Digital Privacy teacher pack

Choose the right audience and distinguish access, identity and recovery.

For learners around age 14 and curious adults. Three 40-minute sessions. Use with the current AHA Digital Privacy manuscript. References use chapter titles so they work in both print and ebook.

Learning goals

Choose the right audience and distinguish access, identity and recovery.

Use the terms authentication; authorization; session; phishing; encryption; recovery. Show the reasoning behind an answer and identify where the example stops applying.

Reading route

1. Privacy is about the right audience

2. A link has an audience

3. Recovery is another entrance

Teaching plan

Session 1: Ask the opening question before reading (5 minutes). Read the first selected chapter together (15). Draw the mechanism or compare two possible explanations (15). End with a one-sentence explanation (5).

Session 2: Read the remaining selected material (10 minutes). Complete the worksheet individually, then compare reasoning in pairs (20). Discuss the common wrong turn (10).

Session 3: Revisit one uncertain answer (10 minutes). Try the extension (15). Give a two-minute explanation without the book (10). Use the exit question (5).

Materials and access

Paper, pencil, the book and an optional calculator. Read diagrams aloud, allow spoken or drawn responses, and give extra time for vocabulary. No real accounts or specialist equipment are needed.

Digital Privacy learner worksheet

Opening question

Does a document become private simply because its web address is hard to guess?

Investigation

A fictional club needs a public event notice, a volunteer rota and an emergency contact list. Assign an audience to each. A volunteer leaves the club; describe what access should change.

1. Which document can reasonably be public?

Show your reasoning, label units or evidence, and state any assumptions.

2. Who needs the emergency list?

Show your reasoning, label units or evidence, and state any assumptions.

3. Why might deleting one shared link fail to remove all access?

Show your reasoning, label units or evidence, and state any assumptions.

Transfer question

Draw separate controls for account sign-in, document permissions and account recovery. Explain why one control cannot replace all three.

Exit question

What would you now check before accepting a claim about this topic? Name one specific check and explain why.

Digital Privacy answers and teaching notes

Answer 1

The event notice, after checking that it contains only information intended for the public.

Answer 2

Only authorized people who need it for their role, not every event attendee.

Answer 3

Access may also come from direct permissions, group membership, copied files or continuing sessions.

Common wrong turn

Private browsing does not make you invisible to sites or network operators. Encryption does not stop an authorized recipient from copying what they can read.

Extension discussion

Draw separate controls for account sign-in, document permissions and account recovery. Explain why one control cannot replace all three.

Assess the explanation

Give one point each for a correct conclusion, visible reasoning, correct units or evidence, and a relevant limitation. A correct number with no explanation is not a complete answer. Accept equivalent wording and well-supported alternative interpretations where the question allows them.

If the learner gets stuck

Return to the diagram or the smallest example. Ask what is being counted, compared or transferred. Let the learner revise the answer after explaining the mistake; do not reward speed over understanding.

Family connection

Use a fictional club rather than actual passwords or private files. Discuss an account-recovery plan without sharing recovery codes.