

# Protecting Kids Online: Challenges and Opportunities in a Digital World

*Panel: Protecting K - 12 Students Online  
California State Assembly  
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# Carnegie Mellon Privacy Illustrated



<http://cups.cs.cmu.edu/privacyillustrated/>

# Being alone and creating private spaces

*Me hiding under the covers  
in my bedroom*

- Age 5



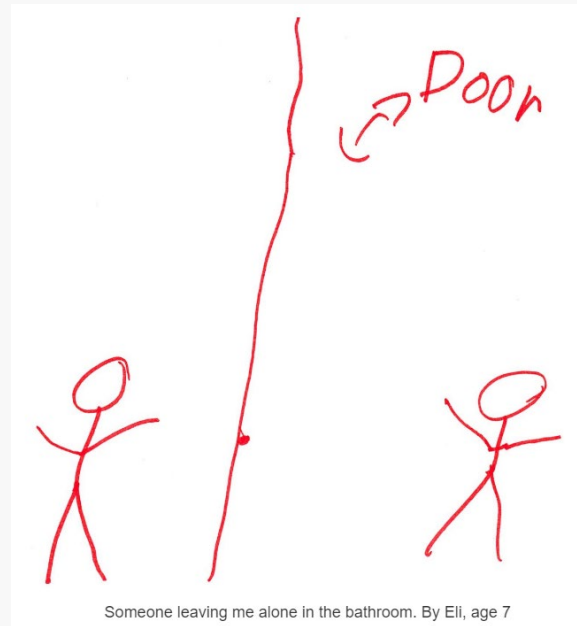
Me hiding under the covers in my bedroom. Age 5

<http://cups.cs.cmu.edu/privacyillustrated/>

# Having space around you or between you and other people

*Someone leaving me alone  
in the bathroom*

- Eli, age 7



# Privacy from physical exposure

*My sister knocking at my door when I'm changing*

- Lucinda, age 8



My sister knocking on my door when I'm changing by Lucinda, age 8

<http://cups.cs.cmu.edu/privacyillustrated/>

# Privacy of thoughts and ideas

*If people could read your thoughts that would be creepy*

- Elizabeth, age 11

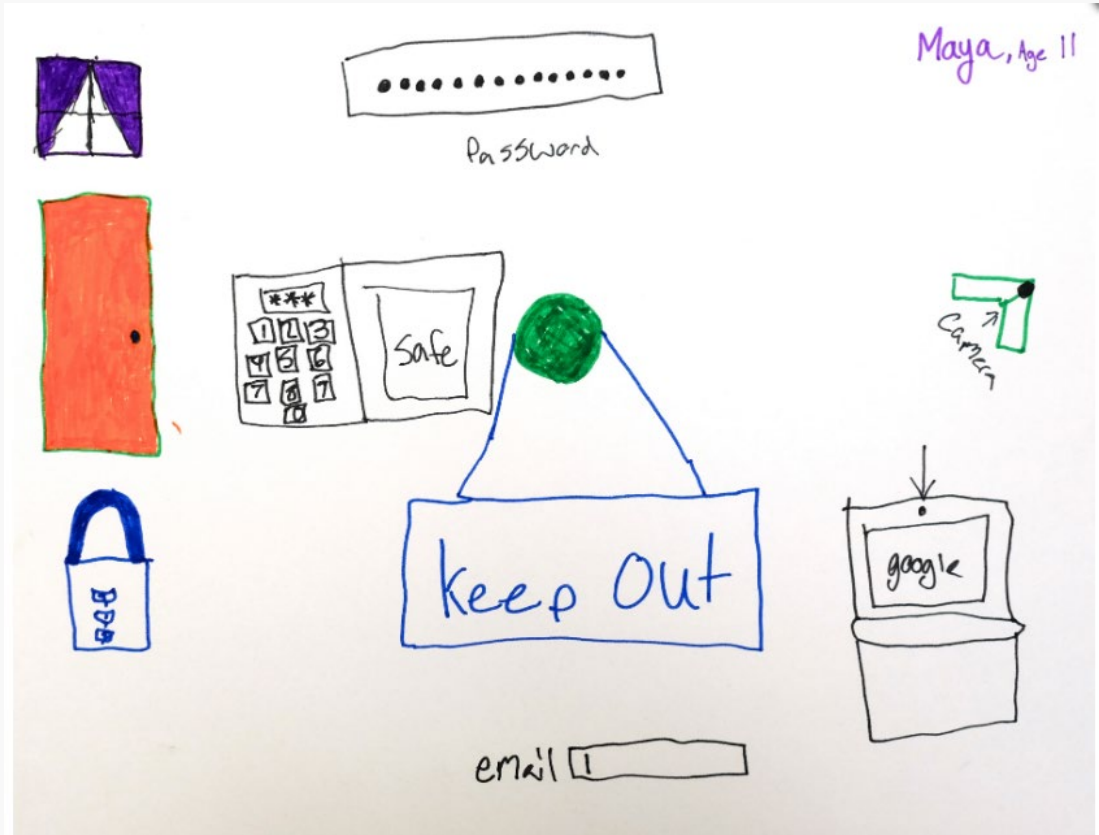


If people could read your thoughts that would be creepy, by Elizabeth, age 11

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# Online privacy

Maya, age 11



<http://cups.cs.cmu.edu/privacyillustrated/>

# Defining Privacy

- Data privacy as a *fundamental right*
- Data privacy includes a person's *control* over how their personal information is shared





*Privacy was once misconstrued as being about hiding and secrecy. Now it's understood to be something much more pressing: power dynamics between the individual, the state and the market. [Data protection] must seek to mitigate the inherent power imbalances between people —and those that collect, process and profit off their data.*


- Frederike Kaltheuner

# Why Child Privacy Protections?

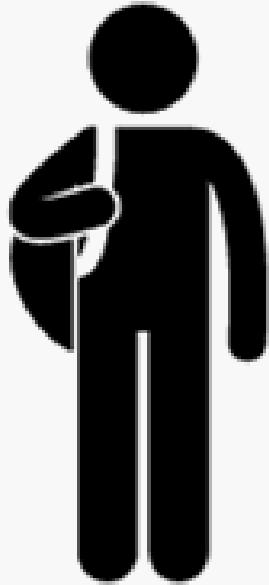
- **Brains are not fully developed**
  - Unable to fully weigh benefits and risks of data collection and use
  - Limited impulse control
  - Socially vulnerable
- **Lack of experience**
  - Social norms
  - More trusting
- **Potentially more acute harms**
  - Difficulty understand potential future harms
  - Harms may not be fully realized or discovered until later

# Risks to Children



 Safety	Is a stranger or someone dangerous able to communicate with my child or learn where my child lives?
 Over-Collection & Over-Surveillance	How much information is being collected about my child?
 The Permanent Record	Will my child's mistakes be recorded forever?
 Loss of Opportunity	What information will be used to make determine which opportunities my child doesn't have access to?
 Equity Concerns	What if the information is biased? What if it is used in an inequitable way? What if my child and I can't or don't have access to the information or technology?
 Age-inappropriate Content	Is my child accessing content that isn't appropriate?
 Social Harm	Is my child being cyberbullied or stigmatized?
 Commercialization	Are companies selling my child's data or targeting advertising to them?

# What is a “stereotypical child”?



Making assumptions about a child's:

- living situation
- family makeup
- device/ internet access
- socioeconomic status

## If you were...

- A child with a disability
- A child who is LGBTQIA and has a family that would harm or kick them out if they knew
- A child facing abuse at home
- A child with a parent who died from COVID
- A child whose parent is working three jobs
- A child who is undocumented, or whose family is undocumented
- A child experiencing homelessness
- A child who may not have access to the internet or may have metered or slow internet

**How does that change your data collection or sharing preferences? What risks could you face if your privacy is violated?**

# Challenge: Allow Opportunities for Youth Online while Mitigating Risks



EDUCATION



CIVIC & POLITICAL  
PARTICIPATION



IDENTITY  
EXPLORATION



CREATIVE  
EXPRESSION



HEALTH &  
WELL-BEING



PLAY



COMMUNITY  
BUILDING



# Privacy is a Key Component of Digital Literacy



*An Ethics of Artificial  
Intelligence Curriculum for  
Middle School Students*

Blakeley H. Payne  
MIT Media Lab





# Digital Citizenship+ Resource Platform

Berkman Klein Center for Internet and Society at Harvard University

**DIGITAL CITIZENSHIP+ RESOURCE PLATFORM**

**BERKMAN KLEIN CENTER**  
FOR INTERNET & SOCIETY  
AT HARVARD UNIVERSITY

HOME THEMATIC AREAS EXTERNAL RESOURCES ABOUT CONTACT

Search

## Find. Learn. Deploy.

DCRP is an evolving collection of tools around areas of youth life that can help you navigate connected learning environments and the digital world.

User: - Any -  
What kind of tool: - Any -  
Individual vs. Group: - Any -  
Theme: - Any -  
Language: - Any -  
**Apply**

Translations of our learning tools are now uploaded on the platform! Additional languages will be added over time. If you are looking for a translation of a specific educational tool, please do not hesitate to reach out to us at [youthandmedia@cyber.harvard.edu](mailto:youthandmedia@cyber.harvard.edu).



## Content Standards

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

The content standards adopted by the California State Board of Education are listed below: Printed publications can be purchased from CDE Press [Educational Resources Catalog](#).

### Current Standards

[Search the California Content Standards](#)

This application contains the 12 California content standards. The application is designed so educators can quickly find, search, and sort relevant standards across disciplines to aid in instructional planning and assessment. This is a web view of our available mobile application, which we encourage you to download. You can find more information about the mobile application on the [CA Standards Mobile Application](#) web page.

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**Content Standards** (this page)

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# *My Data and Privacy Online: A Toolkit for Young People*

Sonia Livingstone

London School of Economics and Political Science

Funded by the UK Information Commissioner's Office

< [My Privacy UK](#)

[For parents](#)

[For educators](#)

[For policy makers](#)

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# Know Your Rights and Have Your Say!

Irish Data Protection Commission

## LESSON PLAN SLIDES



### Know Your Rights and Have Your Say

A Consultation by the Data Protection Commission on the Processing of Personal Data and the Rights of Children as Data Subjects under the General Data Protection Regulation

SUPPORTED BY THE OMBUDSMAN FOR CHILDREN'S OFFICE  
The Commission on Children's Services  
The Office of the Children's Advocate

## WHAT IS DATA PROTECTION?

Data protection law is about everyone's fundamental right to the protection of their personal data. When you give your personal data to an organisation, they have a duty to comply with certain rules which limit what they can do with your personal data. Collectively, these rules, together with the rights that someone has to protect their personal data, are known as data protection. Data protection is just as important in the offline world as it is in the online world.

## LEARNING OBJECTIVE:

To introduce the concept of (1) data protection rights and (2) the types of "terms and conditions" that social media companies apply concerning their use of personal data.

## STARTER ACTIVITY:

ALL AGE GROUPS

### STEP 1:

Begin the discussion by asking the class what they think a right is. Encourage them to give examples of different kinds of rights (e.g. right to education, right to healthcare, etc.) This can be done in groups or as a class.

*“Some Stuff You Just Want to Keep Private:”*  
*Preliminary Report on Processing of Children’s*  
*Personal Data and the Rights of Children as Data*  
*Subjects*

Irish Data Protection Commission

“As you get older you should be allowed more privacy and to become more independent.” (Age 11-12)

“People will always ignore the age limit. It’s very easy to get around parental consent. Companies will have to be more strict if they really want to enforce it.” (Age 15-16)



“Any age as you should always have a right to know what companies know about you.” (Age 10-11)

“In some countries you can own a car at 16 so at this age you should be able to be responsible on your phone.” (Age 10-11)

“We should be in charge of our personal data but our parents should be allowed access it so we don’t get into trouble.” (Age 10-11)

# Creating Evidence - Based Laws That *Work*

- Evidence - based research - especially the views of children themselves
- Avoiding unintended consequences
  - Targeting laws to address specific privacy risks
  - Clear obligations through clear definitions and requirements
  - Consulting people on - the - ground
- Navigating tough issues
  - Balancing underlying, unwaivable protections with parental rights
  - Considering school vs outside of school technology
- Expanding privacy and digital literacy education - and not just for kids

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# Questions?

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