

**Ministry of Education  
Pedagogical Administration  
Chief Supervisor for Implementation of Students' Rights**

# **The Net Never Forget Lesson Plans**

**Joint Writing Team for the Chief Supervisor for Implementation of the  
Student's Rights Law and the Division of Assistance and Prevention  
Programs in Psychological and Counseling Service, Pedagogical  
Administration**

**From the DELETE conference that took place in September 2017 and was a source  
of inspiration for writing these lesson plans and for the materials used**

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**Introduction**

The actions we take in the net (such as uploading posts, posting pictures, distributing videos, making purchases, searching for information, and having interpersonal communication) are recorded and preserved as our **digital footprints** that cannot be deleted. All of us, adults, youth and children are required to pay much attention and to exercise discretion regarding the actions we perform on the net and the information we upload and share, because they build our **digital image**, and they will stay there forever and say a lot about us.

However, we may all behave from time to time in a manner that is not in accordance with our values, accepted norms of behavior or in a manner that may cause us regret. Children and youth, in particular, are liable to perform actions that stem from lack of judgment, developmental need for belonging and visibility, a desire to be funny and to find a place in the peer group and in some cases out of a desire to harm the other. Sometimes, after uploading various contents, regarding themselves or others, children and youth are willing to remove them. Reality shows that removing content, especially if it is non-offensive content, takes time and is not always possible. In cases of harmful content, children, youth and their parents can contact the 105-call center (which is part of the National Network for the Protection of Children and Youth on the Net) and ask for assistance in removing these contents.

It is important to remember that even if some content is removed from the network, it is not removed permanently and completely. A sexually offensive image may find its way back to the network; A post that offends a person's reputation may be published again and so forth. Thus, a complex situation is created in which published information is presented in the net without context, regardless of age, the time that passed and individual circumstances. In other words, the past of children and youth in the network coexists with their present and leaves public documentation devoid of context and timeless.

The challenge of networking enlightens the great importance of the **Right for Privacy**. This right enables children and youth to have a private, physical or virtual, space within a public space in which a great deal of personal information is transferred to the public domain. It reinforces the recognition that there are areas in children and youth lives that must not reach the public domain without the consent of those that the information belongs or relate to them.

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The Right for Privacy is a basic human right protected by Israeli law and by international treaties and conventions.<sup>1</sup> The right of children to privacy, enshrined in Article 16 of the International Convention on the Rights of the Child states that "a child shall not be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his dignity and reputation." The Student's Rights Law also defines the obligation to maintain confidentiality in section 14 which states that "a person who has received information about a student within the framework of the position imposed on him under this law must keep the information secret and not reveal it, except for the purpose of carrying out his duties." Providing a unique and separate expression for privacy indicates the great importance attributed to this right in a proper process of development and growth of children.

"The child's fundamental right for life, development, privacy, security and survival is more significant in our time when children and youth are more active in the network, and **their legitimate right is to conduct their lives freely without being affected by the publication of events that have occurred in the past, whether of themselves or of others, which cause them harm and distress.** We recognize the harm according to its impact on the individual or the group in the community. The right to be forgotten focuses on improving the personal rights of children and youth by extending control over personal information. It is a direct possibility for children and parents to defend the right for privacy against invasion into the personal lives of children and youth in their adulthood as well. The role of educators is to educate children and youth to manage limits in the network with more awareness." **(Tova Ben-Ari, Chief Supervisor for implementation of the Student's Rights Law at a Judges' Conference)**

In light of the above, children and youth should be given the right to regret and back consent which means that they will be able to edit and remove content they have uploaded in the past - erasing their "digital heritage".

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<sup>1</sup> For more details, read: [חוק יסוד כבוד האדם וחירותו](#), [אמנה הבינלאומית לזכויות הילד/ה](#), [חוק זכויות התלמיד](#)

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**Between a Digital Past and Present**

**Goals**

1. Students will deepen their understanding that their actions in the network leave digital traces and therefore it is important to exercise discretion before publishing certain contents.
2. Students will develop skills for building an appropriate, respectful, and ethical digital image and for protecting it.
3. Students will learn about the Privacy Protection Law, the Basic Law: Human Dignity and Liberty and the Right for Privacy in the International Convention on the Rights of the Child and about the importance of this right for them.
4. Students will clarify the degree of their personal and social responsibility in maintaining the limits of the Right for Privacy and the dangers involved in giving up consciously or unconsciously their privacy on the network.
5. Students will clarify the meaning of the right to regret and to back consent along with the removal of content from the network.

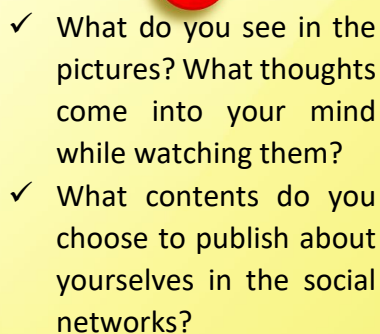
**Target Audience**


Students in 10<sup>th</sup>-12<sup>th</sup> grades.

**Lesson Plan**

**Part 1 – My Digital Image and Me**

The teacher will display the pictures appearing in **Appendix A** on the board. She will ask the students to look at them and address the following questions:

- 
- ✓ What do you see in the pictures? What thoughts come into your mind while watching them?
  - ✓ What contents do you choose to publish about yourselves in the social networks?

- 
- ✓ What drive you to publish these contents about yourself?
  - ✓ What is your Digital Image in the social networks telling about you?

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For the Teacher:

It is important to know that the digital space enables children and youth to express themselves in a variety of ways, to experience various experiences and to meet other people's identities. The digital image that is built on social networks is generally "polished", oriented outward, has socially valued qualities and is subject to measurement and quantitative evaluation (by means of "likes", number of followers, etc.). The encounter with the digital image of others may create a sense of competition, envy and a desire to stand out. Therefore, it is important to enable students to process the meaning of the need to accumulate "likes" and increase the number of followers, the implications on their conduct and the content they publish on the network.

Part 2 – A Lesson with Former US President, Barack Obama

1. The teacher will explain that the students are about to watch a speech by the former US president Barack Obama, referring to the documentation of our actions and the use of discretion while distributing contents in the social networks. [video](#).  
**note: the video is without Hebrew subtitles.**
2. Following the video, the students will discuss the questions below:
  - a. What did you feel while watching the video?
  - b. President Obama makes a claim about the presence of the past in our digital lives and discusses the issue of network information sharing. What do you think of this?
  - c. The president refers to the impact of a digital past as a unique problem for public figures and politicians - do you agree with this claim? Is this a problem you can also meet as a young teenager?
  - d. Think about your digital image, created by your online publications. Has your opinion of it changed in the wake of Barack Obama's words?
  - e. What can be your profit from publishing different contents about yourself? What might be the price?

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Part 3 – Privacy in the Digital Space

Teachers and students - did you know?

Basic Law: Human dignity and Liberty: "There shall be no violation of the life, body or dignity of any person as such".

Privacy Protection Law: "one shall infringe the privacy of another without his consent".

Article 16 of the International Convention on the Rights of the Child deals with the right for privacy of children. Read more at the following [Link](#)

Article 14 of the Student Rights Law deals with the right for privacy of students through the duty of confidentiality. Read more at the following [Link](#)

1. The teacher will introduce to students the laws and article 16 of the International Convention on the Rights of the Child. After presenting the contents, a discussion will be held on the following questions –
  - a. In Article 16 of the Convention - what is meant by the expression "harm to his honor" and "harm to the good name" of a child? How do these expressions relate to children's privacy?
  - b. Article 16 of the Convention refers to privacy in the correspondence of children - what is a correspondence in the digital world? (Emails, messages on social networks, correspondence with individuals and bodies on websites)? How should children's correspondence be treated under this article?
  - c. One of the arguments in public discourse today is that with the development of technology and the means of digital communication there is increasing concession of the possibility of maintaining privacy, and we must accept the price of infringement of privacy due to the use of advanced technologies. Do you agree with this claim? Explain and give examples of your arguments.

Part 4 - The Right to Remove Information from the Network

1. Ask students to divide into work groups. Each group will choose one of the attached story cases in **Appendix B** and will be asked to answer the questions attached.
2. At the end of the group activity, each group will present the case discussed and its conclusions.

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3. After the cases are presented, a discussion will be held in the plenary:
  - a. When do you think it is important and desirable to remove information about a teenager in the network?
  - b. Are there situations where the information should be left on the network despite a request to remove it? What will be the reasons for this in your opinion?
  - c. What can be done in order to remove information from the network? (Contact the person who uploaded the information; Appeal to older people - parents and educational staff; Contact the Legal Aid Department at the Ministry of Justice; Contact the Help center 105 - National Center for the Protection of Children and Youth on the Net, Contact the owners of the social network via the "Report" button).

Part 5 – Leading a Change

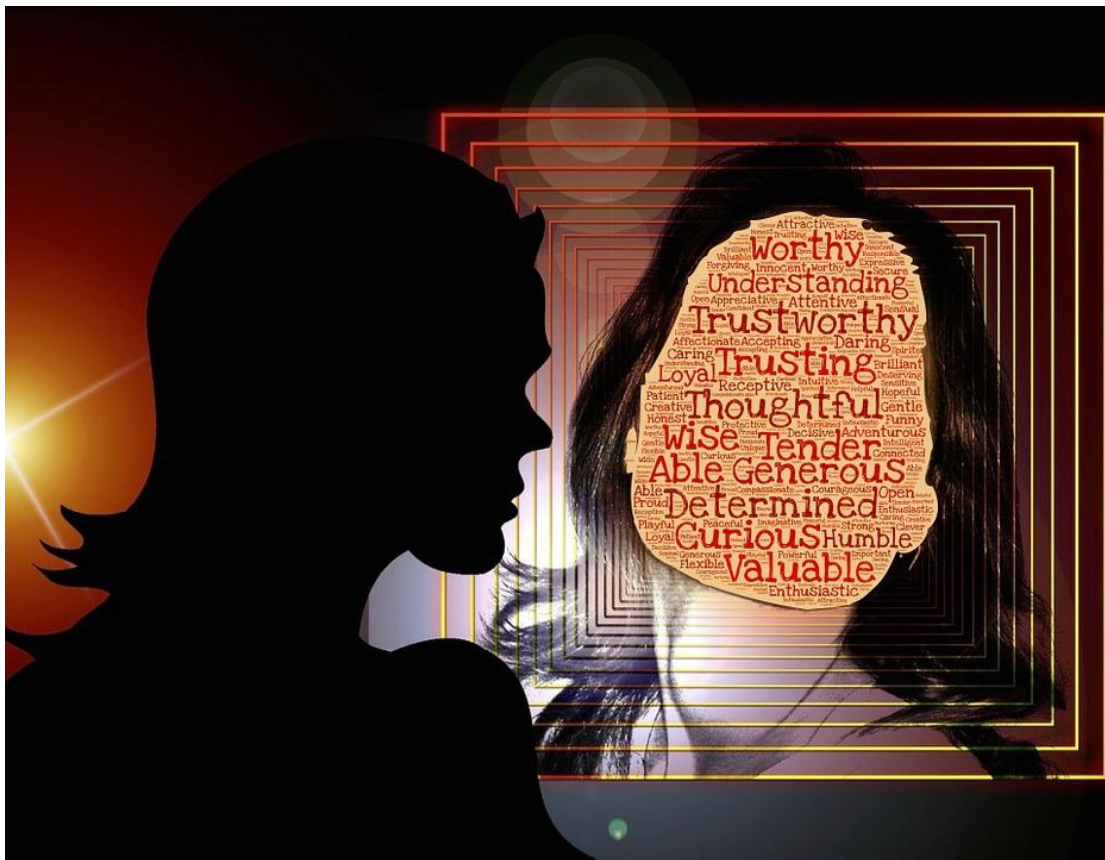
1. Show the video - [5 RIGHTS](#).
2. Students will be asked to continue working in the groups in which they worked in the previous part of the lesson. Each group will be asked to prepare a short article / short movie on "60 seconds about the right of children and youth to delete publications posted online."
3. Please send us the products to email - [student\\_rights@education.gov.il](mailto:student_rights@education.gov.il)

Summary

1. The actions we do in the network are documented and preserved as our digital traces.
2. Discretion must be exercised regarding the information we upload to the web as it builds our digital image.
3. Everyone may do a mistake in their conduct in the network. If we feel that we are dealing with a complex situation, we should consult others and ask for help.
4. Children and adolescents should have the right for back consent and removal of unwanted content from the network.
5. Removing content that harms us from the network is important but may take time and is not always possible.
6. Content deleted from the network is not always removed permanently and definitely.

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Appendix A - Pictures on Digital Image<sup>2</sup>





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**Appendix B – Story Cases**

**First story**

Yaron, a student who finished 11th grade, is facing tests for a youth delegation abroad. Yaron works hard to meet all the criteria required to join the expedition. As part of his preparation Yaron asked to remove several photos he took two years ago and uploaded to the social network. At that event, Yaron and his friends had just finished their studies at Junior High School. They went to Eilat, celebrated and took pictures in the pool. Yaron does not drink but in the pictures he and his friends seem to be holding bottles of vodka they bought for the beach party that evening.

Yaron contacted the social network managers to remove the photos.

- ✓ What do you think was behind Yaron's decision to publish the pictures at the time?
- ✓ Can such a picture affect Yaron's digital image?
- ✓ What would you recommend to the social network managers to do with Yaron's request?
- ✓ Have you encountered a similar dilemma? How did you cope?

**Second story**

Dana, a 12th grade student, has been trying to remove photos of her that she has uploaded to the social network. The photos were taken at a year-end party at school a year ago. In one of the pictures Dana was caught kissing one of the boys, and since then she is being harassed on the subject. Whenever she tries to develop a relationship with a boy, there are those who take care to send this picture to the boy. The boys with whom she is trying to develop connections are deterred and unwilling to continue. Dana turned to the social network managers to remove the pictures.

- ✓ Why do you think Dana published these pictures?
- ✓ How can such pictures affect Dana's digital image as time passes?
- ✓ What would you recommend to the social network managers to do with Dana's request?
- ✓ Have you encountered a similar dilemma? How did you cope?

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**Third story**

15-year-old Yoav's mother arranged the family pictures and found a picture of him as a baby a few days after his birth, lying on his stomach naked on the couch. This picture flooded Yoav's mother with a sense of nostalgia, and she decided to upload it to the social network and share it with all her friends and family. Since the publication of the picture, Yoav's friends have been harassing him by calling him "nude model" and even worse.

- ✓ What do you think was behind the choice of Yoav's mother to publish the picture on the social network at the time?
- ✓ Do you think a picture with such content could affect Yoav's digital image?
- ✓ Yoav turned to his mother and asked her to see to it that the picture be removed from the network. His mother contacted the managers of the social network. What would you advise them to do regarding this request?
- ✓ Have you encountered a similar dilemma? How did you cope?

**Fourth story**

Nili, a high school student, wrote in a social network that a year ago she published an article on "Gender and the Status of Women in Workplaces" following discrimination which she and her friends encountered on summer jobs. Now Nili is looking for work again for the summer vacation and cannot get any work. She is afraid that the article she published a year ago is related to this situation, and therefore publishes a post in which she writes that her opinions today are more moderate. In addition, Nili asks social network administrators to remove the article published a year ago.

- ✓ What do you think was behind Nili's choice to publish the article a year ago?
- ✓ How will such an article affect Nili's digital image?
- ✓ What would you recommend to the social network managers to do with Nili's request?
- ✓ Have you encountered a similar dilemma? How did you cope?

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**The Stain remains on the Wall**

**Goals**

1. Students will deepen their understanding that their actions in the network leave digital traces and therefore it is important to exercise discretion before publishing any content.
2. Students will develop skills for building an appropriate, respectful, and ethical digital image and protecting it.
3. Students will learn about Privacy Protection Law, the Basic Law: Human Dignity and Liberty and the Right for Privacy in the International Convention on the Rights of the Child and about the importance of this right for them.
4. Students will clarify the degree of their personal and social responsibility in maintaining the limits of the Right for Privacy and the dangers involved in giving up consciously or unconsciously their privacy on the network.
5. Students will clarify the meaning of the right to regret and to back consent along with the removal of content from the network.

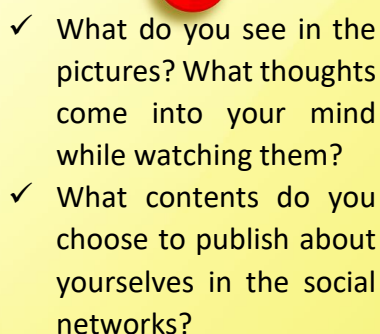
**Target Audience**


Students in 7<sup>th</sup> - 9<sup>th</sup> grades.

**Lesson Plan**

**Part 1 – My Digital Image and Me**

The teacher will display the pictures appearing in **Appendix A** on the board. Then, ask students to look at them and address the following questions:

- 
- ✓ What do you see in the pictures? What thoughts come into your mind while watching them?
  - ✓ What contents do you choose to publish about yourselves in the social networks?

- 
- ✓ What drive you to publish these contents about yourself?
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For the Teacher:

It is important to know that the digital space enables children and youth to express themselves in a variety of ways, to have different experiences and to meet other people's identities. The digital image that is built on social networks is generally "polished", oriented outward, has socially valued qualities and is subject to measurement and quantitative evaluation (by means of "likes", number of followers, etc.). The encounter with the digital image of others may create a sense of competition, envy and a desire to stand out. Therefore, it is important to enable students to process the meaning of the need to accumulate "likes" and increase the number of followers, the implications on their conduct and the kinds of content that they publish on the network.

Part 2 – The Stain Remains on the Wall

1. The teacher will read with the students the song - [הכתם נשאר על הקיר](#), by David Avidan. (The song is in Hebrew)
2. After reading the song, a discussion will be held –
  - a. What did you feel while reading the song?
  - b. What kind of life situations is the song referring to? Is it possible to describe through the song situations that youth experience in the digital world?
  - c. What is the "wall" that we should address today?
  - d. Think about your posts online. What digital image do they create on you? Does this image represent you faithfully?
  - e. Sometimes, the "stain stays on the wall" even in the network. That is, publishing a content by you or by someone else about you might hurt you. Can you describe such a situation if you experienced one?
  - f. Have you experienced a situation where you tried to "erase the stain" but it still remained on the net? How did you cope?
  - g. What can be done to remove information from the network? (Contact the person who uploaded the information; Appeal to older people - parents and educational staff; Contact the Legal Aid Department at the Ministry of Justice; Contact the Help center 105 - National Center for the Protection of Children and Youth on the Net, Contact the owners of the social network via the "Report" button.).

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Part 3 – Privacy in the Digital Space

Teachers and students - did you know?

Basic Law: Human dignity and Liberty: "There shall be no violation of the life, body or dignity of any person as such".

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Article 14 of the Student Rights Law deals with the right for privacy of students through the duty of confidentiality. Read more at the following [Link](#)

1. The teacher will introduce to students the laws and article 16 of the International Convention on the Rights of the Child. After presenting the contents, a discussion will be held –
  - a. In Article 16 of the Convention - what is meant by the expressions "harm to his honor" and "harm to the good name" of a child? How do these expressions relate to children and youth privacy?
  - b. Article 16 of the Convention refers to privacy in the correspondence of children - what is a correspondence in the digital world? (Emails, messages on social networks, correspondence with individuals and bodies on websites)? How should children's correspondence be treated under this article?
  - c. One of the arguments in public discourse today is that with the development of technology and the means of digital communication there is increasing concession to the possibility of maintaining privacy, and we must accept the price of infringement of privacy due to the use of advanced technologies. Do you agree with this claim? Explain and give examples of your arguments.

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Part 4 - A staged trial<sup>3</sup>

The teacher will explain that they are going to watch a staged trial that relates to documenting our actions and exercising discretion when publishing content on social networks. The story describes an 18-year-old girl coping with the difficulty to be hired for a year of service following a photo she posted on the social network when she was 12 years old. Watch minutes 2:55-4:10 from the [staged trial](#). (The staged trial is in Hebrew)

1. After viewing the section above, ask students to express their personal opinion on the case described -
  - a. What did you feel after watching this section of the staged trial?
  - b. What is the complexity presented in the case?
  - c. What do you think the young girl is experiencing?
2. After the discussion in the plenary, divide the students into two groups - the Defense and the Prosecution. Students from both groups will formulate and write personal arguments for and against removal of the image respectively. (For the teacher: In formulating the arguments, we recommend that they use the following points of emphasis: exercise of discretion prior to publication, understanding the implications of our actions on the Net, the right for Privacy and good reputation, the Right to regret and back consent, the Right to remove information, the digital heritage, the network as a public space for information, personal responsibility, social responsibility, the role of adults in the digital space).
3. Invite students from both groups to present the pros and cons to the class. Write the arguments on the board.
4. Conduct a discussion with the students in the class and lead to a class decision regarding removing the picture from the network.
5. Finally watch the entire staged trial done by the students in Givatayim in the DELETE Conference [staged trial](#).

Part 5 – Leading a Change

1. Show the video - [5 RIGHTS](#).
2. Students will be asked to continue working in the groups in which they worked in the previous part of the lesson. Each group will be asked to prepare a short article / short movie on "60 seconds about the right of children and youth to delete publications posted online."
3. Please send us the products to email - [student\\_rights@education.gov.il](mailto:student_rights@education.gov.il)

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<sup>3</sup> The staged trial was Held by students in the city of Givatayim as part of the DELETE Conference on the subject of the Right to be Forgotten

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**Summary**

1. The actions we do in the network are documented and preserved as digital traces.
2. Discretion must be exercised regarding the information we upload to the net as it builds our digital image.
3. Everyone may do a mistake in their conduct in the network. If we feel that we are dealing with a complex situation, we should consult and ask for help.
4. Children and adolescents should have the right for back consent and removal of unwanted content from the network.
5. Removing content that harms us from the network is important but may take time and is not always possible.
6. Content deleted from the network is not always removed permanently and definitely.

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**Digital Identity Card**

**Goals**

1. Students will deepen their understanding that their actions in the network leave digital traces and therefore it is important to exercise discretion before publishing different content.
2. Students will develop skills for building an appropriate, respectful, and ethical digital image and protecting it.
3. Students will learn about the Right for Privacy and its importance for children.
4. Students will learn what are the limits of the right to privacy and what are the dangers involved in giving up consciously or unconsciously their privacy on the net.
5. Students will learn the meaning of the right to remove content from the net - the right to be forgotten - as a tool for realizing the right for privacy.
6. Students will examine the extent of their personal and social responsibility for realizing the right to privacy.

**Target Audience**

Students in 5<sup>th</sup> - 6<sup>th</sup> grades.

**Lesson Plan**

**Part 1 - Using discretion in publishing content on the web**

1. The teacher will show the students the video [שגיא ברייטנר \(ביטבוקס\) - המדריך לטלפון הסלולרי הראשון](#)
2. Ask students to prepare their personal and private identity cards and write all their characteristics at their choice - hobbies, leisure activities, favorite foods, TV shows, family and friends, applications they use and more.
3. The teacher will prepare a table with two columns and present it on the board  
–



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Information I would post about myself on the net	Information I would not post about myself on the net

4. Each student will be asked to decide what types of information they will post on the network (it is important to explain that a network includes websites, social networks, applications, YouTube channels, photos and videos).
5. After a list that reflects the views of the students in the class is obtained, the teacher will conduct a discussion on these leading questions -
  - a. What content would you choose to post on yourselves on the network?
  - b. Do you exercise discretion and limit some of the content you publish about you on the net? About others? What is the "red line" that you will not cross in this context?
  - c. The publications we upload to the web create our digital image. What does your digital image may tell about you? Are you satisfied with it?
6. watch the [UNDO](#) short movie.
  - a. How can such an application affect our lives and our online publications?
  - b. Such an application does not exist in reality. How should we act so that we do not need the UNDO action in everyday life in the network and in general?
  - c. Has there been a case in which you posted content about yourself / others and regretted later? How did you cope? What can be done in order to remove information from the network? (Contact the person who uploaded the information; Appeal to older people - parents and educational staff; Contact the Legal Aid Department at the Ministry of Justice; Contact the Help center 105 - National Center for the Protection of Children and Youth on the Net, Contact the owners of the social network via the "Report" button.).

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Part 2 – The Right for Privacy

1. Watch with students in the following short videos – [The Right for Privacy](#)
2. What can be learned from the video about the Right to Privacy?

Teachers and students - did you know?

[Basic Law: Human dignity and Liberty](#): "There shall be no violation of the life, body or dignity of any person as such".

[Privacy Protection Law](#): "one shall infringe the privacy of a nother without his consent".

Article 16 of the International Convention on the Rights of the Child deals with the right for privacy of children. Read more at the following [Link](#)

Article 14 of the Student Rights Law deals with the right for privacy of students through the duty of confidentiality. Read more at the following [Link](#)

3. Read with the students Article 16 of the International Convention on the Rights of the Child. Discuss with them the following questions –
  - a. The Right for Privacy - What is a Good Name? What is correspondence in today's context?
  - b. Why is the right for privacy so important that it was included in the Convention on the Rights of the Child?
  - c. In what situations does your privacy in the net is kept?
  - d. When do you think your privacy on the net is compromised? Who can harm your privacy in the net? (You, family members, friends, strangers, a company, users in a social network)

Summary

1. The actions we do in the network are documented and preserved as digital traces.
2. Discretion must be exercised regarding the information we upload to the net as it builds our digital image.
3. Everyone may do a mistake in their conduct in the network. If we feel that we are dealing with a complex situation, we should consult and ask for help.
4. Children and adolescents should have the right for back consent and removal of unwanted content from the network.
5. Removing content that harms us from the network is important but may take time and is not always possible.
6. Content deleted from the network is not always removed permanently and definitely.