



The Truth About Smartphone Privacy

Is your phone spying on you?

Dr. B unpacks the hidden world of digital surveillance.



Watch the show!



<https://youtu.be/Q9CsxXcGBIM>

Quick Questions

1. Have you ever felt like a smartphone was reading your mind or listening when you talk?
2. Have you ever clicked "accept" on a privacy policy? Did you read it before clicking? If so, did you understand it?
3. Think about what you—or someone you know—have done on your cell phone today. What pieces of information might a smartphone have learned about you or that other person?



Deep Dives

1. Do you consider your privacy when using a smartphone or tablet? What, if any, measures do you take to protect your privacy? Has your school, family, or company educated you about privacy or cyber security?
2. As new technologies are developed, more concerns have arisen about privacy. Aside from phones, what other pieces of technology have the potential to invade your privacy? Does this concern you? What can you do to protect yourself?
3. Companies use our personal data for marketing, but they also use it to give us a better customer experience. Consumers benefit from that better experience. Do smartphone users owe companies their data in exchange for creating better products? Why or why not?
4. Dr. B mentions that artificial intelligence models use data for serious things like deciding if someone gets health insurance, makes bail, or gets into college. Choose one of these items. What details might data models take into account when it comes to health insurance, bail, or college? Do you think this is reasonable and fair? Why or why not? If you do not think it is fair, what might be a better system that does not use that data?
5. Have you ever driven by a business, and even if you don't enter it, you get an ad for that business shortly after? Geofences are digital perimeters that can identify your cell phone to know you were in the area and might be a potential customer. Did you know that this technology is used? Do you feel this is an effective way of marketing? Should passers-by be notified that a geofence is in use? Why or why not?
6. Do you think the government has a responsibility to protect citizens from privacy threats? Why or why not? If yes, what can or should the government do? If no, who is responsible?

Engaging in Science Discussions



Recommended Grade Level: Middle and High School

Objective: To engage in open-ended discussions about critical science topics. While leading these discussions, it is important to ensure that everyone is heard, and everyone is treating one another with respect. There is no “right answer” during these discussions, and it’s okay to respectfully disagree.

Additional Notes: We recommend having these discussions multiple times with the same group of participants. This provides the opportunity to explore different topics and improve one’s abilities to have successful conversations about STEM topics. Quick Questions are optional and are recommended to be used as warm-up questions.

Materials: TV or projector Paper and writing utensils

TIMELINE (30 – 40 MINUTES)

5 min	10 min	5 min	10 min	10 min <i>(optional)</i>
Intro + prompts	Watch segment	Think/write time	Share with partner	Small groups

Intro (5 min) Before starting, select one Deep Dive question. Tell the group you will be asking them a question that has no right or wrong answer. After they watch the clip, they will have time to think about and write their response. They will share their response with a partner or small group. Now share the question you selected.

If participants are new to these sorts of discussions, you may want to review the following concepts:

- When you are sharing your responses, provide reasoning and evidence. Reasoning is your own thinking behind your answer. Evidence is facts that support your answer, such as historical facts or scientific facts. You may also have experiences from your own life that support your answer.
- When listening to your classmates, ask questions. The purpose of questions is to better understand their thought process, not to challenge them. Some ways to frame questions are: “I didn’t understand X.” “Could you explain Y again?” “What do you mean by Z?”
- If someone asks you questions, provide clarification. Explain your reasoning and evidence. Remember that there are no right or wrong answers.

Watch the segment (10 minutes)

Think/write time (5 minutes): Participants write down their answers

Share with a partner (10 minutes): Pair up participants. Each person has 5 minutes to share their response and answer questions from their partner. Then switch so each partner gets a turn.

(Optional) Small groups (10 minutes): Put participants in groups of 4 for share-outs and conversations.

(Optional) Homework prompts: Expand your response into a report, picture, poem, essay, short story, song, or performance. Or, write your own discussion question for the group.