

Teacher’s Guide to the Student Module on *Personal Information and You*

Overview

This guide provides teachers with activities that could be used to support learning for the student module, “*Personal Information and You*”.

Ideally, each student should have access to a computer (and headset) to engage in the module independently.

Curriculum Links

The learning from the module is related to curricular expectations and areas, including:

2015 Grades 1 to 8 Health and Physical Education Curriculum

Grade 4

C1.2 identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely [IS]

Grade 7

Personal Safety and Injury Prevention C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., benefits: saving time; increased access to information; improved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responses

- Front matter of all curricular documents under “THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY in...”

Before the Module

Anticipation Guide

An Anticipation Guide is a strategy that is used to activate students' prior knowledge and build curiosity about a new topic. Before engaging in the module, students respond to several statements that challenge or support their preconceived ideas about key concepts that are about to be explored.

Mark whether or not you agree or disagree with each statement on the *left* side of the page. At the end of the module, go back and decide whether you still agree or disagree on the **right** side of the page.

Agree	Disagree	Statement	Agree	Disagree
		As a student, I do not have any rights about my personal information.		
		If I am taking photos of my friends and putting on SnapChat, I do not need their permission or consent to post.		
		Each person is only responsible to protect their own privacy.		
		What I do online is my own business; I can post whatever I like no matter what anyone else thinks.		
		Anything that can be used to identify a person is considered personal information.		

After the Module

Review – What is personal information?

Activity 1

- Students write examples of personal information on sticky notes to make a class anchor chart
- Students write a graffiti anchor chart of examples of personal information
- Students look around the classroom to identify any personal information

Activity 2

1. Student groups create a sorting game by providing samples of items with personal information and samples of items that do not contain personal information; then, groups will exchange sorting games to play
2. Student groups can also create the “answer key” for their sorting games, including reasons why the items were considered personal information or not.

Resources

To support student understanding of personal information:

<http://www.privacysense.net/terms/personal-information/>

Review – What is privacy? What are your rights and responsibilities?

Activity 1

Provide the following information from “FACT SHEET: A summary of the rights under the Convention on the Rights of the Child”:

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Engage students in an inside/outside circle to discuss the following questions:

- How can you help protect your own privacy?
- How can you help protect the privacy of others?

Activity 2

Students can respond to the image “Jack Splatt” or the “Bella’s messy room” by:

- Drawing a word web for all of the emotions one would feel if they were Jack or Bella
- Writing a short letter of apology to Jack or Bella for sharing the inappropriate images, which would include an explanation of why sharing the image was inappropriate
- Role playing a conversation between either Jack and Bella or Bella and her mother after the images were shared

Resources

To support student understanding of responsible behaviour and sharing information and images online:

http://mediasmarts.ca/sites/mediasmarts/files/pdfs/tipsheet/TipSheet_Think_Before_You_Share_2.pdf

http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet_dotherightthing.pdf

<https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/social-smarts-privacy-the-internet-and-you/>

Review – What is consent?

Activity 1

- gallery walk with posters available at <http://www.aml.ca/i-agree/>
- scavenger hunt (find the user agreements for the various tools, e.g. Twitter, SnapChat)

Resource to support further learning and practice about consent and respect:

http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_online_relationships_respect_consent.pdf

Note for Teachers: Schools have the legal authority to collect student personal information and use it for educating students--as long as only information that is required to do our jobs is collected and nothing more. Parents/guardians need to be aware of the purpose for which information is collected; we accomplish this through the notice of collection that appears on our forms, e.g., the student registration form.

Ideas to Integrate the Learning

- Using your school/classroom social media account (e.g., Twitter), support all three topics (personal information, privacy rights and responsibilities, and consent) through teachable moments in the classroom - examples:
 - **personal information** - teacher could take a photo of learning in the classroom containing personal information and have students help the teacher to retake, crop, etc. in a way that removes personal information
 - **rights and responsibilities** - at the beginning of the year when establishing what social media platforms to use, review the user agreements, and revisit throughout the year
 - **consent** - before a teacher posts anything, they should model consent by asking students if the information can be shared with parents

Supporting Resources

QUICK FACTS FOR PARENTS Learning about Online Safety, Including Risks of Sexting

<http://www.edu.gov.on.ca/eng/curriculum/elementary/HPEonline.pdf>