

Click 'I agree'

'I have read the terms and conditions' is sometimes jokingly called *the biggest lie on the internet*. But there's a truth to that. Do you know what exactly you agree to when you download an app and click 'I agree'? In this lesson students are going to discover exactly what they've agreed to by installing apps on their smartphone. They are going to check the settings on their phones and discuss whether non-negotiable terms and conditions are fair.

1 hour.

STRUCTURE

- Introduction: What are the costs of a free app?
- In practice: Look into the settings of your phone
- Next step: Group discussion.

PREPARATION

You can prepare by:

- Reading this teacher's guide and the students worksheet
- Opening the presentation
- Your students will need their smartphones for Exercise 2.

SERIE 'VEILIGHEID EN PRIVACY IN DE DIGITALE WERELD'

This lesson is part of the serie Digi-Doeners 'Safety and Privacy in the digital world' by curriculum.nu. These six lessons are about several aspects in the digital life of young people. There is no specific order in these lessons. It is possible to give separate lessons

by each subject. Or agree with colleagues to give several lessons in one specific week, in order to obtain more depth in this theme. It is also possible to create a special multidisciplinary theme on Safety & Privacy, for instance a week or a longer period in which students research this theme.

PERSONALISED LEARNING

As an extra challenge, you can take Exercise 2 a step further. Have students look into the settings of their favorite social media apps (So instead of the standard permissions for apps that they find under 'instellingen' – have them check out the possibilities within the app). Give them the following assignment: find out how can you change your settings to better protect your privacy.

WORK AND CAREER

Jobs that are related to privacy and (data) security include:

- Policy maker / legislator / lawyer: laws and policies need to be updated because of new technological developments.
- Data scientist / developer / cyber security specialist: collecting and storing data, developing software, advising companies.

ETHICS AND TECHNOLOGY

Would you rather pay for apps or would you rather use free apps in exchange for your data?

LEARNING TARGETS

Domein curriculum 2021	Leerdoelen digitale vaardigheden	Kerdoelen Engels	21st century skills
Veiligheid en privacy in de digitale wereld 2.2 Privacy in de digitale wereld.	1 Mediawijsheid De leerling weet dat bedrijven gebruik maken van data om reclame te maken.	De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.	Samenwerken
	2 Mediawijsheid De leerling leert op basis van begrip van digitale technologie invloed uit te oefenen op de digitale sporen die zij achterlaten. Daarbij is het zowel het eigen gedrag als het benutten van technische mogelijkheden van belang.	De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor zichzelf en anderen.	Probleemoplossen

INTRODUCTION

Opening slide

Discuss: Where do you tend to see the button 'I agree'? (On websites; When you download an app)

Slide 2, video

Watch the video and discuss:

- What is the point the makers of this video want to make? (That you should read the terms and conditions before you sign anything)
- How do you feel about this prank? (For example: It's funny / it makes you think / I think these people aren't very clever to fall for this)
- What does 'I have read and agree to the terms and conditions?' mean?
- Do you sometimes sign anything without having read it? How about the privacy policy for apps and services that you use? (Does anyone read those?).

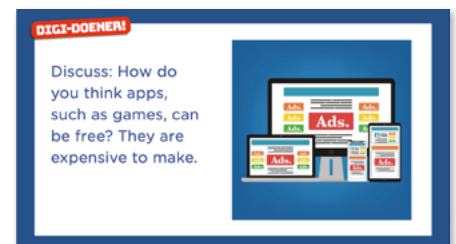


IN PRACTICE

Slide 3, pair work + discuss answers

Discuss: How do you think apps, such as games, can be free? They are expensive to make. (Explain: sometimes free apps show you ads, which is a way to make money. But apart from this, you indirectly pay with your data. Apps collect a lot of data on you which they can then sell to other companies.

So, the data that you generate through downloading and using an app is being sold.) Let students work on Exercise 1 (in pairs), in which students are going to write down what types of data they expect certain apps to gather. Discuss the answers and move on to the next slide afterwards.



When discussing the answers: It really depends on the type of app, but try to evaluate whether this bit of information is really necessary for the app to do its work. For example: An app for video calling needs access to your microphone and camera, but most games do not. Another issue to consider is: Do they need access all the time – even when you're not using the app? If you want to check the weather it comes in handy that the app sees where you are – but does the app also need to know where you live and where you work (Which is probably where you are at night and during the day)?

★ TIP

For more information about (questionable) permissions, see this (Dutch) blog: <https://www.kaspersky.nl/blog/android-8-permissions-guide/23497/>

If you are interested and have the time to read up you can use the information to ask your students critical questions about these permissions; When do they come in handy? What could the downside be?

Slide 4, discuss

This slide shows an example of how apps sometimes gather data you wouldn't expect. Ask the students if they can guess what the article might be about. Can they unravel what this is about? Then explain about the technology:

This article is about a technology start-up called Alphonso that developed software now used by many apps – including games. It uses your smartphone's microphone to determine what you are listening to, such as what you're watching on TV and what ads you see. Although it doesn't record human speech, it is listening at all times, even when you're not using the app. The makers of the app defend themselves by saying that they ask for permission (as you can see from the screenshot) and that everyone can opt-out at any time.

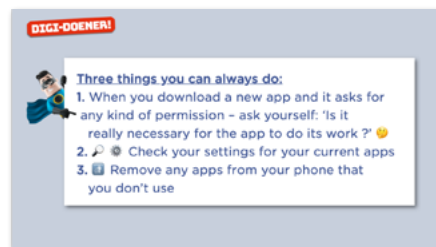


Slide 5, pair work

Conclude: there are three things you can always do. Briefly (have students) summarize the info on the slide. Then have the students work on Exercise 2 – in which they are going to look at their current app settings and remove any apps they don't use.

Discuss the student's findings afterwards. You can use the following questions – which are part of Exercise 3:

- What app did you have on your phone that you had forgotten was there?
- What app or type of permission surprised you?
- Was it difficult to change your settings?
- What settings did you change?



NEXT STEP

Slide 6, group discussion

Explain: Apart from the settings that you can play around with, apps and online services also often come with certain terms and conditions, such as the company's privacy policy. These are essentially contracts that you sign, and you don't have much choice. Either you say 'yes' and you can use the app or you say 'no' and you cannot use the app. Remember the video at the beginning of this lesson?



Discuss:

- Sometimes you can choose between a paid and a free version of an app. What can be reasons to choose for the free version? (It's free). What can be reasons to choose for the paid version? (Paid versions are often more extensive, they usually don't include ads, it's more unlikely that they sell your data). What is crucial for you?
- Have you ever heard of any warnings against downloading certain popular apps? Did your parents ever tell you not to use a certain app? Why? (For example: Facebook and TikTok have been controversial).
- Some people say: If you don't like the terms and conditions – then simply don't download the app. Do you agree? (For example: I don't agree because you want it anyway when everyone else has that app / I agree because if everyone stops using an app then change will happen).

★ **TIP**

You can refer to 'the privacy paradox'. This is a term that is often used to explain the difference in people's concerns regarding privacy and their actual behavior. For example: People worry that a social media app might harm their privacy - but they continue to use it.

Slide 7, work & career

Privacy and (data) security are important to everyone. They are important to companies too. Companies need to protect their own data as well as their clients'.

Discuss:

- What jobs can you think of that are related to cyber security / privacy? (Name a few of the examples from the first page of this teacher's manual)
- What are some of the questions that you still have about cyber security and privacy? (The other five Digi-Doeners might be interesting)
- Is there anything that you are going to do differently with what you've learned in this Digi-Doener? (For example: Review my phone's settings)