



## LESSON FOCUS 2: Video and personal info

YEAR  
5

### Lesson Focus 2: Video and personal info

#### This focus will enable students to:

- recognise the importance of safe and responsible use of digital technology
- recognise that personal information can be used to identify or locate people
- understand how or where to seek help for themselves or others if they experience problems when online
- understand the importance and what constitutes a strong password
- evaluate the privacy settings of individual online user profiles



50 minutes

#### WA HEALTH AND PHYSICAL EDUCATION SYLLABUS:

##### Being healthy, safe and active

- Strategies that promote a safe, healthy lifestyle, such as:
  - Being safe in an online environment

#### WA TECHNOLOGIES – DIGITAL TECHNOLOGIES SYLLABUS:

##### Collaborating and managing

- Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and information for solutions

#### PREPARATION AND MATERIALS

- Projector to show media clips as a class
- Blank paper
- Pens
- Activity Sheet: #GameOn Teacher Guide
- Printed photo of every student



## LESSON FOCUS 2:

### Video and personal info



#### CONTENT

#### Activity: Are you cybersmart?

(ACPPS054)



5 minutes



Decision  
Making  
Online

**Teacher's Tip:** Being cybersmart means you behave in safe and responsible ways when you are online. You may wish to revisit this activity during and after the viewing **Ringling Ryan** to discuss students' changing opinions of their online behaviour.

1. Distribute **one blank sheet of paper** to every student.
2. Students draw a line scale from 0 to 10 and rate how cybersmart (safe and responsible when online) they think they are. The higher the score, the more cybersmart they think they are.
3. Under their scale, have them list the reasons why they gave themselves the score they did.
4. Students then share one of the ways in which they keep themselves safe online.



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### Discussion: Game On

(ACPPS054) (ACTDIP022)



15 minutes



Self  
Awareness  
Online



Managing  
Ourselves  
Online



Social  
Awareness  
Online



Decision  
Making  
Online



Relationship  
Skills  
Online

#### 1. Show the video “**Ringing Ryan**”

<https://www.esafety.gov.au/educators/classroom-resources/gameon/student-home>

**Teacher’s Tip:** Stop the video whenever you feel necessary to facilitate a class discussion using key questions from the Activity Sheet: #GameOn Teacher Guide. The following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:



**Unplugged:** Class discussion guided by key questions from the **Activity Sheet: #GameOn Teacher Guide**.



**Plugged:** To support students development of skills in an online forum, a resource like Padlet ([www.padlet.com](http://www.padlet.com)) could be used, allowing you to pose questions from the **Activity Sheet: #GameOn Teacher Guide** and provide time for students to share their thoughts and have an online discussion.

#### 2. Students review their rating scale to determine if their attitudes towards their safe and responsible online behaviour has changed.



## LESSON FOCUS 2:

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#### Discussion: Personal details

(ACPPS054)



10 minutes



Decision  
Making  
Online

#### Read aloud:

When you intentionally or unintentionally (e.g.: via geotagging, poor privacy settings or sharing passwords) share personal information like your phone number, personal email address, the name of your school, or home address in online environments, there is a risk it could be used in ways you may not have thought about.

Personal information gathered online can be misused and result in things like spam, scams, fraud, unwanted contact and grooming or even identity theft. Photos or other media that are posted online might end up travelling more widely than intended or could be 'harvested' from websites and used for unintended purposes.

Ollie said "I was just mucking around on my phone. I wasn't doing anything you're not supposed to do. Everyone takes selfies". He learns he needs to be more careful online. Posting selfies is risky, especially if you allow the public to view and share these images.

It is important to be aware of where and how much information that identifies you is available online. Encourage students to also think about who can access it, what others may be doing with their information and the impression they are leaving for others to find. Show students how to set up a Google Alert or similar online service to advise them when information such as their mobile number, address or name is uploaded.

#### 1. What are personal details?

**Teacher's Tip:** Personal information is any information that enables you to be identified. Personal information may include your:

- full name
- address
- school
- username and password
- date of birth
- phone numbers
- email address
- bank details

Personal information may also include photographs that identify you, where you live including via geotagging and where you go to school.

#### 2. When might you be asked to enter your personal details online?

#### 3. How can you protect your personal information?

Explore the following website to help guide classroom discussion on strategies students can use to protect their privacy when they are online: <https://www.esafety.gov.au/parents/skills-advice/privacy-child> (Scroll down to select 'Kids and teenagers 5-17')

#### 4. What would you do if you knew your personal details had been used or stolen? Who can you contact about if you have an upsetting online experience?





## LESSON FOCUS 2:

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#### Discussion: Sharing passwords

(ACPPS054)



5 minutes



Decision  
Making  
Online

1. In the video the classroom teacher says “If someone gets hold of your password, if you give out your personal details, you make it easy for someone to pretend to be you”
2. Passwords protect your personal information and help you to maintain your privacy when you are online. Choosing strong passwords (and not sharing these) will help you to protect your personal information and your online reputation.
3. Discuss the following questions:
  - Why do we have passwords? Why is it important to keep your password a secret?
  - When do you use a password? How many passwords do you have?
  - What do you think could happen if someone knows your password?
  - How weak or strong is your password?

**Teacher’s Tip:** Choosing strong passwords will help you to protect your personal information and your online reputation.

#### Examples of Password Tips:

- Only you and your parents should know your password.
- Do not tell your friends your password.
- Don’t use passwords that are easy to guess.
- Create passwords with at least eight characters by combining letters, numbers, and keyboard symbols.
- Change your password regularly.



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#### Activity: When I post something online how permanent is it?

(ACPPS054)



10 minutes



Decision  
Making  
Online

Take a photo of each of your students individually and print these out prior to the lesson (ideally you want these **photos printed out to a size roughly just under A4**).

**Teacher's Tip:** The learning hook for this activity is to explain they are going to rip their photo up into as many pieces as possible, and that they are then going to play a game where they need to trade one piece of their photo for a piece of someone else's. Explain to the students that the goal of this activity is to try and get as many pieces of different photos as possible.

- Set a timer and provide approximately 5 minutes to complete this activity. This is likely to be a noisy activity. (Note: The more people involved in this section of the activity the better it will work. Consider doing this across year levels and within a year level too).
- Stop when either the timer has run out or you feel the students have exchanged enough photos.
- Explain that they now need to get ALL the pieces of their photo back. Provide a much shorter time frame for this, approximately 1 – 2 minutes (once again, this is a rough estimate of the time to be given, it will depend on the cohort of students as to how long they need here). The important part is to stop the activity prior to students being able to get all the pieces of their photo back.
- Once the time has elapsed and students have retrieved as many pieces of their photo as they can, discuss:
  - How when you share a photo online a copy of that photo can be made on someone else's device? Have students discuss with one another how they think this idea relates to the activity they have just completed.



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#### Extension Activity: When I post something online how permanent is it?

(ACPPS054) (ACTDIP022)



5 minutes



Decision  
Making  
Online

Students glue the pieces of their photo that they have managed to get back into their book, and then write their reflections on the following questions:

- What were you asked to do?
- What happens when you share a photo or piece of information online?
- How does this activity relate to sharing information online?

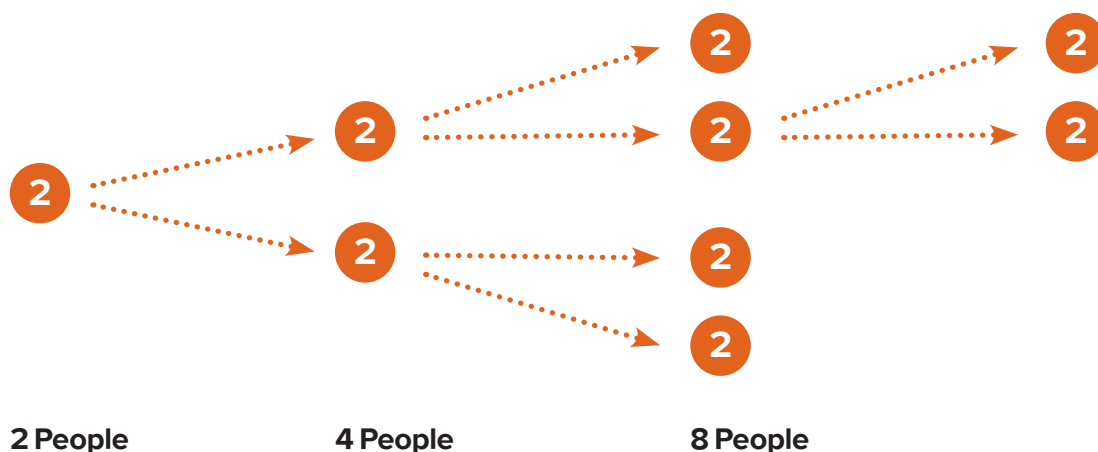
"If you were to share a photo with just two people, and then those two people shared the photo with others, and so on, how quickly would the photo spread?"

**Teacher's Tip:** Students are to make predictions about how fast they think the photo will be shared. The following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:



**Unplugged:** Students could use factor trees to visually represent this sharing of information.


#### Example of a 'Factor Tree':





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 **Plugged:** Students could use an application like Popplet ([www.popplet.com](http://www.popplet.com)) to present this data as a line graph.

“How does a factor tree or line graph help us understand how the information is passed on?” Discuss how difficult it was to retrieve the photo from just the number of people in the class.

### Connection with home

*Teachers may like to share the following information with parents:*

Today your child learnt about **keeping their personal information safe online** as part of the curriculum for the Cyber Friendly Primary Schools project run by the Telethon Kids Institute.

#### **This lesson focus enabled students to:**

- recognise the importance of safe and responsible use of digital technology
- recognise that personal information can be used to identify or locate people
- understand how or where to seek help for themselves or others if they experience problems when online
- understand the importance and what constitutes a strong password
- evaluate the privacy settings of individual online user profiles

Parents are encouraged to access the Cyber Friendly Primary Schools website which provides tips and strategies for families to help children develop positive online social and emotional learning skills:

[cyberfriendlyprimary.telethonkids.org.au](http://cyberfriendlyprimary.telethonkids.org.au)

### Additional resources

Website	Explanation
<a href="https://www.esafety.gov.au/educators/classroomresources/gameon/student-home">https://www.esafety.gov.au/educators/classroomresources/gameon/student-home</a>	Episode 2: Ringing Ryan (05:29 - video)



# LESSON FOCUS 2: Teacher Reflection



## Lesson 2 – Teacher Reflection

Syllabus content	Australian curriculum	Digital SEL skills lesson content	Assessment examples
<b>Being healthy, safe and active</b>			
Strategies that promote a safe, healthy lifestyle, such as: • Being safe in an online environment	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Decision Making Online: • Making responsible choices and seeking help online	<ul style="list-style-type: none"> <li>• Activity: Are you cybersmart?</li> <li>• Discussion: Personal details</li> <li>• Discussion: Sharing passwords</li> <li>• Activity: When I post something online how permanent is it?</li> <li>• Extension Activity: When I post something online how permanent is it?</li> </ul>
		Self Awareness Online: • Understanding their own feelings, emotions and moods online	• Discussion: Game On
		Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	
		Social Awareness Online: • Respecting others online, understanding positive and negative relationships online	
		Decision Making Online: • Making responsible choices and seeking help online	
		Relationship Skills Online: • Communicating and interacting respectfully with others online	



## LESSON FOCUS 2: Teacher Reflection

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### Collaborating and managing

Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and information for solutions

Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)

Self Awareness Online:

- Understanding their own feelings, emotions and moods online

Managing Ourselves Online:

- Managing their feelings, emotions and moods and setting rules and limits online

Social Awareness Online:

- Respecting others online, understanding positive and negative relationships online

Decision Making Online:

- Making responsible choices and seeking help online

Relationship Skills Online:

- Communicating and interacting respectfully with others online

- Discussion: Game On
- Extension Activity: When I post something online how permanent is it?