafka’s classic tale to life. Joseph K. is arrested for a crime that the police won’t even describe to him; a terrifying vision of what can happen when privacy no longer exists and the police have too much power.

Documentary Films
Frontline: Spying on the Homefront
A documentary from PBS, this hour-long exposé examines government surveillance after 9/11. The FBI requests records from the entire leisure industry in Las Vegas—including airlines, car rentals, casinos, and hotels—for everyone who visited the city in the weeks leading up to Christmas. This documentary examines where we draw the line between privacy and safety. See www.pbs.org/wgbh/pages/frontline/homefront/etc/producer.html for more information.

Murder, Spies & Voting Lies: The Clint Curtis Story
The story of computer programmer and whistle-blower Clint Curtis, who claims that he was asked to create vote-rigging programs for electronic voting machines. When the scandal turns into a murder mystery, the story gets more complicated.
The Privacy Wars: The Patriot Act
The group that has fought against the privacy invasions of the Patriot Act isn’t what you would expect. Conservatives like Bob Barr, Democrats like Dick Durbin, and groups including the ACLU and the Second Amendment Foundation all agree that privacy is a value worth preserving. See www.pbs.org/now/politics/privacy.html for more information.

The Spy Factory
This documentary by the PBS program NOVA examines the shadowy world of the National Security Agency, including the intelligence failures of 9/11 and their installment in the telecom carriers to collect intelligence. Resources are available at www.pbs.org/wgbh/nova/spyfactory.

Note: If your library normally has a food or drink ban, relax it for film nights in the library and provide popcorn, pizza & drinks to encourage attendance. Be sure to secure the proper screening permissions/license for any film.

READING SERIES OR CAMPUSS-WIDE READ
(See the “Public Libraries Programming Guide,” page 20)

Note: Consider books by faculty authors, where possible. Faculty with research interests in privacy issues may come from a wide range of departments, from law to the humanities to computer science.

GOOGLE ME! PRIVACY WORKSHOP
Set up computers and a whiteboard/flipchart in a public area. Using volunteers from the library, student body, faculty, and/or the larger campus community, challenge participants to find as much as possible about each volunteer in ten minutes using all available resources. If you have multiple volunteers, assign groups to research each person. Provide a list of prompts such as:

- Age
- Place of Birth
- Address
- Education
- Religion
- Relationship status
- Political leanings
- Photos
- Relatives

Assemble the information on each volunteer on the whiteboard/flipchart to demonstrate the astounding level of detail that can be achieved in such a short time. Follow with small group discussions using questions like:

- What do you think about the amount of personal information available online?
- Is privacy dead? Why or why not?
- Is privacy important? Why or why not?
- What personal information is comfortable to share? What should never be shared?

Ask the small groups to reconvene and share their thoughts with the larger group.

End up with a “What you can do about it” segment. Offer tips for modifying default privacy settings on popular sites with social networking (Facebook, MySpace, Amazon, etc.). Include the resources from the Identity Theft Awareness & Prevention activity in the “Public Libraries Programming Guide” (page 23) as additional information.
Programming for School Libraries: Introduction
HELEN R. ADAMS

Privacy is one of the core values of librarianship, and the library community has a strong commitment to extending and protecting the privacy of students using school libraries. This commitment is based on state and federal statutes as well as policy statements of library professional associations. The American Association of School Librarians’ “Position Statement on the Confidentiality of Library Records” states: “The library community recognizes that children and youth have the same rights to privacy as adults.” Unfortunately, in some cases current state and federal laws do not support this level of privacy for students who are minors.

Student Expectations of Privacy
When students enter a school library, two expectations of privacy should be guaranteed:

- The right to read and borrow library materials free from scrutiny regardless of age, and
- The right to seek information and have the subject of academic and personal research remain private.

Implicit in these expectations is that library staff will keep confidential the titles of resources used in the library, discussed as reference questions, reviewed online, checked out, placed on reserve, and/or sought through interlibrary loan. Although the school library supports the curriculum and student academic research, it is also a place for seeking information related to personal interests and needs. “Privacy: An Interpretation of the Library Bill of Rights” reminds school librarians of their obligation “to an ethic of facilitating, not monitoring, access to information.”

State Library Records Laws
Nearly every state has laws that protect the confidentiality of library records, although these laws may not apply to every type of library. Since these laws vary greatly, a school library professional must be knowledgeable about his/her state’s library records law and able to interpret how it affects the confidentiality of student library records. The laws state the conditions, or “exceptions,” under which library records may be released such as with a valid court order and, in a number of states, to parents or guardians. Unless disclosure is specifically required by law, minor students’ library records should remain confidential. State library records laws are archived on the American Library Association’s website and located by searching for “State Privacy Laws” at www.ala.org.

The Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the confidentiality of K–12 and post-secondary students’ “education records.” Although the U.S. Department of Education’s Family Policy Compliance Office has not issued written guidance on whether student library records are considered “education records,” according to Ingrid Brault, an employee in that office,

Under FERPA, “education records” are defined as those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. 34 CFR § 99.3 “Education records.” As such, we advise schools that library circulation records as you describe them [records of books and other materials checked out by students with the student’s name attached to the record of each item s/he has checked out] meet the definition of education records under FERPA and cannot generally be disclosed absent consent of the parent unless an exception to the consent requirement applies.3

FERPA includes exceptions under which student education records may be divulged. Brault delineated those exceptions when education records, including library records can be disclosed without parental consent as being:

- . . . to appropriately designated school officials with legitimate educational interest, [34 CFR § 99.31 (a)(1) School Officials], or
- if all the conditions apply under FERPA’s health and safety provisions [34 CFR § 99.36] . . . , or
- if any of the exceptions listed under section 99.31 of the FERPA regulations applies such as in compliance with a lawfully issued court order or subpoena.4

For additional information related to library records as “education records,” contact the American Library Association’s Office for Intellectual Freedom, the Family Policy Compliance Office, U.S. Department of Education, and local district legal counsel.
School Library Privacy Issues

Every day in school library media centers, situations occur in which students’ privacy is either disregarded or protected. The difference between the two outcomes depends on whether the school library media specialist accepts privacy as one of the core values of librarianship and has the moral courage to stand up for that principle. The ALA Code of Ethics states, “We protect each library users’ right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.”

There are many issues related to maintaining student privacy in school library media centers. Library media specialists struggle over questions and dilemmas such as these:

- To whom may student library records be released legally and under what circumstances?
  
  » Real life situation: A principal requests the reading history of a middle school student with no reason given for the directive. Can the school librarian legally divulge the list of library resources checked out by that student over a period of time?

- How should information about overdue library materials be relayed to students? Does age make a difference in the manner in which information is communicated?
  
  » Real life situation: A first grade girl has not returned a book to the library, and it is several weeks overdue. Should the school librarian send a note with the title to her classroom teacher or speak to the student again during the class’s scheduled library period?

  » Real life situation: A high school junior has failed to return multiple books for a class assignment. Is it permissible to send individual printed overdue notices listing the titles to a classroom and ask a teacher to distribute them to the appropriate students? Are faculty members aware that student library records are confidential and reading the titles of overdue items aloud in a classroom compromises the privacy of students?

- How long should library student circulation records be retained?
  
  » Real life situation: A school librarian discovers defacement to a book after it was checked in and placed on the shelf. Should the link between an item and a student be retained after check-in to allow for later investigation of previously unnoticed damage?

- Is it ever permissible for a school librarian to violate a student’s privacy?
  
  » Real life situation: A school librarian notices that a previously happy, seemingly well-adjusted student has become despondent. The student has checked out books on suicide, and the library professional has overheard comments made by the student to peers about being “worthless.” The librarian is concerned and considers talking to a guidance counselor about her observations.

- How can surveillance technology be utilized in a school library while safeguarding students’ privacy?
  
  » Real life situation: A school district concerned with student security and increasing vandalism is installing surveillance technology throughout its campus, and two cameras will be placed in the school library media center. How can the school librarian advocate maintaining student privacy?

These issues are very complex because they involve state and federal law, public school or private school policy, and professional ethics. The American Library Association’s Office for Intellectual Freedom counsels schools and libraries to undertake the following actions to protect student library records:

- . . . craft policies that extend additional privacy protection to students’ library records;
- adopt record retention policies that protect students’ confidentiality in regard to their use of the library media center; and,
- where applicable, incorporate state law protections for library records.

ALA’s Office for Intellectual Freedom is available to consult with school library media specialists on specific situations dealing with privacy and confidentiality issues. Additionally, there are two sources which discuss student privacy in school libraries in depth.


Notes


4. Ibid.


Privacy Lesson for Grades K–2

UNIT/LESSON TITLE: WHAT DO I NEED TO KNOW ABOUT USING MY LIBRARY MEDIA CENTER?

GRADE LEVEL/CONTENT: INTRODUCED IN K, REVIEWED 1 & 2

CURRICULAR FOCUS
AASL 4.1.1—Read, view, and listen for pleasure and personal growth

OVERVIEW
Proper Book Care
Library Etiquette
Privacy and Material Checkout

ASSESSMENT
Observe student behavior in the library and students checking out library books and looking over books that are returned.

RESOURCES
NO! NO! NO! bag and the YES! YES! YES! Bag for Book Care

Stop Sign for Etiquette and Privacy

INSTRUCTION/ACTIVITIES
Fill two bags with items that are reminders to students of how to treat library books and call them the NO! NO! NO! bag and the YES! YES! YES! bag.

- The NO! NO! NO! bag holds items such as:
  - Scissors—Keep books away from scissors when working on projects so the book does not get in the way and is accidentally cut.
  - Markers and Crayons—Marks from markers and crayons cannot be removed from books.
  - Water bottle—Books can be ruined by water and mold. Show book examples.
  - Little doll—Remind students to keep books away from little brothers or sisters or little friends visiting who do not know how to take care of library books yet. Show book examples.

- The YES! YES! YES! Bag holds items such as:
  - Backpack—Remind students that backpacks protect books when they take their books home and carry them back.
  - Soap—Remind students to wash their hands and that clean hands are good for library books.
  - Bookmarks—If they need to remember where they left off reading, a bookmark can do the job.
  - Mirror—Show students themselves in the mirror because they are the absolute best thing for library books. You make a book come alive when you read it.
  - Stop Sign

Library voices are discussed and practiced. Three inch voice is a normal talking voice. A one inch voice is a whisper and how a library voice sounds. Sometimes they are even asked to have a no inch voice because of what may be going on in the library.

Private information. They are asked to stop at the STOP signs that we have posted next to the check out computers and wait for the person in front of them to leave. The information on the computer screen is just for the librarian and the person checking out to see.

Stuffed animal dog and cat—Keep books up off the floor so pets can not be tempted to chew on the books. Show book examples.

Snacks like Cheetos—No one wants to open up a library book and find crumbs or fingerprints in it.

Scotch Tape—Remind students to let us know when a book has a tear on a page so we can repair it with book tape. Do not use tape at home. We are the best library book fixers. Show examples of poor tape repairs in a book.
Privacy Lesson for Grades 3–5

UNIT/LESSON TITLE: INTERNET SAFETY FOR STUDENTS AND THEIR PARENTS

GRADE LEVEL/CONTENT: GRADES 3–5

CURRICULAR FOCUS: NETS STANDARD 5: DIGITAL CITIZENSHIP

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students advocate and practice safe, legal, and responsible use of information and technology.

OVERVIEW

In an evening presentation, parents and students learn about and discuss internet ethics and safety. They participate in varied activities designed to apply rules students already know about honesty, politeness, and safety to the online environment. The main issues addressed include safety, privacy, personal responsibility and ethical use of the internet.

Note: This may be taught during the school day, but involving parents may help to reinforce meaningful application of good internet safety at home.

INSTRUCTION/ACTIVITIES

1. Conduct pre-test of parents and students.

2. AV presentation, pausing periodically for activities (PowerPoint and internet safety video by Ryan Chatel found at www.youtube.com/watch?v=xZHq4CQekTY).

3. Small and large group discussions.

4. In small groups, create short videos using PhotoStory 3 or similar software to be shared on morning announcements at school and podcast on the school’s website about different internet safety rules.

5. Conduct post-test of parents and students.

6. Encourage each family to create their own cyber rules.

7. Share resource list.

ASSESSMENT

Pre- and post-multiple choice questions using a class voting system, such as CPS/Senteos, or paper forms.

Videos created by parents and students, using PhotoStory 3 or equivalent product.

RESOURCES


Privacy Lesson for Grades 6–8

UNIT/LESSON TITLE: FIRST AMENDMENT RIGHTS

GRADE LEVEL/CONTENT: GRADES 6–8

CURRICULAR FOCUS: SOCIAL STUDIES, INFORMATION LITERACY AND COMMUNICATION ARTS/READING

LIBRARY MEDIA STANDARDS

• **Standard 2:** The student who is information literate evaluates information critically and competently.
  
  » **Benchmark 2.1:** Determines accuracy, relevance, and comprehensiveness

  » **Knowledge Based Indicators:** The student understands:
    
    › 2.1.1: multiple sources, both primary and secondary, must be examined when determining what information is used in the research process.

  » **Benchmark 3.3:** Applies information to critical thinking and problem solving

  » **Knowledge Based Indicators:** The student understands:
    
    › 3.3.1: problem solving requires focus on a question and criteria for judging possible answers.

• **Standard 5:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

• **Standard 6:** The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

  » **Benchmark 6.1:** Respects the principles of intellectual freedom and property rights

  » **Knowledge Based Indicators:** The student understands:
    
    › 6.1.1: that intellectual freedom, the freedom of inquiry and the freedom of expression, was established in the First Amendment to the U.S. Constitution.

  › 6.1.1a: apply concepts of intellectual freedom by respecting the views and ideas of others when working in a group.

  › 6.1.1b: explore and discuss First Amendment rights, responsibilities, and intellectual freedom.

  › 6.1.2: the importance of expressing information and ideas in her/his own words.

• **Standard 7:** The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

  » 7.1.1: share and discuss ideas with others in the group, listen well and respectfully, and change ideas when appropriate.

CONTENT STANDARDS

Social Studies Grades 6

• **Standard 4 (Concept): Power, Authority, and Governance:** the student uses a working knowledge and understanding of the concepts of power, authority, and governance.

  » **Benchmark 4 (Enduring Understandings):**

    › Power and influence determine who has the authority to govern and provides structure for and impacts the needs of societies.

    › Student recognizes that every civilization has a form of law or order (Hammurabi’s Code and Twelve Tables).

• **Standard 7 (Concept): Individual Development and Identity:** the student uses a working knowledge and understanding of the concepts of individual development and identity.

  » **Benchmark 7 (Enduring Understandings):**

    › History represents the story of human diversity and the development of individual and national identity over time.

    › Student understands the impact of primary and secondary sources on the understanding of past civilizations (e.g., artifacts and oral tradition).

• **Standard 8 (Concept): Civic Ideals:** the student uses a working knowledge and understanding of civic ideals.
Benchmark 8 (Enduring Understandings):

- Citizenship confers rights, responsibilities, and privileges.
- The student understands the rights of people living in Ancient Greece (Sparta and Athens), Classical Rome, and modern United States.
- Compare and contrast the rights of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.

Communication Arts/Reading Grade 7

- **Standard 1 Reading**: student reads and comprehends texts across the curriculum.
  - Benchmark 2: The student reads fluently.
- **Standard 2 Reading**: student understands the significance of literature and its contributions to various cultures.
  - Benchmark 3: The student expands vocabulary.

Social Studies Grade 8

- **Standard 8 (Concept): Civic Ideals**: the student uses a working knowledge and understanding of civic ideals.
  - Benchmark 8 (Enduring Understandings):
    - Citizenship confers rights, responsibilities, and privileges.
    - The student understands the United States Constitution is written by and for the people and it defines the authority and power given to the government as well as recognizes the rights retained by the state governments and the people.
    - The student understands how the United States Constitution can be changed through amendments.

OVERVIEW

For 3 years, middle school students are exposed to their First Amendment rights every September as part of our Right to Read activities.

**In 6th grade**, World History students learn that all civilizations have some form of government and most have a document as the foundation of that government, i.e., Hammurabi’s Code. Then we talk about America’s Constitution and how the First Amendment and Bill of Rights came to be. We learn “Give Me 5” and discuss the rights in the First Amendment that give us the right to read. We watch a 4-minute video on “Give Me 5” and then handle a primary source copy of the original First Amendment document. Students analyze it carefully, count the words, and infer who, when, and where it was written. They then underline the 5 rights guaranteed, circle words that look weird to them (press, Congress), highlight the rights that deal with the right to read, and then answer the question “Why do you think the First Amendment was actually written?” If students finish before the end of the class we have a link on the library web page to the Illinois First Amendment Organization where they can take an on-line quiz about the Constitution or work on an on-line word search about the First Amendment.

**In 7th grade**, we review the 5 rights guaranteed in the First Amendment. We talk about why books get challenged. We watch the ALA Office for Intellectual Freedom online puppet clip about “Banned Books Week!” I share the Top Ten most challenged/banned books from the previous year. We then move to 6 small groups and each group gets a challenged book and their task is to decide why the book was challenged or banned. We take 10 minutes and then come back together as a group and report out. After each group, I share with them from the ALA Banned Book List why the book was challenged. Students also have a ballot of the six books and vote after each book whether to remove or keep the book on the shelf. After a break, we watch the after-school special *The Day They Came to Arrest the Book*. This is an adaptation of Nat Henoff’s book of the same title.

**In 8th grade**, Social Studies teachers are in the midst of teaching the Constitution as part of their American History curriculum. They review the 5 rights again and I show a 15 minute video about what each of the 5 rights means. Then on a Friday morning at the end of our Right to Read Week, we have a culminating special event for the 8th graders.

I invite an attorney to talk about and discuss the First Amendment with the students. This is where the students get a chance to question the “dark side” of the First Amendment on their freedoms of expression and privacy. The attorney makes sure to discuss things like the Nazi Party, anti-war signs, Fred Phelps, and adult books that are also protected under the First Amend-
They wonder why music can be labeled adult/mature and books in the library can’t. We talk about their parent’s right to check what they are reading when they get home but that we can’t tell their parents what they are reading if they call. We spend all 3 years of middle school teaching that disappointment or shock in a book isn’t a reason to ban it but to bring it back and check out another book. We also bring in a public librarian and she espouses the Library Bill of Rights and the public library’s take on privacy and challenging books. Our art teacher has put together a presentation on Banksy, the graffiti artist who has never been seen or arrested but has expressed himself all over the world. Students get to discuss whether graffiti is art and expression or vandalism. Finally, we have a news reporter come from a local news station and talk about the First Amendment and the media. In 8th grade students get to see multiple perspectives on the First Amendment and hopefully begin thinking for themselves about the importance of being aware of your rights and not being afraid to speak up.

**ASSessment**

**In 6th grade**, students are assessed on 3 First Amendment questions. This is an assessment for learning and is worth 10 points.

- Question #1—Underline the 5 rights guaranteed in the First Amendment.
- Question #2—Highlight the rights in the First Amendment that give us the right to read.
- Question #3—Why was the First Amendment actually written?

**In 7th grade**, students are assessed by their communication arts/reading teacher through a reflection writing piece.

**In 8th grade**, students are not assessed. However, communication arts/reading teachers have them write thank you letters to all of the speakers.

**Resources**

**In 6th Grade**

- First Amendment Worksheet with copy of original primary source document
- First Amendment Introductory Video on DVD

**In 7th Grade**

- In the Night Kitchen by Maurice Sendak
- Ferdinand the Bull by Munro Leaf
- The Lorax by Dr. Seuss
- Father Christmas by Raymond Briggs
- Sylvester and the Magic Pebble by William Steig
- Where the Sidewalk Ends by Shel Silverstein
- After-school special The Day They Came to Arrest the Book
- ALA Office for Intellectual Freedom—Link to Finger Puppets “Banned Books Week PSA”

**In 8th Grade**

- Speakers: Public Librarian, Attorney who knows the First Amendment, News reporter for TV or newspaper, Art teacher
- 15-minute video from Illinois First Amendment Center—First Amendment Teen Video on DVD—Grades 7 thru 12

**Instruction/Activities**

In all 3 grades I instruct on the importance of our First Amendment rights. Every year the students get more information to take in and think about and it all culminates in 8th grade.

This year we also added a blog to our library web page that asked students to answer the following question during Right to Read Week:

It’s that time of year when we think about our right to read and how important it is to us. This blog is to make you SPEAK. READ. KNOW—the theme of this year’s Right to Read Week. Here’s your statement—“The freedom to read is essential to our democracy.” What does this comment mean to you?
Privacy Lesson for Grades 9–12

UNIT/LESSON TITLE: PRIVACY MATTERS!
GRADE LEVEL/CONTENT: GRADES 9–12
CURRICULUM FOCUS: AMERICAN GOVERNMENT STANDARDS

• Principles of democratic government (e.g., rule of law, limited government etc.)
• Core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society
• The importance of the provisions of the 14th Amendment

OVERVIEW
Privacy impacts students on a daily basis from computers to cell phones. Students review a variety of headlines determining if the individual’s privacy was breached. Through discussion, students determine the purpose of privacy laws and how they are impacted. Students create an online poster through Glogster analyzing a current issue. Students will present their posters virtually.

ASSESSMENT
Rubric

RESOURCES
• SIRS Researcher
• Global Issues
• Opposing Viewpoints
• Government Textbook
• Other relevant library resources

INSTRUCTION/ACTIVITIES
Part I
Watch “Discovery Education United” streaming video, “Fourth Amendment: Right to Privacy” and a segment of: “You, the Jury” (or other related videos)

If videos are unavailable, review text of Fourth Amendment. FindLaw and other websites provide text and examples. http://caselaw.lp.findlaw.com

Reference the privacy rights inherent in amendments one, three, five, nine, and fourteen.

Student discussion: “Do actions in the video segment violate privacy? Yes or No? Why?”

Present electronically a variety of current articles on privacy issues. If time allows, students working in small groups may locate articles for discussion. Review articles and discuss privacy issues.

Examples: fight to open adoptee birth records, experiment using RFID chips to track movement of individuals, parent access to information and grades for college students eighteen and older, emails searches, cities using security cameras on streets.

Students brainstorm the different ways privacy impacts their lives.

Examples:
• Facebook
• Credit card companies
• Cell phones & GPS
• Airport security
• Cookies on computers
• Doctor information to parents
• Checking out a book
• Computer use at school with management software allowing teachers to view student monitors
• Google maps showing your home

Discussion: Why? Purpose?

Part II—Privacy Matters! Analysis
Choose one area from discussion or locate an example from the news to create an online poster through Glogster and analyze your issue and how it impacts privacy and privacy laws. See checklist listed below for specific requirements.

1. Summary of article.
2. Who is impacted?
3. How is ___ privacy impacted?
4. How does it relate to you?
5. Is it right or wrong according to you and your values?
6. Is it right or wrong according to our laws?

Use public domain images using creativecommons.org to create a creative poster that expresses your learning.
Cite your sources (using bibme.org, for example) in APA format at the bottom of your poster.

Checklist:

- Summary of article.
- Who is impacted?
- How is ___ privacy impacted?
- How does it relate to you?
- Is it right or wrong according to you and your values?
- Is it right or wrong according to our laws?
- At least 3 images and/or a video related to the topic
- All images are public domain
- At least three sources used
- Citations in APA format