Introduction to Protecting Personal Information Online

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Module:	Privacy and Security
Suitable for:	Year 5, Year 6
Total Time:	60-120 minutes *(see Companion Guide for time alterations)*

The **objective** of the *Interactive Learning* lesson is:

- To understand the role privacy and security play in keeping our personal information safe online

By the end of the *Interactive Learning* lesson, **students should be able to:**

- describe simple strategies for creating strong passwords and keeping them private
- describe strategies for keeping personal information private, depending on context
- describe simple ways to increase privacy on apps and services that provide privacy settings

The **objective** of the *Once Upon Online lesson* is:

- To understand the consequences of choices online and how to seek support when it's needed

By the end of the *Once Upon Online* lesson, **students should be able to:**

- understand that online services have terms and conditions that govern their use
- explain what to do if a password is shared, lost or stolen
- give reasons why someone should only share information with people they choose to and can trust.
- explain that if they are not sure about something or feel pressured then they should tell a trusted adult

Outcomes sourced from Education for a Connected World

Note: *Students should access the Digital Matters web app via internetmatters.org/digital-matters on their device to participate in each part of their learning journey below. To begin, they should choose the 'interactive learning' option. If students do not have access to a device, please login on your teacher's account and project the screen for all students to see. Further instructions can be found in the companion guide.*

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Before the Lesson:

A Baseline Knowledge (10 mins)

Task Instructions

Have students complete the baseline assessment to gauge:

- Their understanding of private information
- What they know about security online
- What they recognise as appropriate actions to take if personal information is shared

They should fill in the "I think" box with the knowledge they currently have for each question.

Notes

This may be an activity that you do directly before the Interactive Learning or could be done separately in advance of the lesson.

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Introduction to Protecting Personal Information Online

How much do you know about how to protect your personal information online?
To start, answer the following questions by filling in the I THINK box only.
After the lesson, fill in the I KNOW box with new information you learnt or more details about the information you already knew in the "I think" section.

1. What kinds of information should be kept private online?

I think...

I know...

Use the **Baseline and Summative Assessment** handout for this activity.

Alternatively and additionally, this can be done on flipchart paper to be revisited later (and then posted in the classroom for reference); or it may be done on the white board at the front of the class.

Have students complete the first question on their own and then share with the class (to be added to paper/ white board/PowerPoint where applicable) if relevant to your class. They can also keep the assessment individual to them.

This will be revisited after the lessons are completed to assess students' progress.

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Activity 1: Starter

A Strong Password (10mins)

Task Instructions

Take the opportunity to set ground rules for the lesson as outlined in the Companion Guide.

On screen, students are provided with some people's usernames and passwords for a game. They need to tap on which passwords they think would be hardest to guess.

Notes

Students should feel safe and supported during the lesson without any pressure to share their personal thoughts or experiences. When they do ask a question or share information, other students should be respectful and open to other points of view.

Also introduce the Ask-It Basket where, at any point, students can quietly write down a question and put it in the 'basket' anonymously. For the start of the lesson, have each student write down at least one question they have about privacy and security that you will answer later in lesson and that students can add to as you go.

Once the rules are set, have students go to internetmatters.org/digital-matters and select 'Begin as a student'. Direct them to select the "Privacy and Security" subject and select the first lesson, "Introduction to Protecting Personal Information Online". From there, they should select "Interactive Learning" and begin the first activity when you direct them to.

Let children know that clicking on the helper on screen (highlighted by the flashing green ring) will give them extra information to help make their choices.

Stretch and Challenge

Level 1: Ask students to recreate one of the passwords they thought were weak.

Level 2: Students should write a sentence or two explaining why the new password is stronger.

Reflection: After students finish this activity, ask them to think about the passwords they use and whether or not they're strong enough. When they get home, do they need to update their passwords to be stronger? This is an independent task and should not be a discussion.

Note: If students do not have internet access, use the Interactive Learning handout here that they can fill out as you guide them through on your screen.

Discussion A

What makes a strong password (7 mins)

Task Instructions

Based on the starter activity, **discuss what a secure password looks like** and why Jaime, Riley and Sahara's passwords in the starter are not considered secure.

Ask students to think about what someone could do if they share their password or someone else finds out their password.

If any students completed the **Stretch and Challenge** activity, ask if any volunteers want to share the new passwords they created. Did any of them already know what a secure password should look like?

Take a moment to **answer a few questions from the Ask-It Basket**.

Notes

A secure password should:

- Use letters (upper and lowercase), numbers, and symbols
- Be eight characters long or more
- Not use obvious names or dates
- Be something easily remembered but others can't guess
- Never be shared*

*Explain that some passwords in schools will have to be shared (use specific examples from school where necessary) and children may have to share passwords with their parents – all this for a different kind of security. Examples could be all students having the same password for a school login or programme used in school.

Jamie's password is not secure because they use their name and their birth year;

Riley's password is not secure because they use their name and birth year just written backwards in all uppercase;

Sahara's password is not secure because they use their name and part of their birth year. It's not complex enough to not be guessed.

If someone's password is found out: tell parents/carers/a trusted adult and ask for help, update privacy settings and set a new password, look for advice on sites like Childnet or Internet Matters with the help of parents/carers.

If the Ask-It question links to other parts of the lesson, you may wish to wait to answer it until that point, acknowledging the good quality of the question.

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Activity 2

Account Privacy (7 mins)

Task Instructions

Ask students to share what they think being private and secure means. Clarify and explain.

On screen, students are given a scenario to read about a boy named Lucas and his online profile. Students need to select options that will make Lucas' account more private.

Notes

Being private means keeping personal information like last name, location and school name secret (not sharing with strangers).

Being secure means having good passwords and account settings that keep people from accessing personal accounts and personal information.

Stretch and Challenge

Level 1: Ask students to do the opposite – what could be added to Lucas' profile to make it LESS secure?

Level 2: Ask students to answer this question: why do some people share a lot of personal information online?

Reflection: After students finish this activity, ask them to think about a time where they created an online profile (as for an online game). Is there anything they could do to make sure their profiles are less public? This is an independent task and should not be a discussion.

Discussion B

What is data? (5 mins)

Task Instructions

As a class, discuss what data is.

What kind of **data** is Lucas giving out in his profile and why might that be dangerous?

What could Lucas do if someone started targeting him and using his information?

What did Lucas have to take from his profile to make it more private?

Notes

Data is online information about a person. It can tell things like names, locations, family and interests.

Lucas is giving people clues about who he really is and where he can be found. If someone wanted to, they could find out his true identity. People could use his identity if they know enough information about him and pretend to be him for various reasons. Or they could target him for scams and other dangerous or illegal behaviours.

If Lucas becomes a victim to stolen information: he could report the user and block them, seek support from a trusted adult such as a parent/carer/teacher or from a counsellor on Childline and/or he could ask his parent/carer to set up parental controls/help him set security settings.

He should remove his last name, change his privacy settings and change his location from his city to his country.

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Discussion C

What are privacy settings? (5 mins)

Task Instructions

Discuss what privacy settings are and what they do.

How can they keep someone safe online?

Notes

Privacy settings are available on most apps and websites. The Age-Appropriate Design Code (also called The Children's Code) means that platforms and apps that children use need to meet certain privacy standards. See more here.

Privacy settings let people select who can see their information. It's important to note that users must go into the settings to check the level of protection; not all privacy settings will be automatically set up to the highest level.

Students **could** answer:

- Keep strangers from learning about individuals
- Keep ads from targeting individuals
- Keep others people's (friends/family) information safe
- Reduces chance of being scammed
- Lets people stay anonymous online

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Activity 3

Private Information (7 mins)

Task Instructions

On screen, students have a list of private and personal information that might be on someone's profile.

They need to click or tap on the information that should **always** be hidden from strangers to make it disappear.

Review Stretch and Challenge answers.

Take a moment to answer a few questions from the Ask-It Basket.

Notes

Students should make last names, school names, passwords and friends' and parents' full names disappear.

Stretch and Challenge

Ask students to answer the following: even though it's okay for someone to share their first name and country, what could they do to make these things even MORE secure?

Suggested answers:

- Create a username/pseudonym/nickname that people can know them by rather than their real first name
- Don't even list their country or list a different country. They could even list their continent instead
- Make sure they always talk about their country and not specific parts that show a more exact location

Reflection: After students finish this activity, ask them to think about what they could do better to keep their information more secure online. This is an independent task and should not be a discussion.

If the Ask-It question links to other parts of the lesson, link back to areas already covered.

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Staying Secure (5–7 mins)

Task Instructions

If you are splitting the lesson into two parts, stop here with this plenary.

Provide students with a piece of cardstock, an index card or another type of paper.

On the paper, have students answer the following in 3-5 bullet points: What are good ways to keep personal information private and secure online?

Have a short discussion on what students came up with.

Notes

Possible answers could include:

- Keeping personal information to oneself/not including it in a profile
- Updating profile/account settings with parental controls or other safety settings
- Blocking/reporting people who might be asking for personal information
- Talking to a parent/carer/teacher/trusted adult about account security

Encourage students to aim for five bullet points to show they are 'experts'.

If flipchart paper is used, add students' answers for reference in the classroom.

Have students take their list home to share with a parent/carer, other trusted adult or sibling. You may even ask them to ask their family to try and guess what they have on their list or quiz them.

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START POINT
Starter

Reviewing Privacy and Security (10 mins)

Task Instructions

If you are splitting the lesson into two parts, begin the second part with this starter.

Review rules from last time and revisit the Ask-It Basket, reminding students of its use.

Review: thinking back to the Interactive Learning lesson, how can thinking about privacy and security when creating online accounts keep someone safe?

Discuss: if someone finds their account security in trouble, what could they do?

Take a moment to answer a few questions from the Ask-It Basket from the previous lesson.

Have children open the web app.

Notes

Students can discuss as a whole class, in groups or in partners. Share as a whole class at the end if the latter two options are chosen.

Possible answers could include:

- Users are more aware of how their information could be used by others so take better steps to keep it private
- It makes it a lot harder for strangers to guess login information or locate someone in real life
- It can encourage them to set privacy and security settings for a little more peace while playing or browsing
- It makes them more aware of what strangers might be looking for and helps them secure their accounts accordingly.

Emphasise the following actions as possibilities:

- Asking a trusted adult such as a parent, carer or teacher for help
- Blocking and reporting anyone who is targeting them and then telling a trusted adult

- There are websites like Childnet.com that have information for kids on a bunch of different topics. If there isn't an immediate danger, looking on there for more information is a good route.
- Asking questions on the Childline.org.uk message boards or talking to someone at Childline can help ease worries and give useful information

You may choose to answer a few more Ask-It questions than usual to help with review and understanding of the topic.

Have children go to internetmatters.org/digital-matters and select "Begin as a student." They should then select the "Privacy and Security" subject followed by the "Introduction to Protecting Personal Information Online" lesson. When you are ready, have them select "Once Upon Online" to get started. They will first need to select a helper before they get to the first scenario.

Introduction

Once Upon Online's First Scenario (5–7 mins)

Task Instructions

Students begin Once Upon Online by choosing their helper to help them through the journey.

Read the first scenario as a class. Discuss: are the choices Elan is thinking about making safe choices? Why or why not?

Notes

Clarify that in real life, we have a lot more choices. However, through Once Upon Online, Elan only comes up with two choices for each scenario. Children should be encouraged to think about the other options Elan could make but realise that they will have to choose just one of the choices Elan has thought of.

Students are tasked with helping Elan reach a positive outcome using their knowledge even if she has started with a negative choice.

Note: *if students do not have internet access, use the Once Upon Online template for them to fill in as you guide them through the story on your screen.*

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Activity 4

Once Upon Online (15 mins)

Task Instructions

After the first scenario, students can continue on their own. They must fully read each scenario and choose an option to help Elan on her journey. Some choices will lead to positive outcomes while others will be more negative or mixed.

Once students get to the end of the story, they should print out their journey and the reflection questions. Have them answer the questions on the page or in a separate notebook.

Notes

Optional: have half the students start by choosing one option while the other half chooses a different option to guarantee different outcomes. This could work especially well for classes who understand the concept of privacy and security really well.

Accessibility options are available for students who need different fonts or need to have content read for them. It may be advisable to pair some students up or place them in groups with an adult helper so they can all do the journey together with support.

When students select an option, they will get immediate feedback on the effect of their choice. As they go through their journeys, ask them questions such as:

- How might the character feel?
- What other decisions could the character make?
- Is this the right journey for the character? Where might they end up?
- How could the story change if different choices were made?

Stretch and Challenge

Level 1: Ask students to redo the journey by choosing the opposite of their preferred choices. Is the new outcome surprising? Why or why not?

Level 2: Ask students to share their endings with peers around them. Are there any similarities? Discuss what options led to the different (or same) end points.

Reflection: After students finish this activity, ask them to think about Elan's journey and the choices she made. If you accidentally gave out your personal information, what choices could you make to fix the problem? This is an independent task and should not be a discussion.

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Activity 5: Plenary

Where did Elan's journey lead? (10 mins)

Task Instructions

As a class, discuss the outcomes students found. Did everyone end at the same point or were different paths taken? Ask students with different endings to volunteer to share the choices they made to get to that point.

Notes

Ensure that you're choosing volunteers rather than putting children on the spot. Try to choose 3-5 students depending on time available.

While students are sharing their journeys, these are some guiding questions to help them reflect on the journey:

- Why was it better for Elan to choose X instead of Y?
- What are some other choices Elan could have made that weren't in the story?
- Which choices might Elan have found most difficult and why?
- What choices could Elan make to get to a different end point?
- Would someone make the same choices outside of the story? Why or why not?

Introduce the take home activity on the follow pages.

Take Home

10–20 mins

Task Instructions

At home, students can discuss their Once Upon Online journey with their parent, carer, older sibling or someone else they live with.

Using the reflection questions, students review their in-class journey and then complete the take home activity that you've chosen.

Notes

In the teacher's Companion Guide, you'll find a letter to parents explaining what Digital Matters is and how they can get access to the Parent and Carer Companion Guide. This will help them test or improve their knowledge on the subject as well. If you did not send it home prior to the lesson, sending it home now would help parents understand the app a little better.

You can decide which take home activity would best suit your class:

Option 1: Have students show their parents the printout of their journey in Once Upon Online. With their parents' help, have students consider what other choices the characters could have made on their journey and what the results might have been. [Slide 14]

Option 2: Students share their Once Upon Online journey and reflection with a trusted adult or older sibling at home. The trusted adult or sibling then should be encouraged to do the journey themselves to see what outcome they get. The student and adult/sibling can then discuss and compare the choices the character made. [Slide 15]

In the next lesson or as a review, students can share the additional options they thought of or the outcomes of the trusted adult/older sibling's journey and what they found out.

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After the lesson

Summative Assessment (10 mins)

Task Instructions

Return to the baseline assessment. Have children fill in the "I know" box for each question either including new information they learnt, information they got wrong or adding to the information they already have.

Notes

This can be done immediately after the lessons as a part of the plenary or may be done after students have had a chance to complete any take home activities.

You may wish to have students complete the "I know" section in a different colour to the "I think" section for greater contrast.

If this was done as a whole class as well, ask students to share their new knowledge and complete the paper for display in the classroom or the whiteboard/PowerPoint for reference.

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