



Lesson Plan

Mayor Moe and the Lost Chain

Subject(s): Language Arts; Social Studies/Humanities

Grade Level: 3-6

Specific Student Learning Objectives:

- Students will learn what it means to have a right to privacy.
- Students will learn that having privacy is important because people have a right to dignity and respect and invading someone's privacy can cause harm
- Students will discuss when it might be fair for authorities to invade someone's privacy.

Enduring Understandings + Big Ideas

- Everyone needs privacy sometimes. Wanting privacy does not necessarily mean you are trying to hide that you have done something wrong.
- Searching property and invading someone's privacy can reveal a lot of personal and private information about a person.
- Searching individuals and invading their privacy can be harmful
- Sometimes authorities, including police, need to conduct searches for private information.
- Authorities need a good reason that is supported by evidence to invade someone's privacy
- Curiosity is not a good enough reason to invade someone's privacy.

Essential Questions

- When and why do you want privacy? Why might you want privacy even if you've done nothing wrong?
- Why might authorities, including police, want to search a person or their belongings for information?
- In what situations would it be fair/unfair for police and other authorities to search us and our belongings to access our personal and private information without our permission?

Context: This lesson would be most effective if students have already been introduced to the "Acorn test" that will be reinforced in this lesson plan. If students are not familiar with the Acorn test, an interactive presentation explaining this three-question critical-thinking test is accessible via this link: [CCLA Acorn Test](http://ccla.ca/acorn-test). This lesson is supported by web resources.

PREAMBLE:

In order for this lesson – or any critical-thinking lesson – to be effective, students must be given clear permission to disagree. Divergent points of view must be encouraged throughout the lesson, so that the issues raised can be fully and meaningfully explored. There are no right answers to these questions, and part of the lesson is to help students understand how challenging and interesting issues of fairness, citizenship and justice can be. Quite aside from adding to the debate, encouraging diversity of opinion and point of view is vital to fostering democratic habits and active citizenship.

Connection for Students: The content of the lesson is linked to democratic citizenship issues and concerns – rights, rules – that students confront every day. In particular, this lesson grapples with the issue of citizens' right to privacy versus the need for authorities to collect private information. Students may understand the need for privacy but may have less experience thinking about why privacy is important and when it might be fair to give up some of that privacy.

CANADIAN
CIVIL LIBERTIES
ASSOCIATION



ASSOCIATION
CANADIENNE DES
LIBERTES CIVILES

<p>PART 1: Minds On: Activating Prior Knowledge [15 min]</p> <p>What is privacy and why do we need it?</p> <ul style="list-style-type: none"> • Poll the class: <ul style="list-style-type: none"> - <i>Raise your hand if you've ever gotten angry at someone (brother, sister, mom, dad) for snooping through your room/stuff without your permission.</i> - <i>Raise your hand if anyone has gotten angry at <u>you</u> for snooping through their stuff without their permission.</i> • Question: <i>Why do you think people get upset when someone looks through their things without permission?</i> The word "privacy" will likely come up in the discussion. Ask students what they think privacy means, and why it is important to people. Phrases such as "it's none of your business" may come up. • Question: <i>Can invading someone's privacy be harmful to them?</i> Students may discuss feeling embarrassment or that they feel like they are not being respected. • Besides feeling embarrassed, there may be harm caused because of what someone decides to do with your private information. Offer the following example: <i>Do you think you should have your photo, with your full name, address and phone number posted on a big sign on the side of the road? Why or why not?</i> Explain to students that having privacy simply means Being able to protect your personal information and control who is allowed to know personal things about you. It means you are able to control who has access to your body, your things, and your information. • Question: <i>Can invading someone's privacy be harmful to other people?</i> Offer the following example: Many people have their friends' photos, addresses and phone numbers saved in their phone. If someone were to steal your phone and access the personal information saved in it, could that potentially cause harm to your friends? • Big Ideas: <ul style="list-style-type: none"> - When people respect our privacy they show respect for us and our dignity. - Privacy allows us to control who is allowed to know personal things about us. - Privacy protects us from other people using our personal information in ways that could be harmful to us and others. • Introduce Word-Wall Words: <ul style="list-style-type: none"> - To Search, Privacy, Dignity, Proof, Embarrassment, Guilt • Question: <i>Is there ever a time when someone should be allowed to search through our private things to access our personal information without our permission?</i> • Sometimes people in a position of authority, including police, teachers and principals need to conduct searches to access private and personal information. • Group work: With a partner, try to come up with a rule about when a person with authority should be allowed to search our private things and get access to our personal information without our permission. Keep in mind how you felt (or might feel) if someone looked through your most private belongings without your permission. Make sure your rule covers the following: <ul style="list-style-type: none"> - Who should be allowed to search? Police, teachers, principals? Anyone else? - For what reasons should they be allowed to search? Responses might include: when they think a crime has happened, when they think you are breaking the rules, when there is an emergency etc. - What should authorities have to do before they search our private things without our permission? Responses may include: nothing, provide proof that you've done something wrong, provide proof that there is an emergency 	<p>Materials</p> <p>Mayor Moe and the Lost Chain Word-Wall Words</p> <p>Pencil and paper, chalkboard</p>
---	---

<ul style="list-style-type: none"> • Class discussion: Ask the students to share their ideas for the search rule and explain their choices. Summarize the main ideas for the search rule on the board. 	
<p>PART 2: Action [30 min]</p> <p>Watch Mayor Moe and the Lost Chain and pause the video at 2 minutes and 40 seconds, right after the announcer says:</p> <p>“Is it reasonable to assume that because Councillor Quackley won’t open her bag, she stole [the chain]?”</p> <p>Corridor of Voices Activity The Corridor of Voices is an action strategy to enable every student to contribute a perspective on an issue.</p> <ul style="list-style-type: none"> - Line up the class in two rows facing each other to make a ‘corridor’. - The class will consider the announcer’s question in the video: “Is it reasonable to assume that because Councillor Quackley won’t open her bag, she stole [the chain]?” - The left row must take the perspective that it is fair/reasonable, and the right side that it is unfair/unreasonable. - Select one student to be the Mayor who will walk down the corridor, facing each classmate in turn and hearing each student’s perspective one at a time. (Perspectives should be given in the form: “It’s fair because...” or “It isn’t fair, because...”) - Make sure that each student speaks loudly enough for the whole class to hear. - Students may pass or repeat previous perspectives if they wish. - All students forming the corridor will remain in their places for the duration of the exercise - Once the Mayor reaches the end of the corridor and has heard all of the different perspectives, she/he/they ask the class to take a vote on whether or not they think it is fair to assume Councillor Quackley has stolen the chain. The student acting as Mayor should vote as well. Students may use their Fair/Not Fair voting paddles (see Materials) if they wish. <p>Once the vote has been tallied, watch the video again, this time from beginning to end.</p> <p>Follow up questions:</p> <ul style="list-style-type: none"> • Why did the Mayor decide to search everyone? Did he have a good reason? • Did Mayor Moe have any proof/evidence to support his suspicion that someone in City Hall stole his chain of office? • Was he able to find his chain of office by searching everyone’s belongings? • What were the consequences of searching everyone’s belongings? How do you think the City Councillors felt when their belongings were searched? (point to specific examples: Officer Bluestein, Councillor Fuzz, Councillor Feather) • How do you think Councillor Quackley felt when everyone thought she was a suspect because she didn’t want to open her bag? • Take a vote: After discussing the follow up questions, ask the students to vote on whether it was fair to search everyone’s bags to find the Mayor’s missing chain. • Is finding a missing chain more important than everyone’s right to privacy? Why or why not? • Would it have been more fair to search everyone’s belongings if there was a dangerous snake on the loose instead of just a lost chain? Why or why not? • What else could the Mayor have done to find his missing chain that would not have required him to violate everyone’s right to privacy? • How would you change the search rule you made earlier, if at all? 	<p>Materials</p> <p>AV Equipment Video: “Mayor Moe and the Lost Chain” http://thatsnotfair.ca/episodes/mayor-moe-and-the-lost-chain/</p> <hr/> <p>Materials</p> <p>Optional: Fair/Not Fair voting paddles printouts (one for each student).</p>

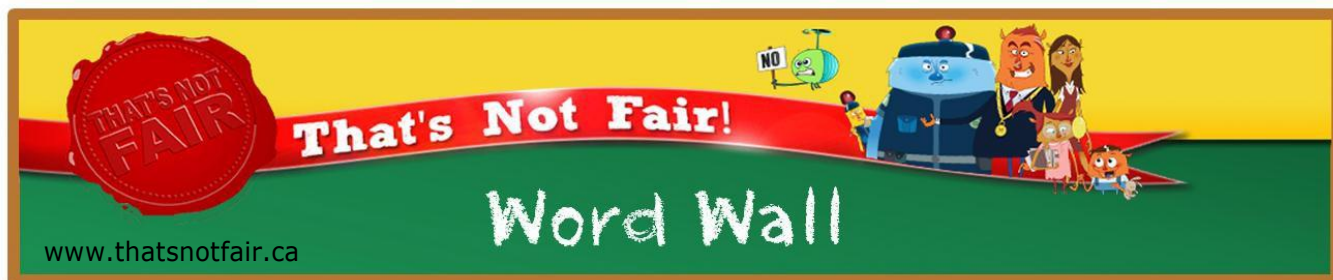
<p>PART 3: Consolidation and Debrief [10 min]</p> <p>Discussion Questions</p> <ul style="list-style-type: none"> • When might it be fair to give up some of your privacy? (when there is evidence that we have done something wrong or there is an emergency) • Why might you want privacy even if you’ve done nothing wrong? • Are you curious to know what is inside Councillor Quackley’s bag? Is that a good enough reason to search her bag and invade her privacy? Why or why not? 	<p>Materials</p>
<p>Next Steps – Suggestions:</p> <ul style="list-style-type: none"> • Continue exploring issues of fairness in your classroom using the rest of the videos and teacher resources • Next time you hear students say, “That’s not fair,” see if they can apply the Acorn Test to help resolve conflicting viewpoints 	

That’s Not Fair was made possible in part by funding from:



Canadian
Heritage

Patrimoine
canadien



Here are a few key words and definitions from **Mayor Moe's Lost Chain**. As you watch the video, feel free to add new words and definitions of your own. Send your suggested words to us at info@thatsnotfair.ca and we may even use your definitions on our website!

Word:	Definition:
To Search	To look at or explore places, objects, and information that are private and personal.
Privacy	Being able to control who is allowed to know personal things about you. Also being able to control who has access to your body, your things, and your information.
Dignity	Being worthy of respect; expecting to be treated with respect by yourself and others
Proof	Facts or information that help show that something is true or not true.
Embarrassment	Feeling ashamed or shy when something private or personal is shared about you that you didn't want anyone to know
Guilt	Feeling or being responsible for doing something wrong



To help you decide if a limit to a right or freedom is fair, use:

The Acorn Test

- 1.** Why? What is the *purpose* of the limit?
- 2.** Will the limit work? Does the limit achieve its purpose?
- 3.** What else will it do? How are others affected by the limit? Does the limit go too far?

If you decide the limit is unfair, what could be done to make the limit more fair?

For more teaching resources
and videos visit
www.thatsnotfair.ca



Make your own voting paddle to use when you decide something is fair or unfair in each of the *That's Not Fair* videos! Here's how:

1. Cut out both Councillor Bug images on the dotted line.
2. Using a pencil, trace around one of your Councillor Bug cut-outs onto a piece of construction paper. Cut out the traced shape.
3. Tape one end of a tongue depressor to the back of the construction paper (this is the handle of your voting paddle)
4. Paste each Councillor bug image on one side of the construction paper cut out (it should look like a sandwich with the construction paper in the middle)
5. Watch the *That's Not Fair* series at www.thatsnotfair.ca and vote whenever you see something fair or unfair happening in each story! Happy voting! ☺



For more teaching resources,
and videos visit
www.thatsnotfair.ca

That's Not Fair was made possible in part by funding from:



Canadian
Heritage

Patrimoine
canadien