

Gatekeepers

Students explore the difference between public and private spaces and information through guided discussion and visual examples. Using familiar everyday situations, learners practice classifying what is usually public or private and reflect on the idea that individuals can choose what information they keep private or share. The activity builds early awareness of privacy, boundaries, and personal responsibility.

ACTIVITY TYPE Discussion · Sorting / classification · Reflection	DURATION 30 min	PARTICIPATION Whole class · Pairs · Individual
--	---------------------------	--

OBJECTIVES

By the end of this activity, learners will:

- Distinguish between public and private spaces and information
- Explain why some things should be kept private
- Recognize that people can choose what they share
- Practice respectful discussion and personal decision-making

MATERIALS

- Visual aids or flash cards showing examples of places and information (See Appendix A)
- Student worksheet with checkboxes for Public / Private (See Appendix B) — [B · Public vs Private worksheet](#)
- Pencils or crayons
- Whiteboard or poster board
- Markers
- Projector or screen for images (*nice to have*)

PROCEDURE

OPENING

1. Prepare visual aids or slides showing examples such as a park, bus, washroom, car, eye colour, password, bank PIN.
2. Prepare the board with two headings: PUBLIC and PRIVATE.
3. Place worksheets and writing materials where they can be easily distributed.

PRE-ACTIVITY

5 minutes

1. Ask students: “What does ‘public’ mean?” and “What does ‘private’ mean?”
2. Accept multiple answers and do not correct yet.
3. Explain that today they will look at everyday examples and decide together.

Objective In Student’s Words

- “Assess what things are public, what things are private, and what I want to share.”

ACTIVITY

20 minutes

Setup

1. Explain that some things are usually public, some are usually private, and some depend on choice.
2. Introduce the idea that there is not always one correct answer.

Model

1. Show one example such as a park.
2. Think aloud: “Many people can go there and see it, so we usually say this is public.”
3. Show a second example such as a password.
4. Think aloud: “This belongs only to one person, so we usually keep it private.”

Carry Out

1. Show one visual example at a time.
2. Ask students to vote or raise their hands for ‘public’ or ‘private’.
3. Place the example under the matching heading on the board.
4. Ask follow-up questions such as “Why?” or “Could this ever change?”
5. Use examples such as park, bus, washroom, car, eye colour, password, bank PIN.

Checkpoint

1. Ask students to explain the difference between public and private in their own words.
2. Listen for understanding rather than memorized definitions.

Reflection

- Ask: “Is eye colour always private?”
- Ask: “Can something be private even if other people can see it?”
- Guide students toward the idea that people choose what information they share.

FOLLOW-UP

5 minutes

1. Distribute the checkbox worksheet.
2. Students decide for each item whether they would keep it public or private.
3. Emphasize that answers may be different for different people.

CLOSE

1. Collect worksheets and materials.
2. Summarize key idea: “You get to decide what information you share.”
3. Final message to students: “Being smart about privacy helps keep you safe.”

NOTES

Classroom management

- Encourage respectful listening and differing opinions
- Avoid asking students to share sensitive personal information

Extensions & Sponge Activities

- Add digital examples such as usernames or photos
- Create a class rule poster for sharing information
- Look at super-heroes and villains - why do they protect their identity?
- Make a diagram of information each student wants to share/keep private

Differentiation

- Younger students: use only place-based examples
- Older students: move to more difficult subjects (DNA, Facial Recognition, GPS location, Name)
- ELL/Accessibility: visuals, gestures, simple language
- Safety: avoid asking for real passwords or personal data