

10

WHAT STUDENTS NEED TO KNOW ABOUT FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

A Resource Guide for Grade 10 Teachers



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Information and Privacy Commissioner of Ontario, Canada

November 2010

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PREFACE

The Information and Privacy Commissioner of Ontario (IPC) provides an active outreach program to help increase the understanding of two very important public values: (1) open government; and (2) personal privacy. As part of this outreach program, the IPC has developed an elementary and secondary school program: *What Students Need to Know about Freedom of Information and Protection of Privacy*.

What Students Need to Know provides an opportunity for students and their teacher to discuss why access to government-held information and personal privacy are important public values, and how these values are reflected in our relationships with governments.

The Grade 10 *What Students Need to Know* program is focused on introducing students to the importance of these two values, and how they are relevant to their lives. Our hope is that once the values are learned and understood, they will find expression and ongoing relevance as students mature. This guide contains a number of activities which are designed to generate questions and stimulate group discussion of open government and privacy protection.

This version has been revised to be consistent with the course profiles funded by the Ontario Ministry of Education. New to this version is a Fishbone overview of the resource. Teachers are encouraged to examine the overview and then use, modify or adapt the lessons and their activities to suit their students' needs.

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| | 1.2 | Slide/Overhead: <i>Teacher Key: Defining Democracy</i> |
| | 1.3 | Handout: <i>How FOI Requests Can Impact on Your Life</i> |
| | 1.4 | Assessment: <i>Teacher Anecdotal Recording Sheet</i> |
| Activity 2 | 2.1 | Slide/Overhead: <i>Who is Watching?</i> |
| | 2.2 | Handout: <i>Privacy Quiz</i> |
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RESOURCE OVERVIEW

The lessons included in this Information and Privacy Commissioner of Ontario resource were created to assist teachers in meeting the expectations of the Grade 10 Civics curriculum:

Grade: 10

Course Type: Open

Course: Civics

Essential Skills

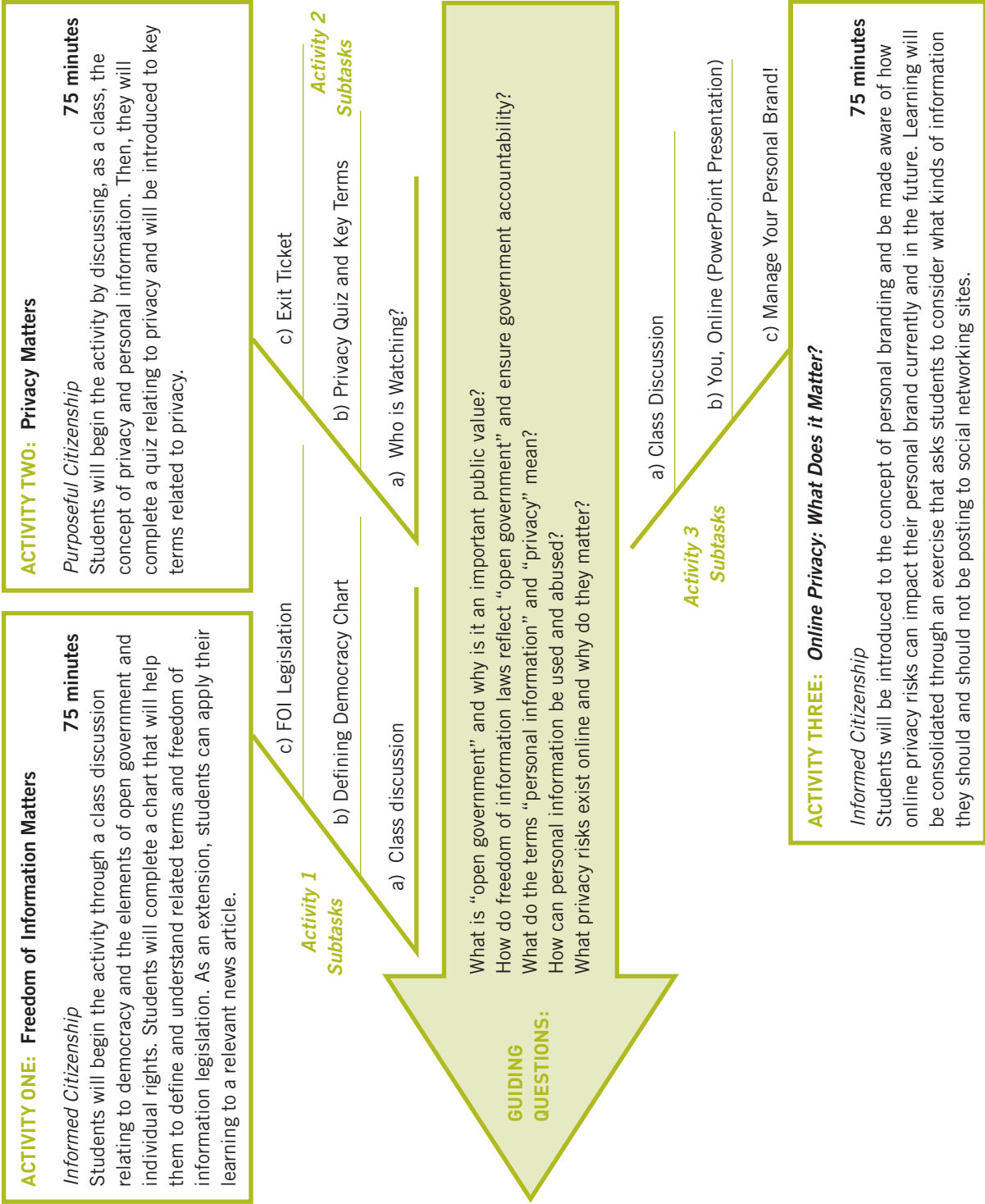
Through extensive research, Human Resources and Skills Development Canada (HRSDC) and other national and international agencies have identified and validated nine Essential Skills needed for work, learning and life. The skills are used in virtually all occupations and throughout daily life in different forms and at different levels of complexity. The nine Essential Skills are *reading text, document use, numeracy, writing, oral communication, working with others, thinking skills, computer use, and continuous learning*. These Essential Skills, as described by HRSDC, are included in the Teaching/Learning strategies provided in this resource.

For more information on Essential Skills, visit the HRSDC website (http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml).

ACTIVITIES: TITLES AND TIMES

ACTIVITY 1	Freedom of Information Matters	75 minutes
ACTIVITY 2	Privacy Matters	75 minutes
ACTIVITY 3	Online Privacy: Why Does it Matter?	75 minutes
CULMINATING ACTIVITY	Get Active! Get Writing!	150 minutes

Grade 10 Resource Overview of Activities



CULMINATING ACTIVITY:
Active Citizenship
 Research, Write and Publish a Letter
150 minutes
 In groups, students will brainstorm questions about open government and protection of privacy. To raise the school community's awareness about freedom of information laws and the importance of privacy protection, students will brainstorm, research, and write a letter to be published in a school newspaper or newsletter.

ACTIVITY OVERVIEWS

ACTIVITY 1: FREEDOM OF INFORMATION MATTERS

Description and Purpose

The purpose of this activity is to explain democracy and the elements of open government and individual rights. Students will be able to identify and explain the role of freedom of information laws and demonstrate how they reflect the value of open government to ensure government accountability.

ACTIVITY 1	EXPECTATIONS (OVERALL AND SPECIFIC)	ASSESSMENT STRATEGIES/TASKS	ESSENTIAL SKILLS
Freedom of Information Matters	<p>Overall Expectations: ICV.02, ICV.03 PCV.01, PCV.02, PCV.03 ACV.02</p> <p>Specific Expectations: IC2.02, IC2.04, IC3.05 PC1.01, PC2.01, PC3.01 AC2.02, AC2.03</p>	<p>Note-taking Critical Thinking Reflection Teacher Anecdotal Recording Sheet</p>	<p>Reading Text Writing Thinking Skills Oral Communication Computer Use Document Use Working With Others Continuous Learning</p>

Appendices

- 1.1 Slide/Overhead: *Defining Democracy*;
- 1.2 Slide/Overhead: *Teacher Key: Defining Democracy*;
- 1.3 Handout: *How FOI Requests Can Impact on Your Life*;
- 1.4 Assessment: *Teacher Anecdotal Recording Sheet*.

ACTIVITY 2: PRIVACY MATTERS

Description and Purpose

The purpose of this unit is to increase students' awareness of the risks involved in giving out one's personal information. The unit provides students with an understanding of the concepts of personal and private information.

ACTIVITY 2	EXPECTATIONS (OVERALL AND SPECIFIC)	ASSESSMENT STRATEGIES/TASKS	ESSENTIAL SKILLS
Privacy Matters	<p>Overall Expectations: ICV.02, ICV.03 PCV.01, PCV.02 ACV.01</p> <p>Specific Expectations: IC2.02, IC3.05 PC1.01, PC2.01 AC1.01</p>	<p>Note-taking Reflection Exit Ticket Discussion Analyzing Sharing Critical Thinking Collaboration Teacher Anecdotal Recording Sheet</p>	<p>Reading Text Writing Thinking Skills Oral Communication Computer Use Document Use Working With Others Continuous Learning</p>

Appendices

- 2.1 Slide/Overhead: *Who is Watching?*;
- 2.2 Handout: *Privacy Quiz*;
- 2.3 Teacher Answer Key: *Privacy Quiz*;
- 2.4 Slide/Overhead: *Privacy: Key Terms*;
- 2.5 Assessment: *Exit Ticket*.

ACTIVITY 3: ONLINE PRIVACY: WHY DOES IT MATTER?

Description and Purpose

The purpose of this unit is to raise students' awareness of the potential privacy implications of posting personal information online, and especially to social networking sites. Students will become aware of how information proliferation can adversely affect their reputations.

ACTIVITY 3	EXPECTATIONS (OVERALL AND SPECIFIC)	ASSESSMENT STRATEGIES/TASKS	ESSENTIAL SKILLS
Online Privacy: Why Does it Matter?	<p>Overall Expectations: PCV.02 ACV.02</p> <p>Specific Expectations: PC2.04 AC2.03</p>	<p>Note-taking Internet Use Reflection Discussion Analyzing Sharing Critical Thinking Self-reflection Observation</p>	<p>Reading Text Writing Thinking Skills Oral Communication Computer Use Document Use Working With Others Continuous Learning</p>

Appendices

- 3.1 PowerPoint Presentation: *You, Online. Personal Branding and Online Privacy: A Primer*.
- 3.2 Exercise: *Manage Your Personal Brand!*

CULMINATING ACTIVITY: GET ACTIVE! GET WRITING!

Description and Purpose

To raise the school community's awareness about freedom of information laws and the importance of privacy protection, students will brainstorm, research, and write a letter to be published in a school newspaper or newsletter.

CULMINATING ACTIVITY	EXPECTATIONS (OVERALL AND SPECIFIC)	ASSESSMENT STRATEGIES/TASKS	ESSENTIAL SKILLS
Get Active! Get Writing!	Overall Expectations: ACV.01, ACV.02 Specific Expectations: AC1.01, AC1.02, AC1.03, AC2.03, AC2.05	Note-taking Reflection Organizing Information Analyzing Issues Critical Thinking Internet Research Collaboration	Reading Text Writing Thinking Skills Oral Communication Computer Use Document Use Working With Others Continuous Learning

Appendices

- 4.1 Handout: Culminating Activity: *Get Active! Get Writing!*;
- 4.2 Handout: Culminating Activity Rubric: *Get Active! Get Writing!*

CURRICULUM EXPECTATIONS

The units in this guide will assist teachers in meeting the following *coded* overall and specific expectations in the Ontario Ministry of Education courses listed below:

CIVICS, GRADE 10, OPEN, CHV20

STRAND	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS
Informed Citizenship	<p>ICV.02 explain the legal rights and responsibilities associated with Canadian citizenship;</p> <p>ICV.03 describe the main structures and functions of municipal, provincial, and federal governments in Canada.</p>	<p>The Rights and Responsibilities of Canadian Citizenship</p> <p>IC2.02 - explain why it is essential in a democracy for governments to be open and accountable to their citizens, while protecting the personal information citizens are required to provide to governments (e.g., <i>Municipal Freedom of Information and Protection of Privacy Act</i>);</p> <p>IC2.04 - analyze cases that have upheld or restricted a citizen's rights and responsibilities, outlining the concerns and actions of involved citizens and the reasons for the eventual outcome.</p> <p>Functions of the Three Levels of Government in Canada</p> <p>IC3.05 - explain the roles played by elected representatives, interest groups, and the media in the political process (e.g. legislative and constituency work; lobbying; providing public information on, and analysis of, issues facing government).</p>
Purposeful Citizenship	<p>PCV.01 demonstrate an understanding of the beliefs and values underlying democratic citizenship, and explain how they guide citizens' actions;</p> <p>PCV.02 describe the diversity of beliefs and values of various individuals and groups in Canadian society;</p> <p>PCV.03 analyze responses, at the local, national, and international levels, to civic issues that involve multiple perspective and differing civic purposes.</p>	<p>Democratic Beliefs and Values</p> <p>PC1.01 - describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for common good, respect for the rights of others, sense of responsibility for others).</p> <p>Diversity of Beliefs and Values</p> <p>PC2.01 - compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., freedom of information, censorship, healthcare funding, pollution, water quality, nuclear power, taxation, casinos).</p> <p>Responses to Civic Issues</p> <p>PC3.01 - describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities (e.g., neighborhood associations, service clubs).</p>

STRAND	OVERALL EXPECTATIONS	SPECIFIC EXPECTATIONS
<p>Active Citizenship</p>	<p>ACV.01 . apply appropriate inquiry skills to the research of questions and issues of civic importance;</p> <p>ACV.02 . demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.</p>	<p>Inquiry Skills</p> <p>AC1.01 - formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;</p> <p>AC1.02 - organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers);</p> <p>AC1.03 - communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations)</p> <p>The Resolution of Public Issues and Citizenship Participation</p> <p>AC2.02 - analyze important historical and contemporary cases and issues that have been decided or resolved through the public process of policy formation and decision making (e.g., mandatory retirement, censorship, racial profiling), taking into account the democratic principles that underlie that process;</p> <p>AC2.03 - demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or emails to the media; by organizing petitions; by voting);</p> <p>AC2.05 - demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, antidiscrimination, or antiracism activities).</p>

TEACHING/LEARNING STRATEGIES

Lesson Design

The lesson format used in this resource is consistent with the Peel District School Board's three-part lesson design. The three phases of the lesson are explained below:

Minds On

- connect the content to prior learning;
- set the context for students.

Action

- guided practice – application of concept with guidance from peers and/or teacher, and provides opportunities for assessment and instruction;
- independent application of the concept – provides opportunities for assessment and/or evaluation.

Consolidate/Debrief

- summary of learning;
- connection to other concepts;
- often combined with reflection, which is ongoing throughout the lesson;
- provides opportunities for assessment and/or evaluation.

ASSESSMENT AND EVALUATION OF STUDENT LEARNING

Varied forms of assessment and evaluation have been employed in the development of this resource. It is expected by the Ontario Ministry of Education that teachers use both formative and summative evaluation to identify clearly the strengths and weaknesses of each student. Consequently, there are various assessment and evaluation strategies in each activity that provide students with opportunities to demonstrate expectations. The activities included are designed to assess a student's understanding of new concepts and the ability to apply them in written, oral, and/or visual forms.

RESOURCES

Information and Privacy Commissioner of Ontario Website

The IPC website (www.ipc.on.ca) serves as a research and information tool. It is updated regularly and includes:

- information about the IPC's role and answers to frequently asked questions about access and privacy;
- educational resources, including *What Students Need to Know about Freedom of Information and the Protection of Privacy: Grade 11/12 Teacher's Guide*, presentations, and speeches given by IPC staff;
- annual reports;
- links to the text of the provincial and municipal *Freedom of Information and Protection of Privacy Acts*, as well as plain language summaries;
- IPC orders, investigation reports and judicial reviews;
- IPC publications such as policy papers; health privacy papers and the *If You Wanted to Know* series; and
- links to other access and privacy websites in Canada and around the world.

ADDITIONAL RESOURCES

Internet

Canadian Legal Information Institute – <http://www.canlii.org/>;

myprivacy.mychoice.mylife – <http://www.youthprivacy.ca/en/index.html>;

Office of the Privacy Commissioner of Canada – <http://www.privcom.gc.ca/>;

Office of the Information Commissioner of Canada – <http://www.infocom.gc.ca/>; and

Ontario History and Social Sciences Teachers' Association (OHASSTA) – www.ohassta.org.

INTERNATIONALLY RECOGNIZED PRIVACY PRINCIPLES

In 1980, the Organization for Economic Co-operation and Development (OECD) developed a set of principles to ensure the fair treatment and handling of personal information collected by organizations. These principles are known as the Code of Fair Information Practices, and they form the basis of virtually all privacy legislation throughout the world.

The principles include the following:

- Only the information that is really needed should be collected;
- Where possible, it should be collected directly from the individual to whom it pertains (the data subject);
- The data subject should be told why the information is needed;
- The information should be used only for the intended purpose;
- The information should not be used for other (secondary) purposes without the data subject's consent;
- The data subject should be given the opportunity to see his/her personal information and correct it if it's wrong.

FREEDOM OF INFORMATION LEGISLATION IN CANADA

Freedom of information legislation in Canada gives members of the public a statutory right of access to government-held records. These laws operate in accordance with the general principles that:

- information should be available to the public;
- necessary exemptions to the right of access should be limited and specific; and
- decisions on the disclosure of government information should be reviewed independently of government.

The right of access to government records reflects an extremely important public value in mature democratic countries – it means that government is prepared to be open and accountable to its citizens.

PROTECTION OF PRIVACY LEGISLATION IN CANADA

Privacy protection legislation in Canada reflects the OECD's Code of Fair Information Practices. The legislation includes rules that governments must follow in order to protect an individual's right to privacy. In Ontario, these rules include:

- the right of access to one's own personal information, and the corresponding right to correct inaccurate personal information;
- the right to an independent review of any access decision;
- regulations governing the collection, retention, use, disclosure, and disposal of government-held personal information; and
- the right to complain to an independent oversight body if anyone feels that these regulations have been breached.

Privacy protection is extremely important, especially in the computer age where technology can have a profound impact on the collection, use, and disclosure of personal information, as well as issues of storage and security. Without these rules and regulations, governments would have the power to infringe upon and control the lives of their citizens.

FEDERAL LEGISLATION

Privacy Act – Privacy Commissioner of Canada – The *Privacy Act* came into effect on July 1, 1983, replacing some limited personal information rights set out in Part IV of the *Canadian Human Rights Act*.

The federal Privacy Commissioner has oversight responsibilities for all federal government departments and agencies. She reviews decisions of the government regarding access to one's own personal information, and investigates complaints about breaches of the statutory rules and regulations regarding privacy. (Visit <http://www.priv.gc.ca/> for more specific details.)

Access to Information Act – Information Commissioner of Canada – The *Access to Information Act* also came into effect on July 1, 1983.

The federal Information Commissioner has corresponding oversight responsibilities for freedom of information requests within the federal public sector. She reviews decisions of the government regarding access to government-held records, ensuring that any exemption claims are defensible, that searches for all relevant records are thorough, and that fees charges are reasonable. (Visit www.infocom.gc.ca/ for more specific details.)

PROVINCIAL LEGISLATION

All provinces and territories in Canada have freedom of information and protection of privacy laws. All of these laws reflect the same public values of open government and protection of personal privacy, although coverage and powers vary from province to province to territory. In each of the provinces, the legislation covers both provincial and municipal government organizations. In the three territories, the legislation covers territorial government organizations (as of mid-2010). In each jurisdiction, there is an independent official with oversight responsibilities. Sometimes this is a provincial Ombudsman with the authority to recommend and persuade; in others, like Ontario, this person is a Commissioner with the power to order the disclosure of records.

PRIVATE SECTOR

The underlying value of freedom of information law – public accountability through open government – has no application in the private sector. However, the value of privacy protection exists no matter what organization holds personal information.

On January 1, 2001, the federal *Personal Information Protection and Electronic Documents Act (PIPEDA)* came into force. The immediate impact was the extension of privacy protection to the federally regulated private sector and to the transjurisdictional (cross-border) flow of personal information for commercial purposes. On January 1, 2004, the law expanded to cover provincially regulated enterprises in the seven provinces, plus the territories, that had not enacted very similar legislation. Three provinces – British Columbia, Alberta and Quebec – brought in their own privacy laws covering provincially regulated enterprises.

ACTIVITY 1

Freedom of Information Matters

Time | 75 minutes

Description and Purpose

The purpose of this activity is to explain democracy and the elements of open government and individual rights. Students will be able to identify and explain the role of freedom of information laws and demonstrate how they reflect the value of open government to ensure government accountability.

Prior Knowledge and Skills

- think, pair, share instructional strategy;
- note-taking;
- discussing and sharing ideas in a class;
- working with others.

Planning Notes/Preparation

- access to a slide projector or an overhead projector;
- photocopy appropriate Appendices for students.

Materials List

- Slide/Overhead of *Defining Democracy* (**Appendix 1.1**);
- Slide/Overhead of *Teacher Key: Defining Democracy* (**Appendix 1.2**);
- Handout: *How FOI Requests Can Impact on Your Life* (**Appendix 1.3**);
- *Teacher Anecdotal Recording Sheet* (**Appendix 1.4**).

TEACHING/LEARNING STRATEGIES

MINDS ON	ACTION	CONSOLIDATION AND DEBRIEF
<p>Ask students, “What do you know about the term democracy?”</p> <p>“What are the key features of a democracy?”</p> <p>Sample answers (SA) may include: <i>political equality; majority rule; minority representation; responsible government; representation by population; decision-making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities.</i></p> <p>Ask students, “What does the phrase ‘Open Government’ mean to you?” Teacher records student answers on the board.</p> <p>Sample answers (SA) may include:</p> <ul style="list-style-type: none"> - <i>The public can ask about government actions.</i> - <i>The public can influence the government to change current policies (i.e. through protests, petitions, lobbying).</i> <p>Ask students: “What are ‘rights?’” SA:</p> <ul style="list-style-type: none"> - conferred power; - a granted privilege; - a legal entitlement. 	<p>Distribute copies of the handout Defining Democracy (Appendix 1.1). Using the <i>Teacher Key: Defining Democracy (Appendix 1.2)</i> provided, have students take notes on the key terms “Canadian Democracy,” “Open Government” and “Individual Rights.”</p> <p>Inform students that Canadians relatively recently acquired these important rights: freedom of information and protection of privacy. The Canadian Parliament granted us these rights on a federal level in 1983. The Province of Ontario enacted provincial legislation that came into effect in 1988. In 1991, a second piece of legislation, covering local government organizations in Ontario, came into effect.</p> <p>Have students think/pair/share about the terms “Freedom of Information” and “Protection of Privacy.” Then, discuss students’ responses and provide answers if necessary. Teachers may wish to assess students’ participation using the <i>Teacher Anecdotal Recording Sheet (Appendix 1.4)</i>.</p> <p>SA include: “Freedom of information’ means citizens have the right to ask the government for information which it holds. To demonstrate the government’s commitment to openness, it provides a legal right to access information.”</p> <p>SA include: ‘Protection of privacy’ is an individual’s right to have his/her personal information protected by government.</p>	<p>Ask students: “What does the word ‘act’ mean?”</p> <p>SA: “A law passed by the legislature.”</p> <p>Provide students with the Acts that ensure open government.</p> <ul style="list-style-type: none"> a. <i>Ontario’s Freedom of Information and Protection of Privacy Act – FIPPA (the provincial Act);</i> b. <i>Municipal Freedom of Information and Protection of Privacy Act – MFIPPA (the municipal Act);</i> c. <i>Personal Health Information Protection Act, 2004 – PHIPA</i> <p>Students should note: <i>The Acts give everyone a general right of access to general records held by government organizations. You cannot obtain information held by non-governmental organizations such as private companies (banks, manufacturers, etc.) through FOI.</i></p> <p>For homework: Provide students with copies of the article “How FOI Requests Can Impact on Your Life” (Appendix 1.3). Students are to complete the attached questions.</p> <p>As a follow-up, teachers should take up the answers and may further consolidate student learning by asking students, “What did you learn about the access to information that you didn’t know before?”</p> <p>“How do the access laws support the principles of democracy (open government and individual rights)?”</p>

Assessment and Evaluation of Student Learning

- Assess students' note-taking;
- Assess students' critical thinking and analysis skills through class discussions;
- Assess students' ability to work in a group and contribute to class discussion using the Teacher Anecdotal Recording Sheet (Appendix 1.4).

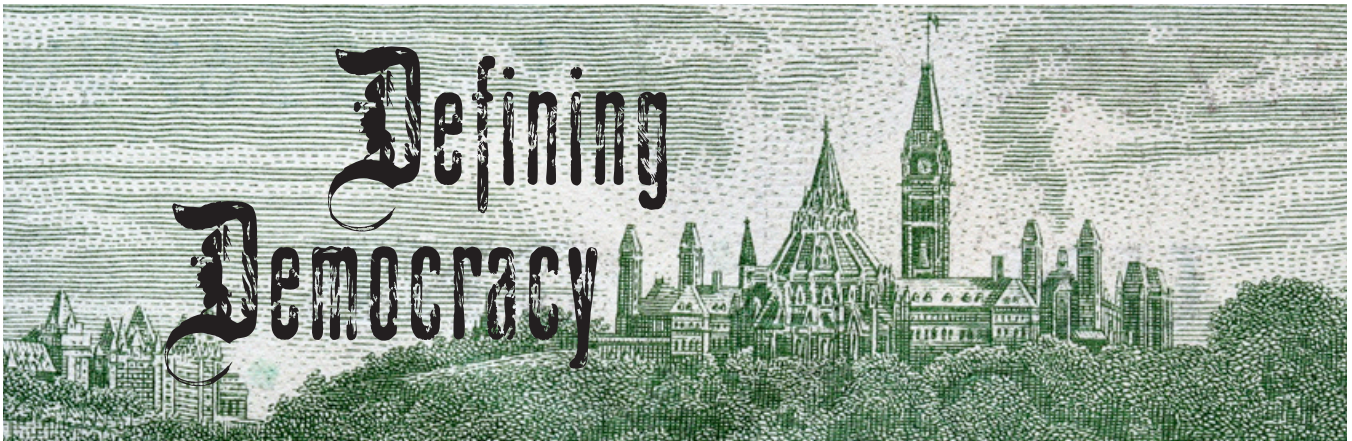
Professional Resources

Information and Privacy Commissioner of Ontario website:

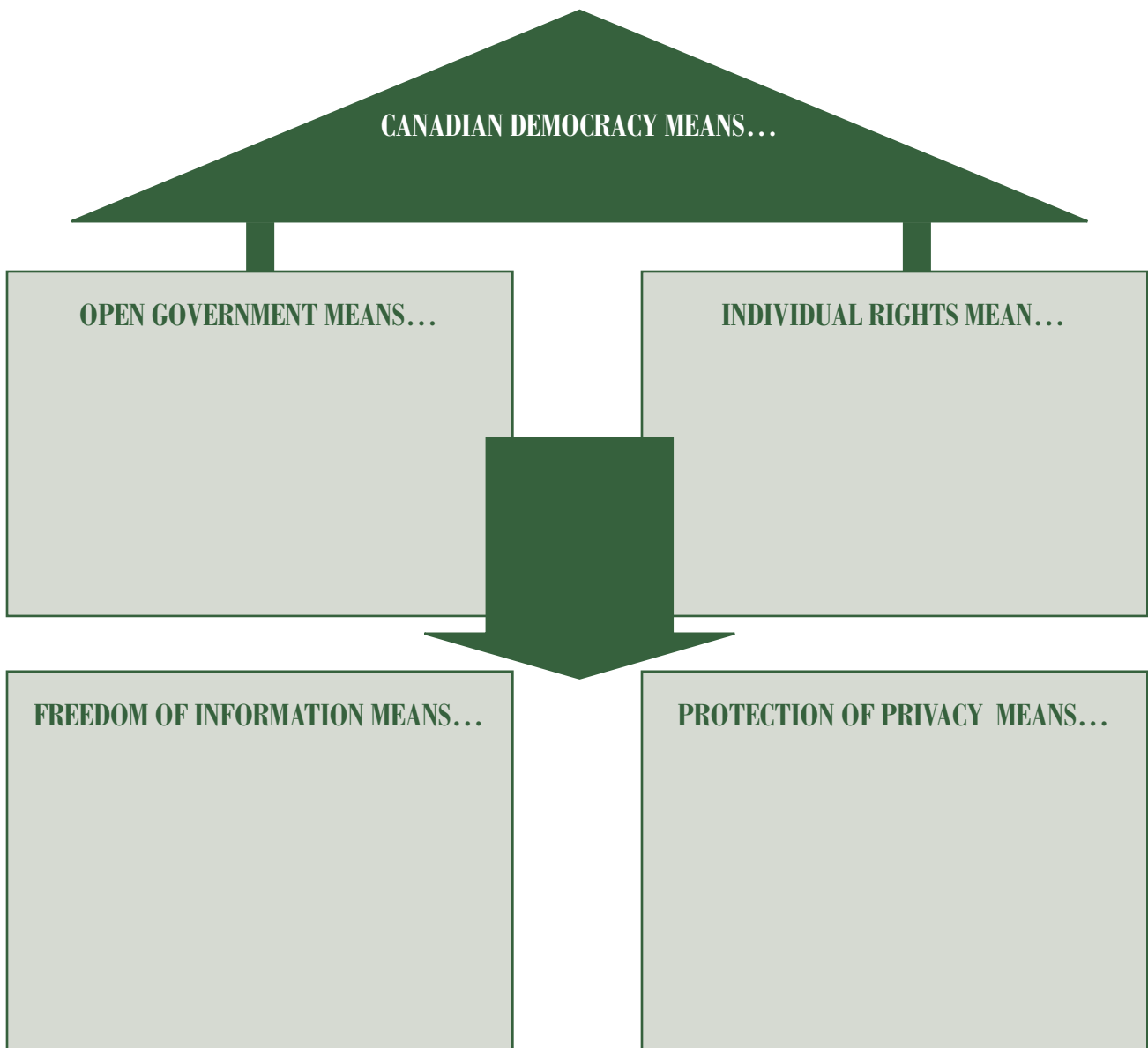
www.ipc.on.ca

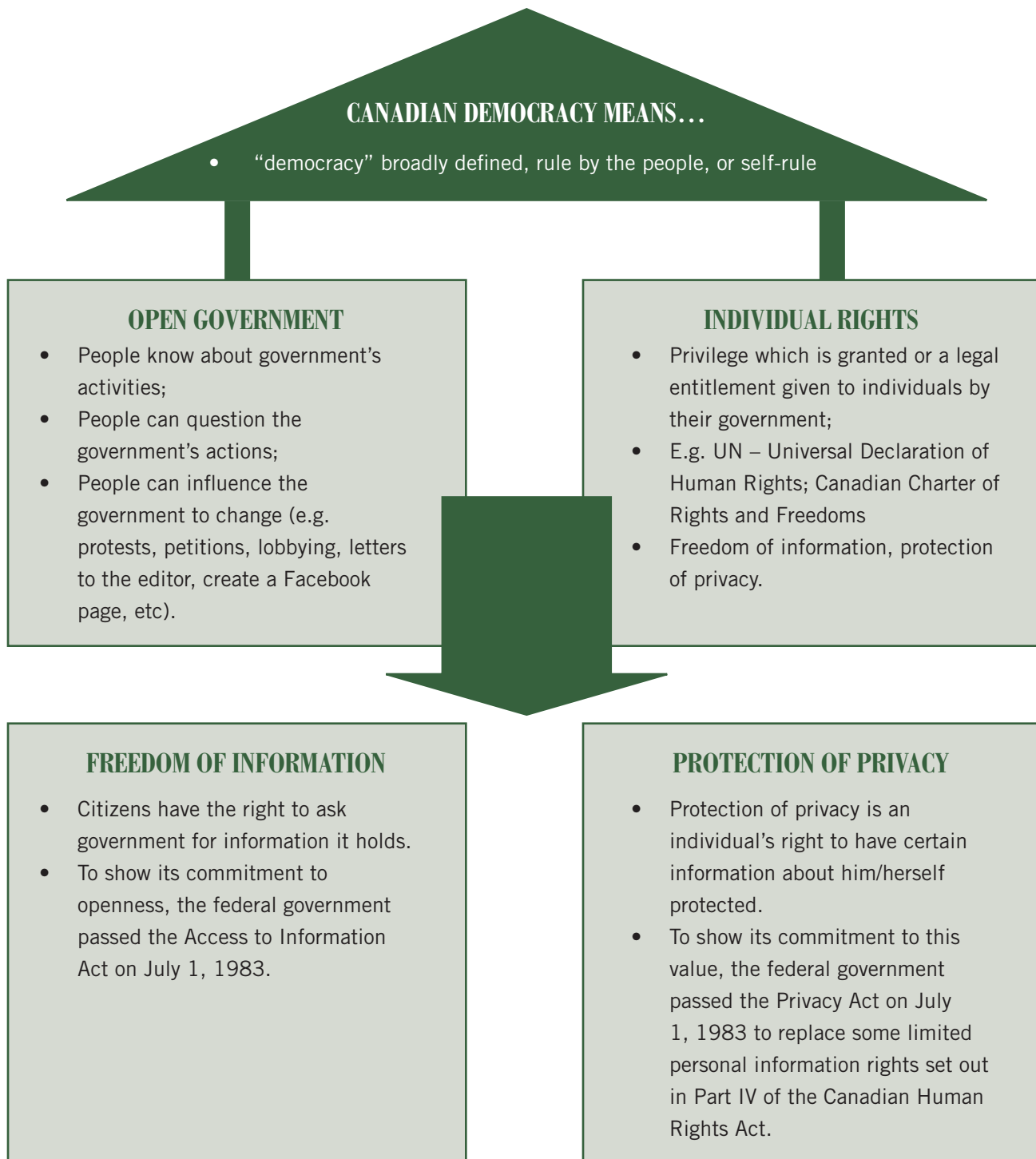
Access to Information under Ontario's Information and Privacy Acts brochure:

<http://www.ipc.on.ca/images/Resources/access-e.pdf>



Two of the key principles of **Canadian democracy** that will be explored here are the ideas of **open government** and **individual rights**. In the space provided, complete the prompts, then pair up and exchange ideas with a partner. Next, be prepared to share your answers with the class.



ACTIVITY 1: Teacher Key – Defining Democracy

ACTIVITY 1:

HOW FREEDOM OF INFORMATION REQUESTS CAN IMPACT ON YOUR LIFE

While this article from the Canadian Association of Journalists' *Media Magazine* dates back to 2001 – it is being used in this teachers' guide because it vividly outlines how a determined reporter can use freedom of information requests to uncover a story that can have an impact on literally multiple thousands of people. In this case, the FOI requests led to *The Toronto Star's Dirty Dining* series.

A personal bout with food poisoning gave Robert Cribb the motivation he needed to ask tough questions about the cleanliness of Toronto's restaurants.

It began innocently enough.

I had dinner in a downtown Toronto eatery that seemed entirely pleasant. The utensils were clean, the bathroom area spotless and while the chicken was a bit over seasoned, it was not altogether unpleasant.

Until later. I got sick. Really sick. The kind of sick that makes you kneel and seek mercy from a higher power.

And that got me thinking about what goes on behind the kitchen doors in our restaurants.

We've all heard the stories of saliva-seasoned salads and bacteria-laced hands preparing our food. But there are standards in place these days, right? We pay health inspectors to protect us from such nausea-

inducing hazards, don't we?

So, I asked Toronto Public Health, the municipal agency responsible for food safety in Toronto, for a copy of the most recent inspection report on Chez Disgusting where I was sickened.

They said no.

I asked someone else in the department, nicely.

Again, I was told such information is not released to the public. I could file a Freedom of Information (FOI) request, pay my money and wait, they said.

But they weren't handing it over.

I made all the standard arguments about how such a policy undermines the public's right to know. I gently pointed out that the information is collected and filed by public servants paid by me to act in my best interests. I concluded by strongly suggesting that the information rightfully belongs to the public.

Instead of trying to get a copy of one inspection report on one restaurant, I filed an access-to-information request for data on every inspection on every restaurant in Toronto for the past two years. And the battle for access to public information began.

Their answer remained a firm and unequivocal "Sorry, no."

The blood boiled.

Instead of trying to get a copy of one inspection report on one restaurant, I filed a freedom-of-information request for data on every inspection on every restaurant

in Toronto for the past two years.

And the battle for access to public information began.

It started with outright denials which turned into fee estimates of nearly \$20,000, several formal written requests, long delays, missed deadlines, numerous negotiation sessions and a six-month wait. Then, when health officials simply ran out of excuses, a brown envelope showed up on my desk with two computer disks inside containing every critical violation in Toronto food establishments for the previous two years.

It formed the basis of what would become a year-long series of stories detailing major problems with food safety and cleanliness in city food establishments that ran under the label “Dirty Dining.”

The public reaction was enormous, triggering sweeping changes in the food inspection system in Toronto and beyond, including the country’s first public disclosure system for restaurants.

The data required extensive cleaning once imported into Microsoft Access format. From there, I analyzed the records by area of the city, kind of establishment (restaurant, cafeteria, convenience store, etc.) and the nature of infractions, to turn up trends, hypotheses and repeat offenders.

But while the data provided a sweeping view of what were clearly serious public health risks,

there was no clear picture of what exactly inspectors were seeing inside individual kitchens. And for impact, I needed to be able to help readers see what inspectors see.

For that, I needed copies of the actual hand-written inspection reports that detail the specific violations. I filed a second round of FOI requests for inspection records on 30 restaurants in the city that were representative of those that

Within 24 hours of the first story being published, city and provincial politicians were confronted with an avalanche of public outrage, with most of the anger focused on the fact that none of this information had previously been made available to the public.

appeared in the violation database. They were chosen to include various areas of the city, kinds of establishments (high, medium and low end) and a wide sampling of infraction types.

Those reports provided the portraits of dirty restaurants that illustrated the data findings. They

revealed a catalogue of horrors: filthy kitchens, food poisonings, vermin infestations and restaurants that repeatedly violated health regulations yet had never been charged or closed down.

In addition, the access requests turned up background documents on the inspection system filled with rich detail on shrinking budgets and staff that helped to explain the lack of enforcement and follow-up which the series documents. Meanwhile, extensive Internet research provided context on disclosure policies in other cities across North America and experts on the subject.

The initial two-day series documented a food safety system that routinely turned a blind eye to critical food safety problems, had never closed a restaurant in the past two years and fined only 11 establishments. It also outlined a recipe for fixing the system drawn from the experiences of some U.S. cities.

Within 24 hours of the first story being published, city and provincial politicians were confronted with an avalanche of public outrage, with most of the anger focused on the fact that none of this information had previously been made available to the public.

Toronto mayor, Mel Lastman, immediately ordered a four-month inspection crackdown on the restaurant industry, which led to 60 restaurant closings and more than 100 charges laid. It was the



highest rate of enforcement in the city's history.

Meanwhile, the city's public health department began releasing the name of any restaurant charged or fined to the public, through media releases and on a website created after publication of the series. As well, the city no longer demands a Freedom of Information request in order to release inspection reports to the public.

In the wake of recommendations made in *The Star's Dirty Dining* series, the city has now adopted a new disclosure policy that posts the results of inspections in the front windows of restaurants across the city. The inspection signs – a

first in Canada – began appearing in restaurant entrances in January (2001). The information is also being made available on the Internet and through a new telephone hotline.

Another key recommendation in *The Star's* series, mandatory training for food handlers, was also adopted. Toronto will become the first city in Canada to enforce mandatory food-handler training in all restaurants beginning in 2002. The Ontario Ministry of Health is expected to follow suit province-wide.

News of Toronto's restaurant inspection shakeup went across the region and the country, and other cities, including others in southern

Ontario, Vancouver and Ottawa, are reviewing their systems.

All that from a bad chicken dinner.

Robert Cribb is an investigative reporter with The Toronto Star

ACTIVITY 1:

HOW FREEDOM OF INFORMATION REQUESTS CAN IMPACT ON YOUR LIFE

After reading the article, answer the following questions:

A What are the key facts reported in this article?

B If freedom of information laws didn't exist, which of these facts might not be known?

C What effect might the disclosures made possible by the freedom of information requests have had on your own life?

D Did reading the story change your view about the significance of freedom of information?

TEACHER ANECDOTAL RECORDING SHEET

Student: _____

Scale: 1=seldom 2=occasionally 3=frequently 4=regularly

Performance Task

Scale

- | | | | | |
|--|---|---|---|---|
| <input type="checkbox"/> communicates ideas clearly and effectively | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> demonstrates orally an understanding of the content | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> shows respect for the ideas of others | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> listens without interrupting | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> contributes to discussions | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> asks appropriate questions | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> carries out assignments independently; completes them on time | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> works effectively in a small group | 1 | 2 | 3 | 4 |

ACTIVITY 2

Privacy Matters

Time | 75 minutes

Description and Purpose

The purpose of this unit is to increase students' awareness of the risks involved in giving out one's personal information. The unit provides students with an understanding of the concepts of personal and private information.

Guiding Questions

What is personal information and privacy?

How can personal information be used and abused?

How can one prevent compromising their personal information?

Prior Knowledge and Skills

- Think/Pair/Share;
- Teamwork;
- Critical Thinking;
- Literacy;
- Reflection.

Planning Notes/Preparation

- Access to a slide projector or an overhead projector;
- Photocopy appropriate Appendices for students.

Materials List

- Slide/Overhead of *Who is Watching?* (**Appendix 2.1**);
- Copies of *Privacy Quiz* (**Appendix 2.2**);
- Teacher Answer Key: *Privacy Quiz* (**Appendix 2.3**);
- Slide/Overhead of *Privacy: Key Terms* (**Appendix 2.4**);
- Copies of *Exit Ticket* (**Appendix 2.5**).

TEACHING/LEARNING STRATEGIES

MINDS ON	ACTION	CONSOLIDATION AND DEBRIEF
<p>Introduce the topic for the activity using the slide/overhead “<i>Who is Watching?</i>” (Appendix 2.1). Use the Think/Pair/Share strategy to generate small and large group discussion.</p>	<p>Distribute copies of the <i>Privacy Quiz (Appendix 2.2)</i>. Give students 10 minutes to complete the quiz individually.</p> <p>Then, using the <i>Teacher Key: Privacy Quiz (Appendix 2.3)</i> take up the quiz and provide students with the information on the answer key. Then, invite students’ comments, questions, and concerns.</p>	<p>Ask students: “<i>What constitutes “personal information?”</i>” SA may include: <i>name, address, telephone number, Health Card number, etc.</i></p> <p>Using the slide/overhead <i>Privacy: Key Terms (Appendix 2.4)</i>, provide students with the definitions of key terms.</p> <p>To assess students’ learning, have students complete and submit the <i>Exit Ticket (Appendix 2.5)</i> to reflect on key concepts.</p>

Assessment and Evaluation of Student Learning

- Assess students’ understanding of the key terms and concepts of personal information and privacy using the *Exit Ticket*.

Professional Resources

In Your I - <http://www.idtrail.org/InYourI/en/teacher/introduction.html>

Media Awareness Network. - <http://media-awareness.ca/english/index.cfm>

WHO IS WATCHING?



THINK/PAIR/SHARE:

1. What might be happening in the illustration?
2. Who might the figures in the illustration represent?
3. What kind of information is being recorded and why?
4. What message is conveyed by the artist?
5. Why is the message important for citizens?

PRIVACY QUIZ



Circle T for True, or F for False based on your knowledge of privacy.

1. T F E-mail messages you send are private and cannot be read by others.
2. T F Others have the ability to read your messages on Instant Messaging Services (E.g. MSN Messenger, G-mail, Yahoo, Blackberry, etc. . .)
3. T F Your Internet activities can be tracked.
4. T F The government can use personal information it has compiled on you for any purpose it wants.
5. T F A teacher is allowed to search you for drugs or weapons.
6. T F A video store may use your Ontario Health Card number for identification when you apply for a membership.

7. **T** **F** Anyone who works in a department store or credit card company can look up your credit records for any purpose.
8. **T** **F** If a mistake gets into your credit file, it's almost impossible to correct.
9. **T** **F** When you owe money, people can call you at home or at work anytime to try to collect it.
10. **T** **F** There are many different computer files about everybody in this country.
11. **T** **F** Many companies have policies that protect the privacy of their customers.
12. **T** **F** You have the right to ask people why they need the information before you answer a question.
13. **T** **F** The government protects your right to privacy.
14. **T** **F** The information you give one company can be used to make a mailing list for other companies.
15. **T** **F** People can check your credit file if you are applying for a job, insurance, credit or if you are renting an apartment.
16. **T** **F** If you want to get a copy of your credit file, all you have to do is ask for it.

ACTIVITY 2 - TEACHER ANSWER KEY: PRIVACY QUIZ

1. **False.** An unencrypted e-mail message is not private. An e-mail message could travel through multiple servers before it reaches its final destination. Along the way, there may be “sniffers” and other software tools waiting to copy or tamper with the contents of the message. Some sniffers look for key words or names, while others watch for credit card numbers or passwords. To help prevent this from happening, consider using an e-mail encryption program. For additional information, see the IPC’s publication *If You Want to Protect Your Privacy, Secure Your Gmail*, or visit <http://epic.org/privacy/tools.html>.
2. **True.** Similar to e-mail, there are various software tools that can intercept and log your activity and messages on Instant Messenger Services. As with all Internet connections, the privacy and security of your messages is best protected through the use of an encryption program. The Electronic Privacy Information Center (<http://epic.org/privacy/tools.html>) provides a list of tools that can provide this encryption for Instant Messaging.
3. **True.** A cookie is a small file stored on the hard drive of your computer that may contain an identifier or some other information about you and your preferences for a particular website. A cookie can save you time if you visit the same site often, as you don’t have to re-key your preferences every time you log on to that site. However, a review of these cookies could tell someone what sites you have visited on the Internet. Similarly, so-called “third party” cookies can be placed by advertisers, who are then able to track you across all websites within their ad network (which can be very broad – the largest such network has consistently estimated to cover 60 per cent or more of all ads on the Internet). But you can control the cookies you receive by configuring your browser to alert you whenever a website attempts to send a cookie. You may also be able to delete the cookies stored on your computer. Refer to your browser’s *help* file for instructions.
4. **False.** In the Province of Ontario, the *Freedom of Information and Protection of Privacy Act* and the *Municipal Freedom of Information and Protection of Privacy Act*, for the most part, regulate how provincial and local government organizations can collect, use, disclose, and retain your personal information. Complaints can be made to the Information and Privacy Commissioner, who ensures compliance with the *Acts*.
5. **True.** A teacher or a principal has the authority under the provincial Education Act to conduct a search where there are reasonable grounds to believe that a school rule has been violated and the evidence of the breach will be found on the student.
6. **False.** Generally, in Ontario, it is illegal for someone who is not a health information custodian (e.g. a doctor, hospital, etc.) to use a person’s health card number for anything other than certain health-related purposes. The rules concerning the collection, use and disclosure of your health card number are found in section 34 of the *Personal Health Information Act, 2004*. (A link to this Act is available on the website of Ontario’s Information and Privacy Commissioner, www.ipc.on.ca.)
7. **False.** Under the *Consumer Reporting Act*, a person may obtain consumer credit information only for a specific set of purposes. For example, credit card companies and department stores could obtain your credit records for a business need in connection with a business or credit transaction involving you. However, after the information is obtained, the subsequent use and disclosure of that information is regulated by a federal privacy Act, the *Personal Information Protection and Electronic Documents Act (PIPEDA)*. Aside from the proper purpose for which it has been obtained, credit card companies,

department stores and their employees should only use or disclose the consumer's personal information on consent and for "purposes that a reasonable person would consider appropriate in the circumstances." Otherwise, they could be found to be acting in contravention to *PIPEDA*.

8. **False.** Ontario's *Consumer Reporting Act* gives a consumer the right to dispute the accuracy or completeness of any information about him or her that is recorded and retained by a consumer reporting agency.
9. **False.** In most provinces, you are protected from receiving phone calls from creditors at unreasonable times or places. For details, check with whichever ministry deals with consumer affairs in your own province.
10. **True.** A computer file on you can be made by every company or organization you do business with, or any company or organization that wants to do business with you. Additionally, this data might be bought or otherwise collected by organizations called "data aggregators," who are then able to compile the information into a single, highly-detailed profile of you.
11. **True.** Reliable companies follow privacy policies based on the Canadian Standards Association (CSA) Model Code for the Protection of Personal Information, the Canadian Direct Marketing Association (CDMA) Code of Ethics and Standards of Practice, the Generally Accepted Privacy Principles (GAPP), or another similar standard.
12. **True.** Do not give anyone information unless you know why they want it and what they plan to do with it.
13. **True and False.** There are several federal and provincial laws that help protect your privacy, but they protect different aspects of privacy, not every one. For details, check with whichever ministry deals with consumer affairs and the information and privacy commissioner or like body in your own province or at the federal level.
14. **False.** The federal *Personal Information Protection and Electronic Documents Act* would prohibit the disclosure of your personal information, by one company to another for the purpose of creating a mailing list, without your consent.
15. **True.** Anyone who has a need to know about your credit history can check your credit file with your consent, or after informing you that he or she will be reviewing your report. That's why it's so important to be sure it is accurate and up to date.
16. **True.** You can get a free copy of your credit report by writing one of the credit bureaus, such as Equifax Canada.

Source: Adapted by the IPC from:

http://www.media-awareness.ca/english/resources/educational/handouts/privacy/a_privacy_quiz.cfm

PRIVACY: KEY TERMS

“**Personal information**” means information about an identifiable individual. Your personal information is your name plus any of the following:

- address, telephone number, sex, race, religion, ethnic origin, sexual orientation, medical records, psychiatric history, blood type, genetic history, prescription profile, fingerprints, criminal record, credit rating, marital status, education, place of work, employment history, personal interests, favourite movies, lifestyle preferences.

The information need not include your name to qualify as “personal information,” as it may be reasonably foreseeable that a person could be identifiable from it even in the absence of a name.

The concept of “**privacy**” is quite broad in scope, and difficult to define. One of the first and best known attempts to do so states that privacy is “the right to be left alone.”

However, as this definition has broadened over time, we now find that privacy can be separated into four separate types, as identified by Anita Allen, a University of Pennsylvania professor and privacy expert:



Sources: www.ipc.on.ca/; <http://www.law.upenn.edu/cf/faculty/aallen/>



EXIT TICKET

Reflecting on what you have learned thus far, please complete the following statements:

<p>Two new things that I have learned:</p> <p>1.</p> <p>2.</p>	<p>One thing I want to learn more about is:</p> <p>1.</p>
<p>The concept or idea that I found the most challenging to understand is:</p>	<p>Privacy is important because...</p>

ACTIVITY 3

Online Privacy: Why Does it Matter?

Time | 75 minutes

Description and Purpose

The purpose of this unit is to raise students' awareness of the potential privacy implications of posting personal information online, and especially on social networking sites.

Guiding Questions

What privacy risks exist online and why do they matter?

Prior Knowledge and Skills

- Teamwork;
- Critical Thinking;
- Literacy;
- Reflection.

Planning Notes/Preparation

- Access to a PowerPoint projector.

Materials List

- PowerPoint slide presentation: *You, Online. Personal Branding and Online Privacy: A Primer (Appendix 3.1, on CD)*;
- Exercise: *Manage Your Personal Brand! (Appendix 3.2)*

TEACHING/LEARNING STRATEGIES

MINDS ON	ACTION	CONSOLIDATION AND DEBRIEF
<p>Ask students: “How many of you have heard the term branding?” “What is branding?”</p> <p>Discuss, then summarize for students that a brand is the overall image and reputation that a product or company has in the minds of consumers. Branding is the process that marketers use to create that image and reputation.</p> <p>Inform students that a company's brand is based on who they are, who they want to be, and who people perceive them to be.</p>	<p>Make the link between privacy and branding using the PowerPoint presentation “You, Online. Personal Branding and Online Privacy: A Primer” (Appendix 3.1). The NOTES pages of the slides lay out speaking points and suggested class discussion topics.</p> <p>Distribute the <i>Manage Your Personal Brand!</i> exercise (Appendix 3.2). Have students complete in class, alone or in groups.</p>	<p>To assess student learning, review and discuss answers to <i>Manage Your Personal Brand!</i></p> <p>Encourage students to go home and check their privacy settings on social networks.</p>

Assessment and Evaluation of Student Learning

- Assess students’ understanding of the key terms and concepts through observation and discussion.

Professional Resources

In Your I - <http://www.idtrail.org/InYourI/en/teacher/introduction.html>

Media Awareness Network. - <http://media-awareness.ca/english/index.cfm>

YOU, ONLINE

Personal Branding and Online Privacy: A Primer

(Appendix 3.1)

This PowerPoint presentation is on the accompanying CD.

YOU, ONLINE

Personal Branding
and Online Privacy:
A Primer

Appendix 3.1

**ONLINE PRIVACY:
WHY DOES IT MATTER?**

- Online postings, by you or others, can take control of your brand out of your hands
 - Wide audience;
 - Long-lasting;
 - Able to be viewed, copied, downloaded, reposted by virtually anyone;
 - Predators, Parents, Professors, Prospective Employers, Police.

WHAT'S IN A BRAND?

TIMELESS Professional
Eco-friendly TRUSTWORTHY
ELITE Traditional Cool
Playful Innovative
Reliable
Cutting-edge Elegant MODERN

YOUR PERSONAL BRAND

What you say
+ What you do
+ What others say about you

= Your Reputation







YOUR PERSONAL BRAND



**PRIVACY:
PROTECT IT, RESPECT IT**

- **Protect**
 - Adjust your privacy settings;
 - Use a pseudonym or post anonymously where appropriate;
 - Limit intimate details.
- **Respect**
 - Don't post compromising photos of others;
 - Ask before you tag;
 - Don't post intimate details on walls or other applications.

THINK BEFORE YOU POST!

Manage Your Personal Brand!

If you haven't adjusted the privacy settings on the social networking sites or chat forums you use, everything you post is accessible to, and can be copied and shared, by anyone.

Based on what you learned today about privacy being the ability to control how and when you share information about yourself – and bearing in mind that your online audience may include Parents, Professors, Prospective Employers, Predators, and Police – list five types of things that you probably shouldn't post online and explain your answer in the space below.

TYPE OF INFORMATION	WHY YOU SHOULDN'T POST IT
Compromising photos	Could be viewed by parents or predators. May damage future job opportunities if viewed by prospective employers.

In the space below, write three sample status updates for a Facebook page that would be okay to post even without having adjusted the privacy settings.

“...just learned about online privacy in Civics class.”

CULMINATING ACTIVITY

Get Active! Get Writing!

Time | 150 minutes

Description and Purpose

To raise the school community's awareness about freedom of information laws and the importance of privacy protection, students will brainstorm, research, and write a letter to be published in the school newspaper or newsletter.

Guiding Questions

What are some key questions or concerns that have not been answered in the discussions about freedom of information and protection of privacy?

What recommendations do students have for the question raised?

Prior Knowledge and Skills

- Teamwork;
- Critical Thinking;
- Research;
- Literacy;
- Computer Use.

Planning Notes/Preparation

- Provide appropriate Appendices for students;
- Access to the Internet;
- Provide questions for students who require additional support.

Materials List

- Copies of Culminating Activity: *Get Active, Get Writing!* (**Appendix 4.1**);
- Copies of Culminating Activity Rubric *Get Active, Get Writing!* (**Appendix 4.2**).

TEACHING/LEARNING STRATEGIES

MINDS ON	ACTION	CONSOLIDATION AND DEBRIEF
<p>Ask students, “<i>What are some questions that you have that haven’t been addressed through the activities?</i>”</p> <p>Also ask students, “<i>In a democracy, how can citizens respond when they are dissatisfied with their government?</i>”</p>	<p>Distribute the Culminating Activity “<i>Get Active! Get Writing</i>” (Appendix 4.1). Since the Internet is a major source of information for answering the questions, research time could be scheduled during class, after school, or as homework (if students have access to the Internet at home or at the public library).</p> <p>The teacher is encouraged to review proper format and techniques for letter writing.</p>	<p>Groups can share their letters with their peers for editing.</p> <p>Teachers will collect letters for evaluation. (Appendix 4.2)</p> <p>Teachers can select letters to be submitted for publication in school newspapers or newsletters.</p>

Assessment and Evaluation of Student Learning

- Assess students’ co-operation and collaboration;
- Evaluate student letters using the rubric provided (**Appendix 4.2**).

Professional Resources

In Your I - <http://www.idtrail.org/InYourI/en/teacher/introduction.html>

Media Awareness Network - <http://media-awareness.ca/english/index.cfm>

GET ACTIVE!

Get Writing!

PURPOSE:

To raise the school community's awareness about freedom of information laws and the importance of privacy protection, students will brainstorm, research, and write a letter to be published in school newspaper or newsletter.

INSTRUCTIONS

With a partner, come up with a question that has been raised in the class's discussions about freedom of information and protection of privacy. Then, conduct research to find the answer(s) to the question selected. With your partner, write a one-page letter that responds to the question posed, makes recommendations and raises awareness about the issue to the school community.

STEPS

1. **Brainstorm a Question.** Some sample questions may include:
 - What type of government-held information should be readily accessible by citizens?
 - What do Internet companies do with the personal information we provide to them?
 - Are stores allowed to videotape you while you are shopping?
 - Is it safe to shop online?
2. **Research.** Research the answers to your question. Be sure to use a reliable source, such as books, people working in the field, or on reputable Internet sites. The following are some Internet sites that may be of assistance:
 - IPC website, www.ipc.on.ca
 - Ontario Government website, www.gov.on.ca
 - Media Awareness Network, www.media-awareness.ca
3. **Reference.** Be sure to reference your sources of information in your research notes.
4. **Writing.** Decide on an audience – will it be your peers reading the school newspaper or parents reading a school newsletter? Draft a copy of your letter that outlines both the answers to the question, and a recommendation to your audience. Your teacher will review proper letter writing format and techniques.
5. **Editing.** Have your information checked by a peer. Make sure you use correct spelling, punctuation, and grammar. Be sure that your writing is clear and effective.
6. **Publication.** Submit your letter to your teacher for evaluation. Your teacher will decide which letters will be selected for publication.

EVALUATION

- See the attached rubric for evaluation of the letter. (Appendix 4.2)

GET ACTIVE!

Get Writing!

Students:

Mark:

/40

Criteria	Level R (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
KNOWLEDGE AND UNDERSTANDING					
• knowledge of topic	- letter demonstrates inaccurate or insufficient understanding of the topic.	- letter demonstrates limited understanding of the topic.	- letter demonstrates some understanding of the topic.	- letter demonstrates considerable understanding of the topic.	- letter demonstrates a high degree of understanding of the topic.
THINKING AND INQUIRY					
• ideas	- ideas lack clear thought;	- ideas are weak;	- ideas are adequate;	- ideas are acceptable;	- ideas are exceptional;
• supporting details	- inadequate supporting details for ideas presented.	- weak supporting details for ideas presented.	- limited supporting details for ideas presented.	- adequate selection of supporting details for ideas presented.	- excellent selection of supporting details for ideas presented.
COMMUNICATION					
• organization	- communicates ideas with little or no effectiveness;	- communicates ideas with limited effectiveness;	- communicates ideas with some effectiveness;	- communicates ideas with considerable effectiveness;	- communicates ideas with a high degree of effectiveness;
• clear audience and purpose	- communicates for audience and purpose with little or no effectiveness;	- communicates for audience and purpose with limited effectiveness;	- communicates for audience and purpose with some effectiveness;	- communicates for audience and purpose with considerable effectiveness;	- communicates for audience and purpose with a high degree of effectiveness;
• language conventions	- uses language conventions with very limited accuracy.	- uses language conventions with limited accuracy.	- uses language conventions with some accuracy.	- uses language conventions with considerable accuracy.	- uses language conventions skillfully and correctly.
APPLICATION					
• letter format	- does not use proper letter format.	- uses proper letter format with limited effectiveness.	- uses proper letter format with some effectiveness.	- uses proper letter format with considerable effectiveness.	- uses proper letter format with a high degree of effectiveness.

Comments:

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