

Online Privacy and Security; Cyberbullying

Grade 4

Learning Goals

By the end of this lesson, students will be able to:

- identify when it is appropriate to give out personal information online and describe the risks and consequences that may potentially occur if this information is shared
- communicate effectively to describe the different types of online bullying that can occur and how to respond to this type of bullying
- reflect on the purpose and audience of a piece of media
- express opinions on the issues presented in the video.

Facility

Classroom, Computer lab

Equipment List

- Chart paper, markers, and tape
- One or more computers with access to the Connect[ED] Grade 4 Part 2 video (via Internet access or prior download at the following link:
<http://teachingtools.ophea.net/lesson-plans/connected/lesson-2-online-privacy-and-security>)
-  [Teacher Resource 1: Being Safer and Smarter Online Synopsis](#)
-  [Teacher Resource 3: Anecdotal Recording Chart – Netiquette, Bullying and Media](#)
-  [Teacher Resource 6: Anecdotal Recording Chart – Cyberbullying](#)
-  [Teacher Resource 7: Venn Diagram](#)
-  [Student Resource 2: Online Privacy Place Mat](#)
-  [Student Resource 3: Exit Card](#)

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Minds On

Share and clarify the lesson Learning Goals with the students.

Inform the students that they will be asked to complete an exit card at the end of this lesson. The focus of the exit card will be about what they learned during the lesson about online privacy and safety.

Ask the students to share with an elbow partner what they learned during the last lesson on the importance of netiquette and the risks associated with the unsafe use of technology.

Using the Popcorn Strategy (see Notes to Teacher) students call out the ideas that they discussed with their partner. This will serve as a review of the last lesson and help to frame this lesson.

Student response: Importance of netiquette

- Respect
- Fun and healthy relationships
- On-line rules and parameters for everybody

Risks associated with not behaving appropriately (with netiquette) or safely online

- Potential cyberbullying
- Disrespect
- Misinterpretation of message
- Computer hacking
- Digital permanence
- Loss of privacy
- Potential for luring

A&E - Minds On

Teacher observation and feedback during partner sharing of students' knowledge of netiquette and risks associated with misuse using Teacher Resource 3: Anecdotal Recording Chart – Netiquette, Bullying and Media

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Action

Part A - Privacy and Security

Divide students into groups of 4-5.

Using the Place Mat Strategy (see Notes to Teacher) provide each group with Student Resource 2: Online Privacy Place Mat as a framework for recording ideas.

Once in groups of 4-5, pose the following question to the group: *Teacher prompt:* "What type of private information have you ever been asked about online? It may have been to sign into a website, social media account, app, gaming site, ordering online....." *Student response:* "Sometimes sites ask you for your name and address before they let you create a password. When I logged in to YouTube I was asked if they could access my contacts list. I took a Facebook quiz and they asked if they could post to my Facebook wall."

Teacher prompt: "What are the risks that result from sharing private information online?" *Student response:* "The information may be used by people who are not nice to lure you into a meeting; people you may not know or companies will have access to your private information and you may be bothered by emails and phone calls; people may use the information to hack into your computer."

Direct students to select their own space on the Place Mat and brainstorm as many ideas as they are able, with respect to what personal information is often asked for online. After a couple of minutes, ask each student to discuss their ideas on the Place Mat with the group, looking for the common elements. These common elements are then recorded in the centre of the Place Mat.

Each group then shares their ideas with the class.

Private information that may be asked online:

- Full name
- Street address
- Names of brothers or sisters
- Name of school
- Address of school
- Email address
- Phone number
- Password
- Calling card numbers
- Mother's maiden name

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- Name of your dog
- Parent's place of work
- Photos

Using direct instruction, discuss with the class when it is safe to give out this kind of information. "As a rule, always ask your parent's/guardian's or teacher's permission to give out private information in cyberspace. Even though there are grown-ups around when you go into cyberspace, **you are at the controls.**"

Discuss with students that they will find pages on cool sites that ask for private information. It is their responsibility to stop and get their parent/guardian or teacher. A responsible adult can assist them in determining if it is safe for them to give out this information. What the students need to avoid is giving out information about themselves that may make it easy for someone who is not a nice person, to identify and locate them.

Teacher prompt: "In the second section of the video you are going to hear Priya and Anthony talk about the importance of not giving out private information and passwords online – even with friends. You will see how easily and quickly people can get hurt if you don't follow the rules and aren't responsible online."

While viewing the video have students focus on how the characters handle online privacy and security.

Remind students that at the end of the video they will be asked to go back to the Place Mat groupings and add any new information that they learned about sharing information online, and to add to the risks that result from personal information being shared online.

Part B - Cyberbullying

Provide a quick review of Part 1 of the Connect[ED] video they viewed in the previous lesson. View Part 2 of Being Safer and Smarter Online. For a synopsis of Part 2 of the video see Teacher Resource 1: Being Safer and Smarter Online Synopsis.

Using whole group instruction, discuss the issue of cyberbullying with the class. *Teacher prompt:* "Has anything like the events in the video ever happened to someone you know?" *Student response:* "Yes, my friend texted another friend using my phone and wrote things that I would never write."

Teacher prompt: "Bullying is when one person who has an advantage over another person does something on purpose to hurt that other person. The advantage might come from being bigger, more popular, or stronger than the other person. Have you ever known someone who was bullied online? What do you call it when someone bullies you online?" *Student response:* "Cyberbullying."

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Teacher prompt: “Is the behaviour you observed in the video cyberbullying?” *Student response:* “I think it is cyberbullying because they have used each other’s passwords to hurt the other person. In this case the bullying happened using technology.”

Ask students to share with a partner a time they remember when someone they know was being bullied and how they think it made that person feel; how might it make the students feel if they themselves were the victim. It could be any type of bullying – not necessarily online bullying.

Using Teacher Resource 7: Venn Diagram work as a class to compare and contrast the terms “bullying” and “cyberbullying.”

Bullying can happen in many different ways. A person who bullies someone else wants to hurt the other person. It is not an accident. A person who bullies someone else does so repeatedly and unfairly, and has some advantage over the person who is being bullied. Sometimes a group of children will bully another person. There are three different types:

1. Physical: hitting, spitting, tripping, stealing, wrecking property
2. Verbal: name calling, rumor spreading, threatening
3. Emotional: social isolation, obscene gestures, manipulation

Cyberbullying is the intention to hurt someone using online technology (e.g. bullying online, bullying using email, bullying using text messaging). The advantage (or power differential) comes from the technology itself.

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading rumours online
- sending unwanted messages
- insulting someone
- excluding someone from conversations
- sending inappropriate photos

Using a large group discussion, develop a class definition for cyberbullying (e.g., cyberbullying is when someone uses technology, such as a computer or cell phone, to hurt someone else on purpose.) Record this definition on chart paper and post it in the classroom beside the definition of netiquette created in Lesson 1.

Discuss with the class the following strategies that they might want to use if they are being cyberbullied or if they experience someone else being cyberbullied. You may want to record these strategies on chart paper.

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Tell the person to stop bullying - If the messages continue then follow the next steps.

- **Do not reply to any further bullying messages** - It'll only get worse if you do. By replying the bully gets what he or she wants. Often if you don't reply the bully will leave you alone. Consider the option to "Block a User" that many social networks and instant messaging apps provide.
- **Keep a record** (including time and date) - This may help you (or the police) to find out who is sending the messages.
- **Tell someone** - Talk to someone you trust, a parent/guardian, friend, school counsellor, teacher, community support organization (e.g., Kids Help Phone).
- **Contact your phone or Internet service provider or the social media site and report what is happening** - They can help you block messages or calls from certain senders and remove offensive content.
- **If messages are threatening or serious have your parents, teacher, or principal get in touch with the police** - Cyberbullying, if it's threatening, is illegal. You don't need to put up with that!
- **Change your contact details** - Get a new user name for the Internet, a new email account, a new cell phone number and only give them out to people you trust.
- **Keep your username and passwords secret** - Keep your personal information private so it doesn't fall into the hands of someone who'll misuse it.

A&E - Action

Teacher observation of students' ability to understand and demonstrate their knowledge related to identifying the risks associated with communications technology using Teacher Resource 3: Anecdotal Recording Chart – Netiquette, Bullying and Media

Teacher observation and feedback of students' ability to recognize what cyberbullying is and what to do if they are being cyberbullied using Teacher Resource 6: Anecdotal Recording Chart - Cyberbullying, Online Privacy and Security

Consolidation

Students return to their Place Mat groups and collaboratively add to the centre of their placemat any new ideas that were learned from watching the video. Post the Place Mats around the room.

As a whole class, ask the students the following questions to determine their understanding of media and how it is used to convey a message.

Lesson 2 of 4

30 minutes

Curriculum expectations: C1.2, C1.3, 1.3

Other curriculum expectations: Language - Media
Literacy: 1.1, 1.3

Topics: Healthy Living

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Teacher prompt: "Did the video seem realistic and believable? Were there elements that the producers might have changed to appeal to the target audience?" *Student response:* "I thought the breaking news part was believable because my friend sent an email to someone using my email account before, my friend thought it was funny but it made me mad." "Sometimes the actors' lines seemed unrealistic. We wouldn't always talk that way." *Teacher prompt:* "Why do you think that this video was created for Grade 4 students?" *Student response:* "It is important that we know about online privacy and security because we are using the Internet more."

Teacher prompt: "Would this be appropriate information to share with Grade 2 students?" *Student response:* "Yes, because my younger brother/sister uses the Internet just as much as I do." "Maybe the characters could change to be more like Grade 2 students and the information would need to be explained in simpler language."

Hand out Student Resource 3: Exit Card for each student to complete independently.

A&E - Consolidation

Using teacher observation, review the completed student resources, Student Resource 3: Exit Card noting students' ability to identify the risks associated with sharing personal information online and their understanding of purpose and audience in a media presentation using Teacher Resource 3: Anecdotal Recording Chart – Netiquette, Bullying and Media

Ideas for Extension

The Password Rap Game:

Have students play this online game individually to reinforce safe password use. Students help two characters make smart decisions when using passwords online. By rolling a set of die online, the characters move to different spots and answer questions related to safe password use in hope of making it into the Tech Lab. url: www.netsmartzkids.org/AdventureGames/ThePasswordRap

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30 minutes

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Notes to Teacher

Popcorn Strategy - students call out answers randomly. There is no formal order to the answers and is meant to quickly demonstrate ideas that come into a student's mind when they think of the question.

Place Mat - a collaborative learning activity that gives students an opportunity to share their ideas and learn from each other in a small group.

Additional Resources

For additional resources and websites please see Teacher Resource section.