How To Protect Your Personal Information

PRIVACY AND ONLINE SAFETY

Objectives:

Students will be able to:

- Give some examples of personal information.
- Explain why it's important to avoid sharing personal information.
- Explain why scammers want personal information.
- Practice strategies to protect their personal information.

Challenge Overview:

- **Intro:** It's game day in Youville. There's a classic baseball matchup: Claudies versus Youbies. The Claudies are trying to keep the Youbies from scoring by pitching them different scenarios.
- **Challenge:** Help the Youbies baseball team defeat the Claudies by responding to each scenario using the three questions. Get to home plate and win the game.
- **Outcome:** When the last Youbie crosses home plate, the Claudies retreat to their locker room and The Claud moves on to another part of Youville. Once all groups complete the activity, the class gets a piece of the JumboFan.

Materials:

- *How To Protect Your Personal Information* slide deck
- *Help the Youbies Clear the Bases* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

Time: 45 minutes

Instruction:

Warm-up (10 minutes):

1. **Project slide 3 from the *How To Protect Your Personal Information* slide deck, and ask:** "What are some examples of things you think might be personal information?" [Write or project initial answers on the board. Listen for examples like full name, date of

birth, address, or username and password.]

2. **Say:** "Your personal information has value. The people you encounter online are not always who they say they are. Anyone asking for your personal information online could be a scammer — someone who tricks people to steal their money or personal information. They might ask for personal information from anyone — even kids — to get access to your accounts and passwords, your parent's credit card information, or your family's accounts and passwords."

Mini Lesson (5 minutes):

1. **Project slide 4, and ask:** "How many of you would give a stranger your full name and address if they asked you in person?" [Wait for responses.] "If you wouldn't share it in person, don't share it online."

2. **Project slide 5, and say:** "Imagine you're playing a game online and a player you don't know in person gives you a compliment and wants you to connect with them on a chat app. How would you respond?" [Have a few students give responses.]

3. **Say:** "Scammers and people who might not want what's best for you try to build your trust so they can get your personal information. One way to respond is to say, 'No thanks. I'd rather just keep playing the game.'"

4. **Project slide 6, and say:** "But you have other choices about how to respond, too. You could choose to ignore them, block them, talk to a parent or trusted adult, report them, and set your privacy settings in the game to only allow people you know. Depending on the situation, you might use more than one of these options."

Challenge Activity (20 minutes):

1. **Project slide 7, and say:** "Now, let's move into our challenge activity — *Help the Youbies Clear the Bases.*"

2. **Project slide 8, and say:** "It's game day in Youville. There's a classic baseball matchup: Claudies versus Youbies. The Claudies are trying to keep the Youbies from scoring by pitching them different scenarios."

3. **Divide the students into small groups.** Pass out the *Help the Youbies Clear the Bases* activity sheet.

4. **Say:** "At each base, your team will read the scenario, discuss the three questions we're about to discuss, and write down what you would do next. Clear the bases to make it back to home plate and win the game."

5. **Project slide 9, and say:** "Here are the three questions you'll ask:

   - **WHO** wants this information?

   - **WHAT** are they trying to get me to do?

   - **WHY** do they want my personal information?"

6. **Bring the class back together.** Once all groups complete the activity, select a student from each group to share how they used the three questions and chose to respond to a scenario.

Wrap-up (10 minutes):

1. **Ask:** "Thinking back to the activity, were there any scenarios that your group found challenging?" [Give time for responses and discussion with the class.]

2. **Project slide 10, and say:** "Good job! Looks like the Youbies beat the Claudies and protected their personal information. The Claud has moved on to another part of Youville."

3. **Reward the class** with a piece of the JumboFan, which they can decorate and add with glue or tape to the JumboFan sheet.

4. **Say:** "When we finish all of the challenges and collect all of the pieces of the JumboFan, we will take it up the highest point in Youville and blow The Claud away for good."

Assessment:

- Monitor each student's participation during the activities.

Learning Standards:

International Society of Technology in Education Standards (ISTE)

1.2 Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working, in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- **1.2.b.** Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- **1.2.d.** Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Common Core State Standards (CCSS)

English Language Arts (ELA) Standards

College and Career Readiness Anchor Standards for Reading
Key Ideas and Details
R.CCR.1   Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Knowledge and Ideas
R.CCR.7   Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration
SL.CCR.1   Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.2   Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3   Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
SL.CCR.4   Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

American Association of School Librarians (AASL) National School Library Standards

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

C. SHARE: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

    1. Interacting with content presented by others.

III. COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.

B. CREATE: Learners participate in personal, social, and intellectual networks by:

    2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

V. EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

D. GROW: Learners develop through experience and reflection by:

    1. Iteratively responding to challenges.

SHAPE America National Health Education Standards

Standard 5
Use a decision-making process to support health and well-being of self and others.