Chapter 3:
Information Sharing Online

EDUCATOR FACILITATION GUIDE

PURPOSE OF THIS GUIDE

To provide practical tips and instructions for engaging students and handling difficult discussions on the topic of information sharing online.

MAIN OBJECTIVES

▶ To teach the importance of online information sharing in relation to personal safety.

▶ To learn what kinds of information can be used to harm.

▶ To empower students to protect themselves online by practicing mindful and cautious information sharing.

AGE CONSIDERATIONS

▶ Kids in this age group are concrete thinkers. Because information sharing online is more abstract, we connect it with the analogy of how it would feel for something private to be shared in person. In keeping the information more concrete, we provide students with specific examples of what kind of information would be considered harmful or risky.

▶ This age group benefits from cause and effect language that is direct, clear, and concise. This is where we take the learning that "sharing personal information is dangerous" to the next level by showing examples of risky information sharing and providing the responses of how that information can be used to exploit. This communicates the clear rules and consequences of not following them.

ABOUT THE TOPIC

▶ Before starting this session, provide a disclaimer to the class: "Today, we will be discussing the internet and online safety. I recognize that every family has different rules regarding internet access and use. It is important to respect these differences. Our goal in the discussions we will be having is to learn how to use the internet safely and understand its potential dangers."

▶ There are over 5.47 billion active internet users.

▶ The internet is a global space where billions of people and devices are connected. It lets us quickly share information and stay in touch with others. We use it for many things, like finding information, learning, social media, gaming, watching videos, and talking to friends.

▶ Due to the anonymity, permanency, and lack of privacy on the internet, it is critical to be mindful and careful about sharing information.

▶ Personal information is any information by text or image that provides a window into your identity, location, hobbies, or needs, and would be classified as unsafe information to share.

▶ When it comes to sharing personal information, eight in ten (82%) youth in grade 4-12 say they do not share things like their home address, phone number, or full birthday anywhere online.(https://mediasmarts.ca/sites/default/files/2023-01/privacy-and-consent-ycww-phase-iv.pdf)

▶ Kids might not realize that sharing their school name, team jersey, or hobbies would also count as personal information that can be used against them.

▶ Sharing too much information online can attract attention from people who might not have good intentions and depict vulnerability to predatory people.

▶ At any moment there are also 750,000 predatory people online looking to connect with minors on popular platforms. (https://news.un.org/en/story/2021/02/1084262)

▶ When using social media or online games, always set your profiles to private. This helps control who can see your information and posts.

SUPPORTIVE MATERIALS

To access the following resources, scan the QR code or click here.

Supplementary Videos for Students

▶ Cybersmart Detectives

▶ Being Safe on the Internet

▶ Social Media: Ways to Stay Healthy

**Supportive Resources for Educators**

▶ GetCyberSafe.Ca

▶ Zoe & Molly Online

▶ MediaSmarts Teacher Resources

GUIDING DISCUSSION

▶ Use inclusive language and terminology that acknowledges these issues can affect individuals of any gender, and ensure the tone remains non-judgmental.

▶ Identify any local support resources and organizations on the issue ahead of time, so that you can readily refer students who may need additional support.

▶ Providing the class with an anonymous question box might help the students who may not feel comfortable asking important questions.

▶ If a question is inappropriate or derails the discussion, gently redirect it back to the main topic.

▶ If you don't know the answer, it's okay to admit it! Provide additional resources or take note to look into the question later.

FACILITATION TIPS FOR CHAPTER 3
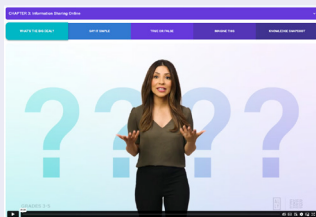
What's the Big Deal?

Introduce the chapter with a discussion about what students find fascinating about the internet and their favorite online activities. Then, delve into the concerns about privacy and safety, highlighting the importance of making smart choices in the digital realm. Encourage students to share their thoughts and questions, fostering curiosity and engagement from the start. Consider incorporating interactive elements like brainstorming sessions or a mini quiz to assess their current knowledge and generate excitement for the upcoming learning journey.
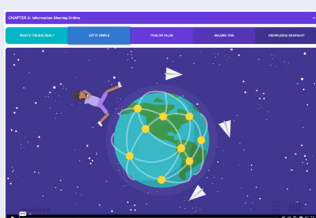
Say It Simple

After watching the video, facilitate a hands-on activity where students create their own digital home. Provide materials like paper, markers, stickers, and cardboard cutouts to design their ideal online space. As they decorate, guide discussions about what information should be kept private in their digital home and why. Encourage creativity and imagination while reinforcing the importance of setting boundaries online.
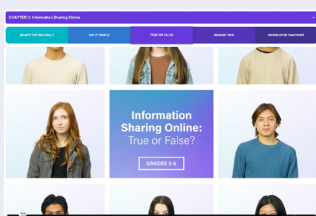
True or False

Before starting the video, distribute true/false paddles or red and green flags to each participant. Instruct them to hold up the corresponding paddle or flag to indicate whether they believe each statement presented in the video is true or false. Pause the video after each statement to discuss their answers and reasoning as a group. Encourage and team-work as they navigate through the dos and don'ts of information sharing online.
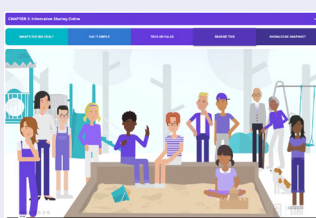
Imagine This

After watching the video, invite students to participate in a role-playing activity where they act out different scenarios involving online interactions. Assign roles and scenarios related to sharing personal information online and encourage them to explore various responses and outcomes. Facilitate discussions after each scenario to reflect on the importance of setting boundaries and making safe choices online. Encourage empathy and critical thinking as they navigate through the digital world together.

Knowledge Snapshot

Provide students with the activity page along with additional materials such as stickers, glitter pens, and colorful markers to enhance their creativity. Encourage them to personalize their activity page with drawings, collages, or written reflections about information sharing online. As they work on their creations, facilitate discussions about strategies for protecting personal information and staying safe online. Celebrate their unique ideas and contributions, fostering a sense of empowerment and ownership over their digital footprint.

FAQ'S AND RESPONSES TO GET YOU THINKING

Q: How can I tell if someone is trying to trick me into providing personal information?

R: Some indicators include if someone keeps asking for your information repeatedly, if they pretend to be a friend but they don't know you in person, or even if they try to offer you a prize or gift in exchange for your information. Red flags include pushing your boundaries after you say 'no', someone you don't know in person wanting to know more about you, ora company or person offering you something if you share information.

Q: What if a website or app needs my personal information to sign up?

R: Always check with a parent or trusted adult before signing up for anything online, and make sure that they assist you with signing up.

Q: Can the information I share with a friend in a private chat be shared with others?

R: There is always the possibility that the information you share in a private chat can be shared with others. Some ways that this can happen is if your friend takes a screenshot of your conversation and shares it with others, if they copy and paste your messages and send them to someone else, or maybe if their device gets in the hands of someone else who then accesses your conversation. Even though you might trust your friend, it's important to remember that once you share something online, you lose control over where it might end up.

Q: How long does information stay on the internet for? How can someone find it if I delete it?

R: When you post something online, it can stay on the internet or be accessible indefinitely. What you post can be shared, screenshotted or saved by other people, and it could end up in places you didn't expect. Even if you delete something, it might not disappear completely. Sometimes, parts of what you posted might be stored on servers or in backups that aren't publicly visible but can be accessed and hacked. While something might be deleted, there are always ways of finding traces of that information. If you're ever unsure or worried about something you've shared, talking to a trusted adult can help you understand what to do next.

Q: How do I know whether someone online is a safe person to share information with?

R: Great question! We discuss how to know someone is unsafe online in Chapter 4: Unafe People and Unhealthy Accounts.

EXTENSION ACTIVITIES

▶ Have students create a shield out of craft materials and on it write responses they could give when they are being asked to share information online.

▶ Have students create a map of their digital footprint, including all the places they've shared information online (social media, websites, games, subscriptions, etc.).

▶ Create an information sharing quiz about what is or is not safe to share online.

▶ Continue learning—build on the material from the previous chapters and introduce Chapter 4 to learn about how unsafe people online use information to exploit.

DISCLOSURES AND REPORTING

As a teacher, you may be one of the first trusted adults a student confides in about these topics. While some may be brief personal stories shared casually, others may require a more serious intervention.

▶ Be calm. Reacting with your own shock or disapproval creates further emotional distress.

▶ Listen attentively and without interrupting the student.

▶ Validate their feelings and acknowledge their courage in speaking up.

▶ Avoid making any promises about keeping things confidential or how their parent/ guardian may react. Provide them with comfort that you will continue to be a support and be sensitive to their worries.

▶ Ask them if anyone else knows about this already. If a trusted adult in their life already knows, you can simply engage in empathetic listening and ensure that you follow your school/organization's protocols. If a minor is currently at risk of harm or is being harmed, it is your duty to report it to your local child welfare services.

▶ Document the disclosure per your school/ organization's best practices.

▶ Provide continued support by checking in or providing them with other resources that are available to them.

▶ There may be times where a student does not feel comfortable coming forward or is not yet aware that they are experiencing a form of sexual exploitation. The following are signs to look out for as possible indicators:

- Appearing more tired than usual;
- Device addiction;
- Not hanging around their usual group of friends;
- Isolating themselves;
- Having profiles on apps that are not age appropriate;
- Being involved in intimate image sharing; or
- Having newfound mental health struggles.

▶ If you notice any of the above behaviours from a student, make sure to take note and voice your concerns to a school counsellor or administrator.

CYBERTIP.CA

▶ Report about shared intimate images