

# Protecting Personal Information

This activity guide helps you put the content of our video on **Protecting Personal Information** into practice so you can teach it in your classroom.

## To refresh your memory, here is Isla's scenario:

Meet Isla, a Grade 3 student who loves online games. Isla wanted to sign up for a gaming site and had to create an account. The site asked for her name, age and email address. But this is where protecting personal information comes into play. Isla wasn't sure whether she could share her age and email address. She didn't want anyone to know too much about her.

## Preschool to Grade 2

### 1 My Personal Information Collage

Provide magazines, newspapers or printed pictures and have students cut out images that represent personal information (for example, a picture of a house for a home address). They can create collages and discuss why this information should be kept safe. For younger students, you can hand out pre-cut pictures and ask them to glue them onto a sheet of paper to make their collage.



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### 2 Personal Information Bingo

Create a bingo game with squares containing personal information such as a full name, a phone number, a home address and an email address. Instead of numbers, call out these pieces of personal information and children cover the matching squares on their bingo cards. This activity reinforces what personal information is and the importance of keeping it private.

## Grades 3 to 6

### 1 Exploring Privacy Settings

Choose a popular online game or social media platform suitable for this age group and explore its privacy settings together. Discuss how to adjust the settings to protect personal information and limit exposure to strangers.

### 2 Personal Information Dilemmas

Present students with a variety of scenarios, like Isla's, involving requests for personal information, both online and offline. Encourage them to analyze each scenario and discuss whether they would share the information, emphasizing the importance of making responsible choices.

### 3 Role-Play Scenarios

Act out different scenarios in which someone might ask for personal information, such as a stranger approaching them or a website asking for details. Encourage students to respond "I need to check with a trusted adult" or "I can't share that" when faced with such situations.



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## Secondary I and II

### 1 Online Privacy Audit

Have students carry out a privacy check of their online presence. Ask them to review their social media profiles, their privacy settings and the information they have shared online. Discuss the risks and how they can improve their online privacy.

### 2 Privacy Policy Analysis

Choose a few online platforms or services and have students review their privacy policies. Discuss what information these platforms collect, how they use it and whether students are comfortable with these practices. Encourage critical thinking about online privacy.



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# Alignment with Québec Programs

## Digital Competency Framework

### ELEMENTARY

**2. Understanding digital identity**
2.2 Understand personal information

**Students come to understand that…**
personal information can be used to identify an individual

**Students develop their ability to…**
identify personal information in various contexts

### SECONDARY I AND II

**D1** Exercising ethical citizenship in the digital age **(primary)**

**D2** Developing and mobilizing technological skills

**D11** Developing critical thinking with regard to the use of digital technology

## Culture and Citizenship in Québec

### ELEMENTARY

**Elementary 4 — Knowledge in digital spaces**
**News media and social media**

- Characteristics of news media (e.g. journalistic approach, variety of formats), characteristics of social media (e.g. immediacy, permanence of data, personalization and filtering using algorithms), how social media works (e.g. use of data, moderation), etc.

**Elementary 6 — Relationship to digital tools and spaces**
**Representations of the self online**

- Boundaries between private space and public space

*Competency: Examines cultural realities (C2) / Reflects critically on cultural realities (C3)*

### SECONDARY I AND II

**Secondary I — Collective life and public space**
**Public space and private space**

- Shifting boundaries between the public and private (due especially to the development of digital technology)

**Secondary I — Identities and belonging**
**Identity › Plural identities**

- Complex identity, intersectionality, digital identities

*Competencies: Studies cultural realities / Reflects on ethical questions*



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