

# Respect & Boundaries

Created: March 2016

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Estimated time:	55 minutes <ul style="list-style-type: none"><li>• [25 minutes] Activity #1</li><li>• [30 minutes] Assignment</li></ul>
Group or individual activity:	Group
Ages:	11-18 years old
Grades:	Grades 6-12
Online / offline elements:	This learning experience contains links to online resources to help facilitate a group-based discussion, with an offline writing assignment.
Areas:	Main area: Positive / Respectful Behavior Additional areas: Privacy and Reputation, Safety and Well-being
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## Learning Goal

Participants will better understand others' perspectives and feelings in the context of individuals sharing personal information online.

## Materials

- [One per participant] Handout: Scenarios [educator version and participant version]
- [One per participant] Paper
- [At least one per participant] Colored pens or pencils

## Resources

- Website: [LOL: This Woman Screenshots Her Mom's Hilarious Text Message Fails](#) - by ClickHole (Note: ClickHole is a satirical website)
- Video: [Exploring the Concept of Online Privacy](#) - by Common Sense Education

## Activity #1: Understanding and Sharing the Feelings of Others

[Ask participants to pair up and give each participant a copy of the Scenarios: Participant Handout.]

[Allow participants 15 minutes to read and discuss the scenarios.]

[Walk around the room and help participants with additional teacher prompts contained in the handout.]

ASK:

- What do these scenarios have in common?
- Which one was the hardest to talk about? The easiest? Why?
- How would you address each of the scenarios if they were to happen to you?
- How can you protect yourself from other forms of invasion of privacy?

[Inform participants that some forms of snooping are actually illegal and, in nearly all cases, snooping is probably not ethical. In different kinds of relationships, people want to share various pieces of information about themselves. This variation is reasonable and normal.]

# Assignment

SAY:

- Now we are going to extend the scenarios we just talked about.
- On your sheet of paper, draw two separate comic strips [if participants are not excited about the idea of a comic strip, suggest that they write a short story instead], illustrating:
  1. A scenario where you feel like your boundaries, or someone else's, were not respected and how you wish others had reacted.
  2. A different scenario where you feel like your boundaries, or someone else's, were respected and how others showed respect and kindness.

[Give participants 30 minutes to finish their comics.]

# Scenarios: Participant Handout

## Scenario 1

Gabi was at lunch with her friends, but when she ran to the bathroom, she left her phone on the table. While she was gone, her friend Castel grabbed Gabi's phone and started looking through her texts. The first text she saw was an angry one from Gabi's mom because she failed math.

- How would that make Gabi feel?
- Why would Gabi not want to tell her friends about her bad math result?
- Were Castel's actions acceptable?
- How would the other friends at the lunch table feel about Castel's actions?
- What do you think about Castel? Was Castel acting ethically? Would you want to be friends with Castel?
  - How would you feel if someone did that to you?
  - Is snooping ever okay? What if you are worried about your friend?

## Scenario 2

Rodrigo is talking to Caitlin when he trips and falls into the mud. Caitlin thinks he looks really funny and takes a photo of him, but Rodrigo doesn't laugh and appears embarrassed.

- Why might Caitlin post the photo online?
- Why is Rodrigo upset?
- What do you think Rodrigo should say to Caitlin?
- How would you feel if someone took an embarrassing photo of you? Would you want that online?
- Is this situation an incident of bullying?

## Scenario 3

Victoria is a 15-year-old student with two brothers, a mom, and a lot of friends and schoolmates. Victoria and Marek are schoolmates and are working together on a project in science class. Yesterday, they had a science test, and when everyone received their results, Marek noticed that Victoria looked very upset. The next week Victoria is absent from school for several days, so Marek has to work on the science project by himself. When she returns, she tells Marek that she had to see the doctor, but she doesn't say anything else.

- Who needs to know about her results at school? Her medical history? Why?
- Whom might Victoria want to talk to about any of these issues?
- In your life, what are examples of information that you want your parents / caregivers to see but not your friends, or vice versa?

# Scenarios: Educator Handout

## Scenario 1

Gabi was at lunch with her friends, but when she ran to the bathroom, she left her phone on the table. While she was gone, her friend Castel grabbed Gabi's phone and started looking through her texts. The first text she saw was an angry one from Gabi's mom because she failed math.

- How would that make Gabi feel?
  - Gabi may feel that her privacy has been violated and may lose trust in her friend.
- Why would Gabi not want to tell her friends about her bad result in math?
  - Gabi may consider her results at school to be private information.
- Were Castel's actions acceptable?
  - Participants should consider their own norms around privacy connected to both results at school and their phone, as well as what they expect from their friends.
- How would the other friends at the lunch table feel about Castel's actions?
  - Participants should consider how they would act if they saw potentially inappropriate behavior.
- What do you think about Castel? Was Castel acting ethically? Would you want to be friends with Castel?
  - How would you feel if someone did that to you?
  - Is snooping ever okay? What if you are worried about your friend?
    - Participants should reflect on their own norms around privacy and personal relationships.

## Scenario 2

Rodrigo is talking to Caitlin when he trips and falls into the mud. Caitlin thinks he looks really funny and takes a photo of him, but Rodrigo doesn't laugh and appears embarrassed.

- Why might Caitlin post the photo online?

- Participants should recognize Caitlin’s motivations: getting laughs or likes is usually an acceptable motivator for posting something online, as long as it does not come at the expense of another person.
- Why is Rodrigo upset?
  - Participants should reflect on how to consider others’ feelings when using social media.
- What do you think Rodrigo should say to Caitlin?
  - Participants should come up with strategies to address this behavior.
- How would you feel if someone took an embarrassing photo of you? Would you want that online?
  - Participants should consider their own norms around what they want to be shared online by others.
- Is this situation an incident of bullying?
  - Participants should consider what constitutes bullying and discuss the particulars of this specific situation.

### Scenario 3

Victoria is a 15-year-old student with two brothers, a mom, and a lot of friends and schoolmates. Victoria and Marek are schoolmates and are working together on a project in science class. Yesterday, they had a science test, and when everyone received their results, Marek noticed that Victoria looked very upset. The next week Victoria is absent from school for several days, so Marek has to work on the science project by himself. When she returns, she tells Marek that she had to see the doctor, but she doesn’t say anything else.

- Who needs to know about her results at school? Her medical history? Why?
  - Participants should consider how different information has different levels of privacy. Victoria’s results at school are sensitive information that she would not want her friends, schoolmates, or the public at large to know. However, they are not private to her parents / caregivers. The same goes for her medical history, though that information is much more sensitive.
- Whom might Victoria want to talk to about any of these issues?
  - Victoria may personally want to keep her information private. This decision should be respected. She can also choose to share some, but not all, private information. For example, she may share struggles she may have with results at school with her parents / caregivers, but not her friends.
- In your life, what are examples of information that you want your parents / caregivers to see but not your friends, or vice versa?
  - Participants should consider their own choices regarding privacy.