

What Information Is Personal

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.

Challenge Overview:

- **Intro:** The Claud has blown into Privacy Park. While the Youbies enjoy the trails, The Claud wants to soak up their personal information.
- **Challenge:** The Youbies must work together using the *Help the Youbies in Privacy Park* activity sheet to make their way through Privacy Park while protecting their personal information.
- **Outcome:** If the Youbies complete the challenge — by protecting their personal information — The Claud will dry up and leave the park. Once all groups complete the activity, the class gets a piece of the JumboFan.

Materials:

- *What Information Is Personal* slide deck
- *Help the Youbies in Privacy Park* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

Time: 45 minutes

Instruction:

Warm-up (5 minutes):

1. Project slide 3 from the *What Information Is Personal* 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.]

Mini Lesson (10 minutes):

1. **Project slide 4, and ask:** “Why do you think someone might want your personal information?” [Have a few students answer.]
2. **Say:**
 - “It’s important to think about the situation. Sometimes, in real life you need to share this kind of information — like at a doctor’s office, at school, or at the ticket counter in an airport. And it’s fine to share your birthday with a friend on the school bus.
 - But if someone you don’t know asks for personal information online, don’t share it — even if it seems like it’s part of a fun game or someone promised you a free prize. It’s best to tell a parent or trusted adult because it might be a scammer or someone who wants to misuse the information you give them.”
3. **Say:** “People online aren’t always who they say they are. Someone who asks for your personal information online could be a scammer. Scammers try to trick you to steal your money or information. Why? Because information like your parent’s credit card numbers and your family’s accounts and passwords have value.”
4. **Project slide 5, and ask:** “How do you think they get that information?” [Take answers from a few students.]
5. **Say:** “Often, scammers call, text, email, or message you online. Here are some examples:
 - Scammers say you’ve won a prize, but they need your username and password to give it to you.
 - Scammers say there’s a problem with one of your online accounts, and they want you to pay.
 - Scammers use online quizzes that ask for things like your date of birth or the street you live on.
 - Scammers pretend to be someone you know to trick you into giving them information like your home address.
 - Scammers befriend you on a game and ask questions to learn more about you.Scammers pressure you to respond right away. They don’t want you to have time to think.”
6. **Say:** “Yesterday, I got a text message from my favorite store saying I’d won a free tablet. They said I had only five minutes to click the link and respond and I needed to enter my account username and password to get it.”
7. **Project slide 6, and say:** “Here are three questions I use to slow down and avoid sharing personal information:
 - **WHO** wants this information? (I don’t really know but it could be a scammer.)
 - **WHAT** are they trying to get me to do? (Give them my username and password.)
 - **WHY** do they want my personal information? (I don’t know. But why do they need my username and password if I’ve won something? What could they do with this information? Could they use it to log into my account?)

This didn't really happen to me, but it is an example of what can really happen. Thinking through these questions, here's how I'd respond. I would not share my username and password for this offer. Because once I give out my personal information, there's no way to get it back. Whenever someone you don't know asks you for personal information, don't share it."

8. **Project slide 7, and say:** "If anything like this happens to you online, it's probably a scam."
 - Don't respond.
 - Don't click on any links. Clicking a link might install malware that steals your information or damages your computer or phone.
 - Show the message to a parent or trusted adult and discuss it with them."

Challenge Activity (15 minutes):

1. **Project slide 8, and say:** "Now, let's move into our challenge activity — *Help the Youbies in Privacy Park*."
2. **Project slide 9, and say:** "The Claud has blown into Privacy Park. While the Youbies enjoy the trails, The Claud wants to soak up their personal information. Help the Youbies defeat The Claud by protecting their personal information."
3. **Project slide 10, and say:** "Imagine you're walking through Privacy Park, and someone you don't know stops you and asks for your address. Would you share it?" [Listen for a few students to respond.] "You probably wouldn't. Let's talk through the three questions to understand why you shouldn't share that kind of information." [Lead a discussion using the three questions on the screen.] "You wouldn't share this information if you were in a real park, so don't share it online either."
4. **Divide the class into small groups.** Pass out one *Help the Youbies in Privacy Park* activity sheet to each group. Assign roles within each group: reader, recorder, and question asker. Then read the instructions and give the groups 10 minutes to complete all stops on the Privacy Park map.
5. **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 at one of the stops in Privacy Park.

Wrap-up (15 minutes):

1. **Project slide 11, and say:** "Let's review what we've learned. [Students can answer questions written or orally.]
 - What are some examples of personal information?
 - Why is it important to avoid sharing personal information online?
 - Why might scammers want your personal information?
 - How might scammers get your personal information?
 - What three questions should you ask when someone asks you for personal information?

Whenever someone asks you for information, slow down, ask yourself the three

questions, and talk to a parent or trusted adult. Because once you give out your personal information, there's no way to get it back."

2. **Project slide 12, and say:** "Good job! Looks like the Youbies protected their personal information in Privacy Park. 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 glue or tape to the JumboFan sheet.
4. **Say:** "When we finish all the challenges and collect all the pieces of the JumboFan, we'll take it up to the highest point in Youville and blow The Claud away for good."

Assessment:

- Students answer Exit Ticket questions (written or orally).

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.

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.

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.