

# Safekeeping Personal Information

Grade Level: 3-5 | Length of Lesson: 60 minutes

## Guiding Question

What is the importance of keeping your personal information safe in a virtual space?

## Student Outcomes

### Enduring Understanding(s):

Students will understand:

- Why it is important to keep personal information safe in virtual spaces
- Expectations for keeping personal information safe in virtual spaces

### Student Objectives (What Will Students Know and Do):

Students will be able to:

- Understand the importance of keeping personal information safe in virtual spaces
- Explain the importance of keeping personal information safe in virtual spaces
- Create a poster to teach others about keeping personal information safe in virtual spaces

## Performance Tasks and Other Evidence of Learning:

Students will create a poster to promote keeping personal information safe in virtual spaces

## Lesson Plan

### Description

In this lesson, teachers use discussion points to stress the importance of not revealing personal information online, addressing the types of information that should be kept private, safety rules students should follow to prevent unwanted contact, and how to “ignore and report” when they receive inappropriate messages. Students utilize their knowledge to create a poster to help others understand these concepts.

Students may utilize digital tools or non-digital materials to create their poster based on availability and district guidelines. Teachers should refer to their own District or School’s Acceptable Use Policies and guidelines regarding accessing web-based resources and digital tools before using them with students.

## Warm-up

Ask students if they would go downtown in a big city and hand out cards with their addresses on it to everyone they saw. Would they go to a large mall and give out their cell phone numbers or their parents' credit card numbers to shoppers?

Why or why not?

Ask students to name some other types of information or objects people should not give to strangers, such as house keys, alarm or door security codes, bicycle lock combinations, student IDs, and so forth.

Next, ask students if they would hand out party invitations to friends with their address and phone number on it. Discuss how this is different than handing out information to strangers.

Explain to students that when they put information on the Internet, they are giving information to everyone who goes online all over the world! Even on safe and secure sites, someone might copy and paste the information to another place. Students should always be careful with their personal information online.

If needed, use discussion points found in the resources section to introduce students to the importance of not revealing personal information online:

- Discuss what information is considered personal information, including home address, school name and location, cell phone number, picture, and passwords.
- Discuss how to prevent unwanted contact from people online: think before communicating, do not give out email addresses and cell phone numbers online, and stay away from risky Web sites.
- Discuss what students should do when they receive a message that makes them uncomfortable. Make sure they understand that their main response should be to "ignore and report."

## Activity

Once the discussion is completed, tell students that they will be creating a poster that teaches others about safekeeping personal information. Have a brainstorming session to generate ideas for information to share in the poster.

Students will work in small groups (2-3 students) to design their poster. Remind students that as they create their poster, they need to do the following:

- Identify who their audience is
- Create an outline of the topics to cover
- Create a sketch of the poster they are designing
- Determine what medium (paper or digital) they will use for their final product

Have students post/hang their posters so that their audience is aware of how to keep their personal information safe in virtual spaces.

*Optional: Share the posters with family, campus and district staff, school board members, and community stakeholders during a technology showcase.*

## Modifications/Differentiation

Students work in small groups (3 students) to conduct research then create an informational brochure about safekeeping personal information in a virtual space.

- Students research and identify ways to keep personal information safe in a virtual space.
- Students identify who their audience is.
- Students create an outline of the topics to cover.
- Students create a prototype of the 6-panel brochure that includes what information will be placed on each panel. It is recommended that each student in the group create 2 panels of the brochure.
  - » Front panel will include the title, a brief description of the brochure’s topic, and an image.
  - » Back panel should include last names of the students that were in the group and a creative name for the public service organization that they represent.
  - » The remaining panels may be designed as the students see appropriate.
  - » Remind students that positive messages have more impact.
  - » Remind students to be concise with their writing.

Students may utilize digital tools or non-digital materials to create their poster based on availability and district guidelines. *Be sure to have students cite the sources for images used.*

## Resources/Materials

Safekeeping Personal Information Discussion Key Points

### Prevent Unwanted Contact

Unwanted contact could include contact from strangers or people students know who act inappropriately. Tell students to avoid communicating with people they don’t know through email, instant messaging, and text messaging. Explain that strangers online are still strangers, just like the people students see in person in stores, at events, and so forth.

Ask students if they think people are always truthful online. Discuss how someone could trick others in chat groups, forums, email, and other online communication. Tell students the best way to prevent unwanted contact from strangers is to be very careful about who they communicate with. Talk about the difference between “good” and “bad” strangers. Good strangers are people online from reliable sites, such as research experts, or moderators who are there to help people on discussion boards or forums.

Tell students to not engage in hurtful online behavior. Explain that posting hurtful comments online will only draw negative attention to students.

Ask students what kinds of sites they think would be risky. Make sure students know to avoid those sites and discuss options of other types of sites to visit. Remind students to type Web addresses carefully and not to click advertisements, pop-ups, or suspicious links.

Warn students that if someone they don’t know “whispers” (sends a private comment to the student instead of to the online group) to them on a site, such as a chat group, forum, or online game, the comment is still being sent from a stranger and information is still being sent online. Ignore and Report.

## Prevent Unwanted Contact

Tell students that if they receive a message that makes them uncomfortable, they should not respond to the message and they should report it to a trusted adult immediately, such as a teacher or parent or guardian. Explain that talking to their friends can help make them feel better, but adults can help them solve their problem.

Let students know that telling a trusted adult keeps them safe. They might also have to tell the adult that they visited a risky site (such as clicking an advertisement or going to an adult site) or posted personal information online, but being truthful and getting help is always better than getting harmed.

Discuss with students that if someone asks them to do something that seems risky or makes them uncomfortable, even if that someone is a friend or person they know, they should say “stop” to themselves and leave the site or close the program (such as email or instant messaging).

Tell students that they can help protect their own safety by keeping personal information private and controlling what they do and who they talk to online.

## Private Information

Tell students that protecting personal information helps to protect them against scams, harassment, and predators. They never know who will see their information. Personal information includes any information that identifies where a student lives, goes to school, regularly performs activities, and daily schedule. It also includes students’ cell phone numbers, email addresses, social security numbers, and passwords.

In the past, students were told not to use their real names online. In some cases, using real names is OK and could be useful if no other identifying information is provided online. For example, if students use real names in instant messaging on a school network and problems occur, teachers could review the instant messaging log to see who said what. Parents or guardians could monitor logs in the same way.

For school work, consider having students use their first name and last initial.

Tell students to never fill out an online form, survey, or quiz that asks for personal information without first asking their teacher or parent or guardian. Some quizzes that look harmless gather information and use it to scam people. For example, an IQ quiz might ask a few questions and then ask for a cell phone number so the IQ score can be sent. After students enter the cell phone number in the quiz, the phone bill is charged a fee.

Remind students that they should also keep other peoples’ personal information private, including information about friends and family members. Tell students to never post their parents’ credit card number online or their friend’s home address, email address, or cell phone number.

Just remember—be safe and smart whenever you use technology!

### STANDARDS

All curriculum found on Learning.com is aligned to applicable national and state standards. For detailed information on standard alignments, please email [standards@learning.com](mailto:standards@learning.com).