cyber(smart:)

Middle primary unit

Sharing personal information

schools
GATEWAY

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Before you start

This unit is designed for students aged 8—9 years.

Before you start this unit it is important that you are aware of what your students, and others in this age group, are doing online and how they use online technologies. For some general information visit the 'What are students doing online?' section at www.cybersmart.gov.au/schools.aspx.

This section provides information on children and technology, including cybercitizen profiles, videos of students discussing their online activities and links to ACMA research regarding online behaviour.

Teacher background information

Many online environments request personal information to set up accounts, register for sites, buy membership etc. Children often have trouble in assessing which pieces of personal information can be freely supplied and which should be kept private. Children need support from trusted adults when accessing online content in order to ensure that they are kept safe and personal information remains private.

Unit overview and objectives

This unit aims to help students to:

- recognise that personal information can be used to identify or locate them
- understand that personal information must only be shared appropriately and safely
- acknowledge that they must seek the help of a trusted adult when setting up online accounts/ profiles.

By the end of this unit, students will be able to:

- categorise personal information into three levels of privacy
- distinguish between personal information that is safe to share online and that which is not
- list several examples of online forums that may request personal information
- identify people who can help them safely address online requests for personal information.

Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students. It comprises six activities, each designed to take approximately one or two 45 minute lessons.

Required resources

- A prepared self-portrait of the teacher with pieces of personal information written around the picture (see activity 1)
- Sticky dots in three different colours
- A3 paper
- Information level signs (located with worksheets)
- Information level table (located with worksheets)
- Worksheets 1—3
- Interactive whiteboard (or several computers) with Internet access
- 'Hector's World stories' animations at www.cybersmart.gov.au
- www.abc.net.au/abc3 and other children's websites that require registration

Further information

For more information, contact:

Australian Communications and Media Authority Cybersafety Contact Centre

Tel: 1800 880 176
Email: cybersafety@acma.gov.au

www.cybersmart.gov.au

Activity 1: How easily can I be identified?

What you will need:

- A prepared self-portrait of the teacher with pieces of personal information written around the picture

- Sticky dots in three different colours

- An A3 sheet of paper for each student

Students to draw a self-portrait in the middle of an A3 sheet of paper. Around the picture they are to write pieces of personal information (address, phone number, age, gender, date of birth, school etc.) but are not to include their name.

Collect the pictures and show them to the class one at a time. Read out the pieces of information and ask students to guess who the person is. If they guess incorrectly they are out for that round. Repeat with several portraits.

Explain that it can be very easy to identify someone from just a small amount of personal information and therefore we must be careful about whom we provide this information to.

Discuss which pieces of information were helpful in identifying the person and which were not. Why do students think this was the case?

Show students the teacher's self-portrait and read through the information. Ask students to categorise the information into levels as follows:

- Place a dot of one colour (e.g. red) next to information that would help others to identify the person easily and therefore should be kept private. This will be referred to as level 1 information.

- Place a different coloured dot (e.g. yellow) next to information that might possibly enable someone to identify the person and therefore should be shared with care. This will be referred to as level 2 information

- Place the final coloured dot (e.g. blue) next to information that would not help someone to identify the person and can be shared freely. This will be referred to as level 3 information.

As the students place the dots, record the types of information that fit into each level (e.g. hair colour, height or favourite food would be considered level 3 information).

Students repeat the 'sticky dot' process with their own self-portrait.

Homework task

Students to survey friends, family, neighbours etc. to find out whom they have shared personal information with recently (e.g. friends, bank, social networking site, Electricity Company).

Activity 2: Sharing personal information

What you will need:

- Homework task from activity 1
- Information level signs (located with worksheets)
- Information level table—enlarged to A3 (located with worksheets)

Collate the information from the homework task into a class graph. Explain that the graph indicates that we all share personal information and at times this cannot be avoided.

Divide the room into four areas (one to represent each of the levels of information from activity 1 and one for 'unsure') and label them using the information level signs (see template after the worksheets).

Read out each graph category and ask students to move to the area that indicates the level of information that should be shared with this person/forum/organisation. For example, the category is 'bank' so students may move to the level 1 area.

The teacher may extend this activity by including categories that did not appear on the graph.

Spend time discussing students' choices. Were there any categories that they were unsure about? Discuss these further. Use the information level table (see template after the worksheets) to separate the categories into the three levels of information.

Activity 3: Online personal profiles

What you will need:

- Worksheet 1: Personal details online
- Interactive whiteboard with Internet access
- The record of types of information in each level from activity 2

Recap the types of information that fit into each level.

Have students volunteer to share information about themselves that they have posted online. Ask students to identify the piece of information as level 1, level 2 or level 3.

Ask the students to decide if they are sharing too much personal information, or if they think they are keeping themselves safe.

Students work in pairs or small groups to complete worksheet 1.

Activity 4: Hector's World

What you will need:

- Interactive whiteboard, or several computers, with Internet access

- 'Hector's World stories' animation at www.cybersmart.gov.au

Explain to students that you will be watching a video about a group of friends who are excited about using the Internet and visiting lots of different sites. Ask students to think about the information the characters share online.

Watch Story 1—'Details, Details' in Hector's World stories.

You will find this at www.cybersmart.gov.au > Kids > Hector's World > Hector's World > Hector's World stories > Keeping your personal information safe > Story 1–'Details, Details'.

Answer the following questions:

- What information does Ranjeet put online?

- Could any of this information help to locate him?

- What were some of the suggestions from Hector and the others that might help to keep Ranjeet safe?

Ask students to share similar experiences they may have had.

It may be necessary to watch the video more than once.

Activity 5: Website review

What you will need:

- Interactive whiteboard with Internet access
- www.abc.net.au/abc3 and other children's websites that require registration
- Several computers with Internet access
- Worksheet 2: Visit a website
- Information level table from activity 2

On an interactive whiteboard display the ABC3 Club3 registration form. You can find this at www.abc.net.au/abc3 > Welcome to Club3 Register.

Discuss the types of information the registration form is asking for. Do students think it is reasonable for the site to ask for this information? Explain to students that the red asterisk indicates a field which must be filled in. Why do students think the site requires this particular information? What might they use it for?

Ask students to share websites they have visited that required personal information to be entered to be able to log in.

Students work in pairs (or groups of three) to complete worksheet 2. This involves visiting websites that require some form of registration or log in.

Students will assess the websites and decide if the level of information being requested appears reasonable and is consistent with the information level table completed in activity 2. Ask students to think about why the sites require this information and how it might be used. Would the students feel comfortable about providing the information requested?

Important

Students must be instructed not to complete registrations for the various sites. A high level of supervision will be required during this lesson. An alternative activity is to review sites as a class on an interactive whiteboard, or to print out copies of the sites' log in/registration pages (if possible). You may need to send a notice to parents informing them of the sites that students will be visiting (follow your school's Internet use procedure).

Activity 6: Staying safe online

What you will need:

- Worksheet 3: Scene starters

Ask children to think about how they keep safe when they go out of their front door to travel to new places, or to visit people they have not previously met.

Students form small groups and devise a role play to demonstrate visiting a new place, meeting someone new, or being in an uncomfortable situation. Students must show what they would do to keep themselves safe. To assist students, some (optional) scene starters are provided on worksheet 3.

After students perform their role play for the rest of the class, discuss and list their ideas for keeping safe.

If the idea of talking to a trusted adult has not arisen, explain to the students that it is an effective way of keeping safe.

Relate the scenarios back to the idea of not sharing level 1 or 2 personal information with people they do not know or in situations where they do not feel comfortable. This is particularly important when working online. A trusted adult should be consulted before registering for sites, or providing personal information online.

To remind students of adults they can trust, ask them to trace around their hand on a piece of paper and write the name of a trusted adult in each finger.

Worksheet 1: Personal details online

Name: _____

Have a look at the online personal profiles on the next page. Use three different colours to identify the level of information (for example, highlight all information which you consider level 1 in red) then answer the following questions:

What can you identify, or guess about each person?

Profile 1: _____   Profile 2: _____

_____   _____

_____   _____

_____   _____

Profile 3: _____   Profile 4: _____

_____   _____

_____   _____

_____   _____

Who do you think has the safest profile? _____

Why? _____

_____

_____

_____

Who do you think has the least safe profile? _____

Why? _____

_____

_____

_____

Worksheet 1: Personal details online

Profile 1

Name: Sarah Kennedy
Age: 8
Gender: Female
Date of Birth: 16/05/2003
Email: sezbunny@hotmail.com
Country: Australia

Favourite things:
Playing netball for the Surrey Hills U-10s.
Shopping at Surrey Hills mall on
Sat mornings.

Profile 2

Name: Cheesemask
Age:
Gender:
Date of Birth: 30 Nov
Email: cheesemask@gmail.com
Country: Australia
Address:
Phone:
School:

Favourite things:
Eatin' cheese!!!!!

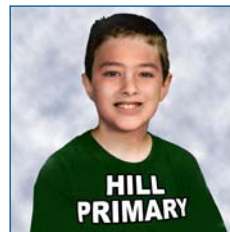## Profile 3

Name: Jay
Age: 9
Gender: Male
Date of Birth: 25/8/2002
Email:
jay@stpetersprimaryschool.edu.au
Address: Clapham
Phone number: 0437 354 698

Favourite movie:
Anything science fiction

Profile 4

Name: Peter
Nickname: P – Man
Gender: Robot
Age: 375
Email:
Postcode: Australia

Where do you normally buy your action
figures?
At the toy shop in Sunshine Plaza

Worksheet 2: Visit a website

Name: _____

Visit a website that asks for some personal information. Record the name of the site and its URL (web address) and fill in the information below.

Website	
URL	

Tick the pieces of information the site asks you for.

☐ Your first name ☐ Your country

☐ Your last name ☐ Your phone number

☐ Your street ☐ Your date of birth

☐ Your suburb ☐ Your email address

☐ Your state ☐ Your parent or guardian's email address

☐ Your postcode

Any other pieces of information the site is asking for

_____

_____

_____

_____

Do you think this site asks for too much information?
☐ Yes ☐ No

Would you feel comfortable entering your personal information into this site?
☐ Yes ☐ No

Why or why not?

_____

_____

_____

_____

Worksheet 3: Scene starters

You have just moved to a new suburb and you want to walk to the local shops. You don't know exactly how to get there but you really want to go and take a look around. What options do you have?

Your mum and dad have gone next door to the neighbour's house and someone knocks on the door. You can't see the person clearly and don't recognise their voice. What should you do?

You are home alone and the phone rings. You don't recognise the name of the caller and they ask whether your parents are home. What should you say to the caller?

You are at a local show (fair) and you want to play a game. The person on the stand says that you have to fill out a form first including your name, age and address. Do you think you should fill out the form?

It is your first day at a new school and you don't know anyone. However everyone knows your name and that you are the new person. How do you feel about that?

The new student at your school has invited you over to their house, but you have only just met them and don't know anything about them. Should you go?

You are playing at a park and you are approached by an older child whom you don't know. For no reason they ask to check out what is inside your school bag. How do you react?

The most popular person in your year level asks you for the answers to a Maths test. You want to be friends with this person but know it is wrong to cheat. What should you say?

LEVEL 1 INFORMATION

Information that helps others identify the person easily and should be kept private.

LEVEL 2 INFORMATION

Information that might help someone to identify the person and should be shared with care.

LEVEL 3 INFORMATION

Information that would not help someone identify the person and can be shared freely.

UNSURE

Information level table

Unsure	Level 3 information	Level 2 information	Level 1 information