



Facebook For All!

John M. Francis, The GoodPlay Project

Facilitator's Guide Classroom Version

Lesson Overview (Grades 8-12)

This lesson is designed to encourage youth to explore their own conceptions of privacy and those of others, particularly older adults. Students create mock social network profiles for important adults in their lives (on paper only); in so doing, they are asked to consider how their own mental models of privacy online may align or misalign with those of others. The lesson encourages sharing the mock profile with the adult as a basis for discussion about the similarities and differences in their respective beliefs about online privacy.

Ethical thinking skills highlighted in this lesson:

- **Perspective-Taking**—Both online and offline, standards of privacy vary among communities, contexts, and individuals. Being able to understand and take the perspectives of others in regard to privacy helps users of online communities participate responsibly and ethically.

New media literacies highlighted in this lesson:

- **Networking**—the ability to search for, synthesize, and disseminate information.
- **Judgment**—the ability to evaluate the reliability and credibility of different information sources.
- **Negotiation**—the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

There are a few key privacy considerations that are unique to online settings and may arise in subsequent discussion around this lesson:¹

- **Unknown audience**—the size and scope of the audience in many online spaces is vast and unknowable.

¹ boyd, danah. (2007). Why youth (heart) social networking sites: The role of networked publics in teenage social life. In D. Buckingham, (Ed.), *Youth, identity and digital media*. Cambridge, MA: MIT Press



- **Searchability**—with increasingly advanced search technology, almost any information is available for public consumption.
- **Replicability**—content online can easily be copied, pasted, and sent or published to any number of contexts where it may be considered inappropriate.
- **Persistence**—if content has been replicated and published in multiple places online, it may be difficult or impossible to take it off the Internet

NOTE: Please be aware that this lesson asks students to create a mock social network profile for a third party. Out of respect for the privacy of others, the teacher/facilitator should make it clear that students should NOT share specific details of the profile with others, including the facilitator. The purpose of the activity is to provide students an opportunity to reflect on the differing standards of privacy online rather than to disclose personal information. In the discussion portion of the lesson, students should be able to talk about general types of information that they might share without disclosing specific details.

Learning Objectives

After this lesson, students should be able to:

- Articulate the similarities and differences between their own standards of privacy and those of others, particularly their parents, teachers, and other important adults in their lives.
- Consider the varying standards of privacy that exist online.
- Understand that digital communities often contain multiple, overlapping contexts.
- Identify the importance of managing the contexts of disclosures and be able to articulate how they would navigate various contexts in their own digital experiences.

Materials Used

- “Drunken Pirate: Article
- “Youth Perspectives on Privacy,” Student Copy
- “Youth Perspectives on Privacy,” Facilitator Copy
- “Facebook For All” Student Instructions and Profile Template



Lesson Introduction

1. Read the accompanying article titled “College Sued Over ‘Drunken Pirate’ Sanctions” with students, or assign as previous night’s homework. The purpose of the article, about a young teacher-in-training named Stacy Snyder, is to encourage students to think about the meaning of privacy and the importance of understanding the context of disclosure online. Snyder’s case highlights how the privacy decisions we make online can have important consequences, especially when there are different expectations and standards for what is considered private information. The information we reveal about ourselves can take on varying significance depending on the context in which it is disclosed. Use the following questions to guide the discussion:
 - Do you think Millersville University was justified in disqualifying Stacy Snyder from earning her teaching degree because of her MySpace page? Why or why not?
 - Should Stacy have an expectation of privacy online? Why or why not? Should the context of the photo be taken into consideration? How?
2. Read aloud the “Youth Perspectives on Privacy” Student Copy, which includes quotes from young people who were asked in research interviews about their experiences dealing with privacy online. The youth talk about the ways in which they approach the issue of privacy and represent a range of perspectives on the meaning of online privacy. In discussing each quote, you may use the guide questions included on the “Youth Perspectives on Privacy,” Facilitator’s Copy. Once you have read through all the quotes, ask students the following question:
 - Which quote(s) best represent the way you think about privacy online? Why?

NOTE: Depending on the amount of time available to complete this lesson, both lesson introductions need not be completed. Either the “Drunken Pirate” article or the “Youth Perspectives” quotations can be used independently or as separate mini-lessons.

Lesson Instructions

3. **Introduce** the lesson by passing out the “Facebook For All” Student Instructions and reading them with the class:
 - Imagine one of your parents wants to sign up for a Facebook profile and asks for your help in getting started. In this lesson, you will create a mock social network profile for your parent or another important adult in your life. The person should be someone you



know well who doesn't already have a social network profile (e.g., parent, grandparent, older sibling, other relative, older friend, etc.)

- Use the form on page three to design the profile. Even if you are not a Facebook user, fill out the form as best you can.
- Fill out the profile based on the information you know about the person and in a way that you think he/she would most want to be represented online. You can leave any fields blank—those listed are just suggested fields you have the option of using. Include whatever information you feel the person in the profile would most likely share about him/herself in a Facebook profile.
- Accessibility Guidelines:
 - Assume that the profile would be on a site that is accessible to the general public (e.g. not just for people of a specific profession or other specialized group).
 - Assume that privacy settings are set to public/open so that anyone on the site can view the profile.

IMPORTANT NOTE: Out of respect for the privacy of others participating in this activity and of the subject of your profile, **DO NOT** share your completed profile form with others, including the facilitator. **You should work on this lesson individually.**

4. When the entire class has filled out the profile template, **lead a class discussion** using the questions below as a guide
5. **At-Home Extension (OPTIONAL):** After completing the profile, take it home and show it to the person who it represents. Tell him/her about the purpose of the activity—to explore the different contexts and standards of privacy. Ask your subject the following questions and record his/her answers:
 - Do you feel like this profile accurately represents you? If not, why?
 - Do you feel comfortable with all the information that was included about you? Is there anything you would add or take away?
 - Would you feel comfortable having friends see this profile? What about colleagues from work?
 - Would you create your profile differently? If yes, how so?



Lesson Discussion Questions

1. How did you decide what information to include in the profile? Was there anything you were unsure or uncomfortable about? Why? Have you ever seen information posted on an online social network that made you uncomfortable?
2. When you were creating the profile, did you consider who might see it? Do you think it is appropriate for both the work environment and the social/friend environment? Why or why not? If it is not appropriate for both settings, how might you change it to make it so?
3. Without saying what it is, was there any important information about the person that you chose not to include on the profile? If yes, why? Did you include anything that is not completely accurate? Anything humorous/joking? Why? What was the purpose?
4. How would you change the information you provided if you could change the site privacy settings?
5. Do you think the subject of the profile would create his/her profile differently? If yes, how so? If no, have you ever talked with him/her about what should go on a social network profile?

Concluding Takeaways

By asking students to take the perspective of an adult, this lesson encourages reflection on the varying standards of privacy that people might have online. Not only might there be an intergenerational difference between youth and adults when it comes to privacy, but standards may also differ between individuals within youth peer groups. A recognition of these varying perspectives is important for youth in thinking about what levels of privacy are appropriate for them, about the consequences of their decisions, and about the considerations they must make in order to respect the privacy wishes of others.



Assessment

Through participation in class activities and discussions and/or answers to optional assessment questions, students should demonstrate they can:

- Articulate the similarities and differences between their own standards of privacy and those of others, particularly their parents, teachers, and other important adults in their lives.
- Consider the varying standards of privacy that exist online.
- Understand that digital communities often contain multiple, overlapping contexts.
- Identify the importance of managing the contexts of disclosures and be able to articulate how they would navigate various contexts in their own digital experiences.

Assessment Questions (Optional)

- Choose two different online spaces and consider what type and how much personal information people generally post about themselves in each one. Explain how the standards of privacy for each space are similar and/or different.
- Give two examples of how your standard of privacy online differs from the privacy standards of an adult in your life, a peer, or an online community. If you think you are in complete alignment, describe your privacy standard online and explain how it's the same as others.
- Choose an online space that you visit frequently and name the different groups of people who can see some or all of what you post there (e.g. close friends, classmates, parents, siblings, etc.). Next, describe at least two ways that you can manage your privacy in this space.



Facebook For All!

College Sued Over "Drunken Pirate" Sanctions

Woman claims teaching degree denied because of single MySpace photo

APRIL 26, 2007—A Pennsylvania woman claims that her teaching career has been derailed by college administrators who unfairly disciplined her over a MySpace photo that shows her wearing a pirate hat and drinking from a plastic cup. In a federal lawsuit, Stacy Snyder charges that Millersville University brass accused her of promoting underage drinking after they discovered her MySpace photo, which was captioned "Drunken Pirate." The picture from Snyder's MySpace page (which she says was snapped at a costume party outside school hours) can be seen below.

In her complaint, Snyder, a 25-year-old single mother of two, says that Millersville officials discovered the image last May, while she was a senior working as a student-teacher at Conestoga Valley High School. A university official told her that the photo was "unprofessional" and could have offended her students if they accessed her MySpace page. At the time the "Drunken Pirate" photo was taken, Snyder was of legal age to drink, though her lawsuit notes that the photo "does not show the cup's contents."...

Despite good grades and solid performance evaluations, Snyder claims that school officials improperly denied her a bachelor of science in education degree and a teaching certificate. The university, Snyder added, instead granted her a bachelor of arts degree last May 13. Because the school refuses to confirm that she satisfactorily completed her student teaching requirements, Snyder claims that she has been unable to secure certification from Pennsylvania's Department of Education. Snyder's lawyer, Mark Voigt, told TSG (TheSmokingGun.com) that his client now works as a nanny. He added that school officials should actually be "celebrating" Snyder, a mother of two young children who returned to school to get a teaching degree.



Source: TheSmokingGun.com

<http://www.thesmokinggun.com/documents/crime/college-sued-over-drunken-pirate-sanctions>



Facebook For All!

Youth Perspectives on Privacy, Facilitator Copy

Brandon

“What makes me feel secure [about my privacy online] is everyone is human, so anything I could say, I’m sure someone is saying something worse.... I feel like definitely a really small fish in a huge sea, and that sea is just getting bigger and bigger. I also kind of taught myself to not worry about it. Well, at first I was kind of really self-conscious on the Internet, but over time, I kind of lost that part of me.”

This quote demonstrates how Brandon considers the issue of the unknowable audience—it makes him feel more secure in his online disclosures. He says he has become less sensitive and worried about online disclosures.

Questions to consider: Does the vastness of the Internet make you feel more or less secure regarding your privacy? Do you think the Internet is changing how people think about privacy? What are the benefits and risks associated with this perspective on privacy?

Cristina

“If you’re on Facebook, you really don’t have that much privacy. But the nice thing about a network site like Facebook is it gives you the personal option to limit your privacy. You can make yourself invisible. But if you’re going to be on a social networking site, there’s really no point to be absolutely invisible and not available to people. The purpose is to network and have people be in touch with you.”

Cristina brings to the fore the issue of searchability, pointing out that Facebook and other online social networks exist for the explicit purpose of disclosing information and finding information about others.

Questions to consider: How important is it for you that people can find information about you online? What are the benefits and risks associated with this perspective on privacy?

David

“A friend of mine wrote something [on his blog] about how he was feeling suicidal or something, and someone at the school found it and put him in a youth hospital, the adolescent care unit. And it sort of



made me realize, maybe not at that time, but I've sort of seen since then that what you do online has real world consequences.”

David's quote also raises the issue of unknown audiences and how disclosed information is perceived or interpreted by the audience.

Questions to consider: When you post information about yourself or others online, do you consider how it might be interpreted by others? If so, does that affect what you post? How? What are the benefits and risks associated with this perspective on privacy?

Stephanie

“To me [privacy on my blog] means being able to kind of control who can see it at times when I need to, and at other times, fine—that the world can read it, it's really okay.”

Stephanie's quote raises the question of how much control a person can have over the information he/she posts online at a time when information can be replicated and spread rapidly over the Internet.

Questions to consider: How much control can you expect to have over information that you post online? Do you feel comfortable with the amount of control you have over your personal information online? Why or why not? What are the benefits and risks associated with this perspective on privacy?

Thomas

“I think [the Internet] is a pretty public place, and if you have things on there, you shouldn't care if people can be able to see them. And if there's something you don't want people to see, you shouldn't [post it].... Again, usually if a picture is online, it's pretty open, and who's to say they're not supposed to be looking at it? I know if I was going to look at a picture and it's online, I would think to myself, ‘Well, it's here, no one is telling me not to look, so why can't I?’”

Thomas' quote once again highlights the issue of unknown audiences online and the tensions inherent when people approach online interactions with different expectations for privacy.

Questions to consider: In your opinion, should people have an expectation for privacy online? Why or why not? What are the benefits and risks associated with this perspective on privacy?

Julia

“I would say my LiveJournal—it's exactly who I am. It's exactly what I'm feeling, exactly what I think about everything, things that you don't really feel like you can trust people to tell or that you can express to someone. Like if I have a problem, it's really hard for me to talk to someone face-to-face, so through there, I can just let it all go.”



Julia highlights one of the benefits of online disclosure—she feels more free to express her thoughts and emotions without worrying about being judged by others. Not having to face people directly also offers her more time to reflect and think through problems in her life.

Questions to consider: Do you find it easier to communicate with others when you don't have to see them face-to-face? What might be the harms for Julia if she “lets it all go”?



Facebook For All!

Youth Perspectives on Privacy, Student Copy

Brandon

“What makes me feel secure [about my privacy online] is everyone is human, so anything I could say, I’m sure someone is saying something worse.... I feel like definitely a really small fish in a huge sea, and that sea is just getting bigger and bigger. I also kind of taught myself to not worry about it. Well, at first I was kind of really self-conscious on the Internet, but over time, I kind of lost that part of me.”

Cristina

“If you’re on Facebook, you really don’t have that much privacy. But the nice thing about a network site like Facebook is it gives you the personal option to limit your privacy. You can make yourself invisible. But if you’re going to be on a social networking site, there’s really no point to be absolutely invisible and not available to people. The purpose is to network and have people be in touch with you.”

David

“A friend of mine wrote something [on his blog] about how he was feeling suicidal or something, and someone at the school found it and put him in a youth hospital, the adolescent-care unit. And it sort of made me realize, maybe not at that time, but I’ve sort of seen since then that what you do online has real world consequences.”

Stephanie

“To me [privacy on my blog] means being able to kind of control who can see it at times when I need to, and at other times, fine—that the world can read it, it’s really okay.”

Thomas

“I think [the Internet] is a pretty public place and if you have things on there, you shouldn’t care if people can be able to see them. And if there’s something you don’t want people to see, you shouldn’t [post it].... Again, usually if a picture is online, it’s pretty open, and who’s to say they’re not supposed to be looking at it? I know if I was going to look at a picture and it’s online, I would think to myself, ‘Well, it’s here, no one is telling me not to look, so why can’t I?’”

**Julia**

“I would say my LiveJournal—it’s exactly who I am. It’s exactly what I’m feeling, exactly what I think about everything, things that you don’t really feel like you can trust people to tell or that you can express to someone. Like if I have a problem, it’s really hard for me to talk to someone face-to-face, so through there, I can just let it all go.”



Facebook For All!

Student Instructions

1. Imagine one of your parents wants to sign up for a Facebook profile and asks for your help in getting started. In this lesson, you will create a mock social network profile for your parent or another important adult in your life. The person should be someone you know well who doesn't already have a social network profile (e.g. parent, grandparent, older sibling, other relative, older friend, etc.)
2. Use the form on page 3 to design the profile. Even if you are not a Facebook user, fill the form out as best you can.
3. Fill out the profile based on the information you know about the person and in a way that you think he/she would most want to be represented online. You can leave any fields blank—those listed are just suggested fields you have the option of using. Include whatever information you feel the person in the profile would most likely share about him/herself in a Facebook profile.
4. Accessibility Guidelines:
 - Assume that the profile would be on a site that is accessible to the general public (e.g., not just for people of a specific profession or other specialized group).
 - Assume that privacy settings are set to public/open so that anyone on the site can view the profile.

IMPORTANT NOTE: Out of respect for the privacy of others participating in this activity and of the subject of your profile, **DO NOT** share your completed profile form with others, including the facilitator. **You should work on this lesson individually.**

5. **At Home Extension:** After completing the profile, take it home and show it to the person who it represents. *How do you think he/she will react to your representation?* Tell him/her about the purpose of the activity—to explore the different contexts and standards of privacy. Ask your subject the following questions and record his/her answers:
 - Do you feel like this profile accurately represents you? If not, why?
 - Do you feel comfortable with all the information that was included about you? Is there anything you would add or take away?
 - Would you feel comfortable with friends seeing this profile? What about colleagues from work? Would you create your profile differently? If yes, how so?



Facebook

(First Name) (Last Name)

Status: _____ **is...**

(Name)

Write something about yourself

Basic Information

Networks:

Birthday:

Hometown:

Political Views:

Religious Views:

Personal Info

Interests:

Music:

Movies/TV:

Books:

Quotations:

Contact Info:

Email:

Current Town:

Address:

AIM:

Education and Work


College/Major:

High School:

Employer/Position:

Posted Items and Notes:

Friends:



(Name) (Name) (Name)

Groups:

Applications:



Facebook For All!

John M. Francis, The GoodPlay Project

At Home Version

Lesson Overview

This lesson is designed to encourage youth and adults to explore their own conceptions of privacy and those of others. A young person and a familiar adult create a mock social network profile for each other (on paper only); in so doing, they are asked to consider how their own mental models of privacy online may align or misalign with those of others. The lesson encourages a discussion between the youth and adult about the similarities and differences in their respective beliefs about online privacy.

Ethical thinking skills highlighted in this lesson:

- **Perspective-Taking**—Both online and offline, standards of privacy vary among communities, contexts and individuals. Being able to understand and take the perspectives of others in regard to privacy helps users of online communities participate responsibly and ethically.

New media literacies highlighted in this lesson:

- **Networking**—the ability to search for, synthesize, and disseminate information.
- **Judgment**—the ability to evaluate the reliability and credibility of different information sources.
- **Negotiation**—the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

There are a few key privacy considerations that are unique to online settings and may arise in subsequent discussion around this lesson:¹

- **Unknown audience**—the size and scope of the audience in many online spaces is vast and unknowable.
- **Searchability**—with increasingly advanced search technology, almost any information is available for public consumption.

¹ Boyd, Danah. (2007). Why youth (heart) social networking sites: The role of networked publics in teenage social life. In D. Buckingham, (Ed.), *Youth, identity and digital media*. Cambridge, MA: MIT Press



- **Replicability**—content online can easily be copied, pasted, and sent or published to any number of contexts where it may be considered inappropriate.
- **Persistence**—if content has been replicated and published in multiple places online, it may be difficult or impossible to take it off the Internet.

IMPORTANT NOTE: This lesson is design to be completed with a youth and an important adult in his/her life (e.g., older sibling, grandparent, uncle/aunt, family friend) together in a home environment. Youth and adult should not feel pressured to disclose any information with which they feel uncomfortable.

Learning Objectives

The goal of this activity is to increase youth and adult understanding of:

- The varying standards of privacy that exist online.
- The multiple and sometimes overlapping contexts that present themselves in digital communities.

By the end of the lesson, youth and adults will be able to complete the following objectives:

- Articulate the similarities and differences between their own standards of privacy and those of others, particularly their parents/children, or other important adults/youths in their lives.
- Identify the importance of managing the contexts of disclosures and be able to articulate how they would navigate various contexts in their own digital experiences.

Materials Used

- “Drunken Pirate” Article
- “Youth Perspectives on Privacy” Student Copy
- “Facebook For All” Profile Template (on page 5)

Lesson Introduction

1. Read together the accompanying article titled “College Sued Over ‘Drunken Pirate’ Sanctions.”



- Do you think Millersville University was justified in disqualifying Stacy Snyder from earning her teaching degree because of her MySpace page? Why or why not?
 - Should Stacy have an expectation of privacy online? Why or why not? Should the context of the photo be taken into consideration? How?
- 2.** The purpose of the article, about a young teacher-in-training named Stacy Snyder, is to encourage you to think about the meaning of privacy and the importance of understanding the context of disclosure online. Snyder’s case highlights how the privacy decisions we make online can have important consequences, especially when there are different expectations and standards for what is considered private information. The information we reveal about ourselves can take on varying significance depending on the context in which it is disclosed.
- 3.** Read aloud the “Youth Perspectives on Privacy” Student Copy sheet, which includes quotes from young people who were asked in research interviews about their experiences dealing with privacy online. The youth talk about the ways in which they approach the issue of privacy and represent a range of perspectives on the meaning of online privacy. In discussing each quote, you may use the guide questions included on the sheet. Once you have read through all the quotes, discuss the following question:
- Which quote(s) best represent the way you think about privacy online? Why?

Lesson Instructions

- 1.** In this activity, you will each create a mock social network profile for each other.
- 2.** Use the form on page 5 to design the profile. (See page 5.) Even if you are not a Facebook user, fill out the form as best you can.
- 3.** Accessibility Guidelines:
 - Assume that the profile would be on a site that is accessible to the general public (e.g., not just for people of a specific profession or network).
 - Assume that privacy settings are set to default so that anyone on the site can view the profile.
- 4.** Fill out the profile based on the information you know about each other and in a way that you think your partner would most want to be represented online. You can leave any fields blank—those listed are just suggested fields you have the option of using. Include whatever information you feel your partner would most likely share about him/herself in a Facebook profile.



5. When you are each done filling out the profile template, share them with each other and talk together about the questions below.

Lesson Discussion Questions

1. How do the two profiles compare to each other?
2. How did you decide what information to include in the profile? Was there anything you were unsure about? Why?
3. When you were creating the profile, did you consider who might see it? Do you think it is appropriate for both the work/school environment and the social/friend environment? Why or why not? If it is not appropriate for both settings, how might you change it to make it so?
4. Was there any important information about your partner that you chose not to include on the profile? If yes, why? Did you include anything that is not completely accurate? Anything humorous/joking? Why? What was the purpose?
5. How would you change the information you provided if you had control over the site privacy settings?
6. Do you think the other person would create his/her profile differently than how you created it for him/her? If yes, how so? If no, have you ever talked with him/her about what should go on an social network profile?

Concluding Takeaways

By asking a youth and adult to take each other's perspective, this lesson encourages reflection on the varying standards of privacy that people might have online. Not only might there be an intergenerational difference between youth and adults when it comes to privacy, but standards may also differ among individuals within peer groups. A recognition of these varying perspectives is important for youth and adults in thinking about the what levels of privacy are appropriate for them, about the consequences of their decisions, and about the considerations they must make in order to respect the privacy wishes of others.



Assessment

Youth and adults with a high level of understanding of the lesson's goals will be able to:

- Give at least two examples of how their standards of privacy online differ from the privacy standards of an adult in their lives, a peer, or an online community. If student believes he/she is in complete alignment, he/she should briefly be able to describe his/her privacy standards.
- Give at least two examples of how they might alter their privacy settings or strategies in various online communities.



Facebook

(First Name) (Last Name)

Status: _____ **is...**

(Name)

Write something about yourself

Basic Information

Networks:

Birthday:

Hometown:

Political Views:

Religious Views:

Personal Info

Interests:

Music:

Movies/TV:

Books:

Quotations:

Contact Info:

Email:

Current Town:

Address:

AIM:

Education and Work


College/Major:

High School:

Employer/Position:

Posted Items and Notes:

Friends:



(Name) (Name) (Name)

Groups:

Applications:



Facebook For All!

Youth Perspectives on Privacy, At Home Version

Brandon

“What makes me feel secure [about my privacy online] is everyone is human, so anything I could say, I’m sure someone is saying something worse.... I feel like definitely a really small fish in a huge sea, and that sea is just getting bigger and bigger. I also kind of taught myself to not worry about it. Well, at first I was kind of really self-conscious on the Internet, but over time, I kind of lost that part of me.”

This quote demonstrates how Brandon considers the issue of the unknowable audience—it makes him feel more secure in his online disclosures. He says he has become less sensitive and worried about online disclosures.

Questions to consider: Does the vastness of the Internet make you feel more or less secure regarding your privacy? Do you think the Internet is changing how people think about privacy? What are the benefits and risks associated with this perspective on privacy?

Cristina

“If you’re on Facebook, you really don’t have that much privacy. But the nice thing about a network site like Facebook is it gives you the personal option to limit your privacy. You can make yourself invisible. But if you’re going to be on a social networking site, there’s really no point to be absolutely invisible and not available to people. The purpose is to network and have people be in touch with you.”

Cristina brings to the fore the issue of searchability, pointing out that Facebook and other online social networks exist for the explicit purpose of disclosing information and finding information about others.

Questions to consider: How important is it for you that people can find information about you online? What are the benefits and risks associated with this perspective on privacy?

David

“A friend of mine wrote something [on his blog] about how he was feeling suicidal or something, and someone at the school found it and put him in a youth hospital, the adolescent-care unit. And it sort of



made me realize, maybe not at that time, but I've sort of seen since then that what you do online has real world consequences.”

David's quote also raises the issue of unknown audiences and how disclosed information is perceived or interpreted by the audience.

Questions to consider: When you post information about yourself or others online, do you consider how it might be interpreted by others? If so, does that affect what you post? How? What are the benefits and risks associated with this perspective on privacy?

Stephanie

“To me [privacy on my blog] means being able to kind of control who can see it at times when I need to, and at other times—fine, that the world can read it, it's really okay.”

Stephanie's quote raises the question of how much control a person can have over the information he/she posts online at a time when information can be replicated and spread rapidly over the Internet.

Questions to consider: How much control can you expect to have over information that you post online? Do you feel comfortable with the amount of control you have over your personal information online? Why or why not? What are the benefits and risks associated with this perspective on privacy?

Thomas

“I think [the Internet] is a pretty public place and if you have things on there, you shouldn't care if people can be able to see them. And if there's something you don't want people to see, you shouldn't [post it].... Again, usually if a picture is online, it's pretty open, and who's to say they're not supposed to be looking at it? I know if I was going to look at a picture and it's online, I would think to myself, ‘Well, it's here, no one is telling me not to look, so why can't I?’”

Thomas' quote once again highlights the issue of unknown audiences online and the tensions inherent when people approach online interactions with different expectations for privacy.

Questions to consider: In your opinion, should people have an expectation for privacy online? Why or why not? What are the benefits and risks associated with this perspective on privacy?

Julia

“I would say my LiveJournal—it's exactly who I am. It's exactly what I'm feeling, exactly what I think about everything, things that you don't really feel like you can trust people to tell or that you can express to someone. Like if I have a problem, it's really hard for me to talk to someone face-to-face, so through there, I can just let it all go.”



Julia highlights one of the benefits of online disclosure—she feels more free to express her thoughts and emotions without worrying about being judged by others. Not having to face people face-to-face also offers her more time to reflect and think through problems in her life.

Questions to consider: Do you find it easier to communicate with others when you don't have to see them face-to-face? What might be the harms for Julia if she “lets it all go”?