

Under Your Internet: Lesson Plan

Under Your Internet empowers young people to be in the driver's seat of their digital lives. It can be used as a tool by high school educators to teach students about the power they can have over their own data and to explore models for data governance that prioritise their well-being, agency and privacy.

Through this experience, students will learn about the current role of data in their lives and imagine how data might be used and managed differently based on their preferences. Young people will be able to investigate alternatives to the current extractive relationship that exists between people and companies.

By using *Under Your Internet* in the classroom, educators can help their students become more informed and responsible digital citizens who are better equipped to navigate the digital world.

Objectives

By the end of this lesson, students will be able to:

1. Understand the role of their data in their lives
2. Identify and describe different data governance models and their advantages and disadvantages
3. Develop an opinion of how they would like their data to be used and managed

Materials

- [Under Your Internet](#) (website)
- [Breakdown of Data Creatures & Data Governance Models](#) (PDF)

Lesson Plan

01 Introduction (10 minutes)

- Ask students what comes to mind when they think of data. What does data mean to them?

You can write down the words and associations they make on the white board.

- Ask students what words come to mind when they think of what happens to their data. Who uses the data and what do they do with it?

You can write down the words and associations they make on the white board.

- Introduce today's goals:
 - Learn about data and the role it plays in their lives
 - Explore alternatives of how their data could be governed

02 Under Your Internet (10 minutes)

- Share the link to the game with your students. *Under Your Internet* is a 'personality type quiz' that matches people with a data creature — an alternative data governance model that best reflects their preferences for how they would like their data to be governed.
- After answering a series of questions, students will be matched with one of the following data creatures based off research from Mozilla's Data Futures Lab: Collaborative Co-op, Personal Pod, Open Commons or Responsible Trust. Linked in the Discussion on Alternative Data Governance Models section below you'll find a breakdown of each creature and their 'personality traits'. It will be important for you to familiarise yourself with each creature (data governance model) so you are able to lead the following discussion.

03 Debrief on Data Creatures (10 minutes)

- Ask students to share what data creature / data governance model they got. Did their data creature surprise them?

- What did they like about their data creature and how their data would be managed?
- What did they not like about their data creature and how their data would be managed?

04 Discussion on the Status Quo: Data Extraction (10 mins)

- Did this experience make you think about how your data is currently used?
- How would you describe the current status quo with data and companies?
 - *Context for teacher: The current relationship between people and companies that collect our data is extractive and gives more power to companies than to people. We are creating data all the time, especially through our interactions online (what we view, click on, like and more). Today, all of this information is collected and analysed by companies who use it to influence our behaviour — suggesting that we like, consume or do certain things. As individuals, we have little insight into or influence over what kinds of data companies have on us or how it is being used. This can create a feeling of powerlessness, particularly for young people.*
- How does this make you feel?
 - *Context for teacher: The goal of this experience is to show students that there are alternatives to how data is managed and used. While the status quo may seem like ‘just the way things are’, it’s not. There are actually different data governance models that just need to be explored. Not all of them are fully figured out. They might not be perfect for every situation and each has pros and cons. But they represent new ways to take care of peoples’ well-being, to be more transparent and to make the use of data more beneficial for each of us and our communities.*

05 Discussion on Alternative Data Governance Models (20 mins)

For reference, see: Breakdown of Data Creatures & Data Governance Models (PDF)

Use each data creature to discuss each alternative data governance model. Below are suggested questions to ask students.

1. Collaborative Co-Op (Keupie)

- a. When could asking a group of people to make decisions that affect your data be a good thing?
- b. What if the majority of people in your data co-op voted to use the group's data in a way you did not agree with, would this bother you?
- c. How could data co-ops be used to help your community or society?

2. Open Commons (Candy)

- a. Do you think people would be willing to share their data publicly so it could be used for good causes? What kinds of data would you be ok with sharing?
- b. To what extent do you think it would be a problem if you thought the data you shared was anonymous, but it turned out that someone could identify it's about you?
- c. A familiar example of a data commons is Wikipedia. How else do you think a data commons could be used to help society?

3. Responsible Trust (Klava)

- a. Do you think you'd be willing to trust someone else with your data? What would you need to know from them to truly trust them?
- b. Do you think it would be a good or bad thing if you didn't have to think about how your data is being used but outsourced the thinking to someone else?
- c. What rules would you ask them to enforce for how your data can be used?

4. Personal Pod (Shelly)

- a. Would you be more comfortable knowing all your data is in your hands and only you can decide what to do with it?
- b. Data pods require some of your time and attention to decide how you want to control your data. Would you be willing to put in the extra effort? Do you think others would?
- c. How might this change (or not) your interactions online? For instance, when an app asks for information from you.

06 Conclusion (5 minutes)

- Ask students to share some takeaways from the discussion.
- Conclude the lesson by reminding students that even though sometimes it seems that we are powerless against companies, this is not the case. There are many ways to reimagine our relationship with the data we create and how it is used for or against us — which could be, for example, more respectful of our privacy or more transparent. We just have to proactively look for and advocate for these.
- Encourage students to keep having a critical eye about how their data is used and to keep learning about how this might impact their lives, the people around them and society at large.

Words to Know

- **Data:** Data refers to all kinds of information about a person or created by a person. It may be specific personal information such as your name, home address, race, location (e.g. tracking your phone GPS), school grades or medical records. It may be information on how you interact with an app (e.g. what you 'like'), your activity online (e.g. what you browse or buy), or what you do every day (e.g. whether or not you attended class).
- **Data Governance:** The rules and processes for how data is collected, accessed, controlled, used or shared — including online and through the apps and devices we use everyday. How data is 'governed' describes who has power to make decisions over data and how.
- **Alternative Data Governance:** The word 'alternative' is a critique of the current status quo where technology companies use data for commercial gain, typically extracting vast amounts of data through broken models of consent. 'Alternative data governance' refers to rules and processes that shift power away from companies that collect data and back to people like you whose data was being collected; that create meaningful incentives for the benefits of data to be shared more widely; and that enable data to serve societal interests while being grounded in human rights.

Additional Resources

Digital toolkits

- [Data Detox Kit](#) (one of many resources from [Tactical Tech](#))
- [Understanding your digital shadow](#) (University of Wollongong)

The data economy, privacy and the impact of data governance in our lives

- [Disrupting Data Governance: A Mozilla Guide for Reshaping the Data Economy](#) (Mozilla)
- [Shifting Power Through Data Governance](#) (Mozilla)
- [Glenn Greenwald: Why Privacy Matters](#) (TED talk)

In the news

- [UK ditches exam results generated by biased algorithm after student protests](#) (The Verge)
- [Meta settles Cambridge Analytica scandal case for \\$725m](#) (BBC)
- [Firefox's Total Cookie Protection stops companies from keeping tabs on your moves](#) (Mozilla)