

Upper primary unit

Sharing personal information



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Sharing personal information

Before you start

This unit is designed for students aged 10–11 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, establish profiles etc. Children often have trouble 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 and establishing online accounts or profiles, 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
- provide several examples of online forums that may request personal information
- list at least ten strategies for keeping themselves safe while online.

Unit duration

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

Required resources

- A3 paper
- 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
- Information level signs (located with worksheets)
- Information level table (located with worksheets)
- Worksheets 1–4
- Interactive whiteboard (or several computers) with Internet access
- 'CyberQuoll' animation at www.cybersmart.gov.au/cyberquoll
- 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:

- An A3 sheet of paper for each student
- A prepared self-portrait of the teacher with pieces of personal information written around the picture
- Sticky dots in three different colours

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 other portraits.

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: Staying safe online

What you will need:

- Worksheet 1: Scene starters

Ask students to think about a time when they felt unsafe. Share some ideas with the class (if they feel comfortable doing so) or write them down.

Students form small groups and devise a role-play to demonstrate an incident where someone feels unsafe. Some optional scene starters are provided on worksheet 1 if required. The role-play should include ideas or actions for keeping safe.

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 keeping safe and explain that this applies to not sharing 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.

Activity 4: CyberQuoll

What you will need:

- Interactive whiteboard (or several computers) with Internet access
- ‘CyberQuoll’ animation at www.cybersmart.gov.au/cyberquoll

Explain to students that you will be watching a video about two cousins who are beginning to use the Internet and learning about how to stay safe online.

Please note: this episode of ‘CyberQuoll’ deals with several online safety issues. You can show the whole episode to the students, or you may wish to only show the portion dealing with sharing personal information (this occurs approximately halfway through the episode).

Some of the online video requires interaction from the students (e.g. answering questions using drag and drop etc.). The video features issues such as online chatting, handles (online nicknames) and information that should be kept private.

Watch Episode 3—‘Making Waves’.

You will find this at www.cybersmart.gov.au/cyberquoll > For students > Start > Episode 3: ‘Making Waves’.

After watching the video, ask students to discuss:

- What were some of the key points?
- What did they learn?
- What were some of the ‘golden rules/tips’?
- What information did the cousins enter into their profile?
- What information should they have kept private?

Ask students to share similar experiences they might have had.

It may be necessary to watch the video several times.

Activity 5: Online personal profiles

What you will need:

- The record of types of information in each level from activities 1 and 2
- Worksheet 2: Personal details online

Recap the types of information that fit into each level (from activities 1 and 2).

Have students volunteer to share information about themselves that they have posted online, or information they have seen about others. Ask students to identify each 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.

Ask how many students leave their front door open? Why do people generally lock their front doors? Discuss.

Ask how many students would let a stranger (or even an acquaintance) walk into their bedroom and begin looking through drawers or cupboards, or read their diary?

Discuss why this would be inappropriate. Highlight the use of doors and locks to keep strangers out of our private spaces.

The information that we share about ourselves online is often difficult to keep private, therefore students must take extra care when sharing information in online forums.

Students work in pairs or small groups to complete worksheet 2 and discuss what they can identify about each person from the profiles given.

Activity 6: The ultimate personal profile

What you will need:

- Worksheet 3: Design a personal profile

Students to work individually to create their own personal profile (worksheet 3 provides an optional template). The profile must include a picture of some description (it can be a photo or a drawing). These will be shared with the class and the aim is to create a profile from which no one can identify the student. Students may need to adjust their profile if it allows them to be easily identified.

Create an 'Ultimate personal profiles' wall in the classroom to display the profiles.

Activity 7: Website review

What you will need:

- Worksheet 4: Visit a website
- Several computers with Internet access (each pair will need their own computer)
- www.abc.net.au/abc3 and other children's websites that require registration
- Completed information level table from activity 2

Students work in pairs to complete worksheet 4. Students should start by visiting www.abc.net.au/abc3 and assessing the level of personal information required to register for Club3. Do students think the level of information appears reasonable and is it consistent with the information level table completed in activity 2?

It is often impossible to avoid providing personal details. Many websites for children require registration to log in, or for membership. Students must learn to be discerning when entering details on websites.

As a class, discuss why websites ask for personal information. For example, why do they need to know a person's birth date or home address? Encourage students to question and critique who the creators of the website are and the motives they might have for requesting information. Students can also consider which information is 'required', which is optional, and why.

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 8: Creating online safety tips (assessment opportunity)

What you will need:

- A3 paper

In pairs, students to agree upon and create a 'Top ten online safety tips' poster to display around the school.

Some examples could include:

- Ask a parent or trusted adult before going online.
- Keep personal details, such as my name, address, phone number, school and photos private.
- Keep my passwords private.
- Tell a parent or trusted adult if something is rude, scary or doesn't feel right.
- Ask a parent or trusted adult before filling in forms.
- Ask a parent or trusted adult before buying anything.
- Avoid talking with people whom I do not know in real life, unless I have asked a parent or trusted adult.
- Ask a parent or trusted adult before meeting in real life someone whom I only 'know' online.
- Check with a parent or a trusted adult if something does not seem quite right.
- Use my netiquette skills.

Worksheet 1: 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?

Worksheet 2: 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 2: 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!!!!

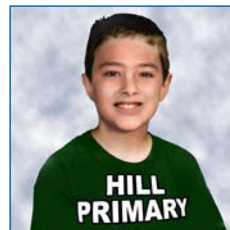


Profile 3

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 3: Design a personal profile

Name: _____

A large, empty rounded rectangular box with a blue border, intended for students to design their personal profile. Inside the box, there is a smaller, empty square box in the top-left corner, likely for a profile picture.

Worksheet 4: 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.

- | | |
|--|--|
| <input type="checkbox"/> Your first name | <input type="checkbox"/> Your country |
| <input type="checkbox"/> Your last name | <input type="checkbox"/> Your phone number |
| <input type="checkbox"/> Your street | <input type="checkbox"/> Your date of birth |
| <input type="checkbox"/> Your suburb | <input type="checkbox"/> Your email address |
| <input type="checkbox"/> Your state | <input type="checkbox"/> Your parent or guardian's email address |
| <input type="checkbox"/> 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?



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	