

Share with Care

Protecting yourself, your information and your privacy online

Lesson overview

Lesson 1	When not to share	Grades 2–6
Lesson 2	Keeping it private	Grades 2–6
Lesson 3	That's not what I meant!	ML Grades 2–6
Lesson 4	Frame it	ML Grades 2–6
Lesson 5	Who is this person anyway?	Grades 2–6
Lesson 6	How do others see us online?	Grades 2–6
Lesson 7	Interland: Mindful Mountain	Grades 2–6

Themes

Teachers and parents understand how digital mistakes can hurt feelings, reputations, and privacy. But it can be harder to convince kids that a seemingly harmless post today could be misunderstood tomorrow—let alone in the future and by people they never thought would see it.

These activities use concrete examples and thought-provoking discussions to teach young learners how to maintain a positive online presence and protect their privacy.

Goals for students

- ✓ **Create and manage** a positive reputation both online and offline.
- ✓ **Respect** the privacy boundaries of others, even if different from one's own.
- ✓ **Understand** the potential impact of a mismanaged digital footprint.
- ✓ **Ask** for adult help when dealing with sticky situations.

Standards addressed

ISTE Standards for Educators: 1a, 1b, 2a, 2c, 3b, 3c, 3d, 4b, 4d, 5a, 6a, 6b, 6d, 7a

ISTE Standards for Students: 1c, 1d, 2a, 2b, 2d, 3b, 3d

AASL Learning Standards: I.a.1, I.b.1, I.c.1, I.d.3, I.d.4, II.a.2, II.b.1, II.b.2, II.b.3, II.c.1, II.c.2, d.2., III.a.1, III.a.2, III.a.3, III.b.1, III.c.1, III.c.2, III.d.1, III.d.2, IV.a.1, IV.a.2, V.a.2, VI.a.1, VI.a.2, VI.a.3

Share with Care Vocabulary

Lessons 1 and 2

Online privacy: A broad term that usually means the ability to control what information you share about yourself online and who can see and share it

Personal information: Information that identifies you—for example, your name, street address, phone number, social security number, email address, etc.—is called personal (or sensitive) info. It's a good idea to make a rule for yourself not to share this kind of information online.

Reputation: The ideas, opinions, impressions, or beliefs that other people have about you—something that you can't be totally sure about but that you usually want to be positive or good

Lesson 3

Code: A word or phrase, an image (like a logo or emoji) or some other symbol or collection of symbols that represent a certain meaning or message. Sometimes it's a secret code that only certain people understand; often it's just a symbol that stands for something almost everybody understands.

Context: Information that surrounds the message or whatever we're seeing which helps us understand it. Context can include the place where the message is, the time when it appears or who it's coming from.

Interpret: The way a person understands a message, or the meaning they get from it

Representation: A picture, symbol or description that says a lot about (or expresses a truth about) a thing, a person or a group

Lesson 4

Frame: When you take a photo or video of a landscape, person or object, the frame is what defines the section that the viewer can see. The part you decide to leave outside the frame is what your viewer won't be able to see.

Lessons 5 and 6

Assumption: Something that you or other people think is true about a person or thing but there is no proof that it's true

Curate: To decide what to post online—text, photos, sounds, illustrations or videos—and then organize and present it while thinking about what effects it might have on people who see it, or what it might make them think about you

Digital footprint (or digital presence): Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos and texts to “likes” and comments you post on friends' profiles. Just as your footsteps leave prints on the ground while you walk, what you post online leaves a trail too.

Fact: Something that is or can be proven to be true

Opinion: Something you or other people believe about a person or a thing that isn't necessarily a fact because a belief can't be proved

Lesson 7

Oversharing: Sharing too much online—usually it means sharing personal information or just too much about yourself in a certain situation or conversation online

When not to share

Students pair up and compare pretend secrets to start thinking about zones of privacy.

About this lesson: *This is a foundational lesson on internet privacy for people of all ages. It's the one about how it's almost impossible to take back what you share, control who will see it and how far into the future it'll be seen. It might help if you ask your students what technologies they use first—and then refer to those media and devices in the activity. If you aren't familiar with the apps, no problem! As you know, your students would probably love it if you ask them to help you with that.*

Goals for students



- ✓ **Understand** what kinds of personal information should be kept private and why.
- ✓ **Remember** that everyone deserves to have their privacy decisions respected.

Let's talk



Why does privacy matter?

The internet makes it so easy to communicate with family, friends—everybody. We send messages, share photos, join chats and livestream—sometimes without thinking about who can see them, either right then or at a completely different time. A picture or post you think is funny and harmless could be misunderstood by people you never thought would see it—now or way off in the future. Feelings could get hurt. Someone who doesn't get the joke could think you're mean just because they don't know you. Once something's out there, it's hard to take it back, and people can copy, screenshot it and share it. Remember:

- What you post or share could be seen by people you'll never meet.
- Once something about you is online, it could be there forever—even if someone else just takes a screenshot and shares it. It's kind of like a permanent marker: the marks it makes are really hard to erase.
- All put together, lots of bits of information that are public and hard to erase are what make up a reputation—what people think of you. So you want to have as much control as possible over what you share.

That's why your privacy matters. You can protect it by posting it privately or sharing only things that you're totally sure you want to share—in other words, by being careful about what you say, post and share online.

It's also good to know when to post nothing at all—not to react to somebody's post, photo or comment, share something that might not be true (even if it's just a joke), overshare (share too much) or post personal information. Everybody's heard "think before you post," and that's because it's really good advice. The way to respect your own and other people's privacy is to think about what's ok to post, who might see what you post, what effect it could have on you and other people (tomorrow or when you're all 16!) and when not to post anything at all.

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Some questions for further discussion (these questions can also go home with students for follow up family discussions):

- Why should we never post our full name, address, phone number and other personal info online?
- When is it ok to share a photo or video of someone else?
- Is it ever ok to tell someone else's secret or private information—why/why not? What if you think it's a joke?
- What if someone you care about is posting something private that makes you think they're in danger—would you share it? If you think so, should you tell them you're worried? Should you tell them you're thinking about telling an adult who cares about them?

Activity



1. Make up a secret

Make sure it's a **pretend** secret **not** a real one.

2. Tell your partner

Okay, got your secrets? Now let's all pair up, share your secret with your partner, and discuss these three questions:

- Would you share this secret with anyone?
- Who would you share your secret with and why?
- How would you feel if someone told everyone your secret without your permission?

3. Tell the class

Finally, each student tells the class their pretend secret and how they felt about sharing it. The class can discuss their answers to the questions just above.

Takeaway

Secrets are just one type of personal information that we keep private online—or share only with trusted family or friends. Once you've shared a secret, you're no longer in control of where it can go. That's why people say we should always think before we post (they're right!). Other kinds of information you should **never** post online:

- Your home address and phone number
- Your email
- Your passwords
- Your full name
- Your grades and schoolwork

Keeping it private

The class reviews four written scenarios and discusses what might be the best privacy solution for each one.

Goals for students



- ✓ **Analyze** how to see privacy concerns from different people's points of view.
- ✓ **Understand** how different scenarios call for different levels of privacy.

Let's talk



Privacy scenarios: What should you do?

Take a look at the following scenarios below to learn more.

Activity



We're going to review the five scenarios and talk about how each one might have a different privacy solution. We'll split up into four groups, discuss one scenario each, and then come back for a class discussion about our findings.

Materials needed:

- Teacher's outline:
"Keeping it private"

Scenarios

Scenario 1: Someone told Kid A that it's good to change up passwords and passcodes on our phones every now and then. So they decide to change their password for their favorite game. Kid A's best friend, Kid B, likes to play the game too but doesn't have a login for it, so Kid B plays the game with Kid A's log-in. Kid A shares the new password with Kid B.

- Was it good that Kid A changed their password?
- Was it good that Kid A shared their password with Kid B? Why or why not?

What if Kid A shares their password for a social media account too? Same answer? Same answer when they're in high school and have different friends?

Scenario 2: Someone writes in their personal journal. You find out that a friend found it when they spent the night at their house and thought it would be a funny joke to post parts of it online.

- Was the friend wrong to post that information online? Was it funny? Why or why not?
- How would you feel if someone did this with something you didn't want anyone else to see?

Scenario 3: Someone posts, “Have a great vacation,” on a friend’s social media page.

- Had the friend announced publicly that they were going away? Did they want everybody on the planet to know? (Well not **everybody** on the planet, but you never know.)
- Are there more private ways to communicate this message?

Scenario 4: You know that another student made a fake social media account that’s impersonating someone else and makes them look bad. It also includes their personal information.

- Does the student being impersonated have a right to know—would you tell them?
- It’s not obvious who made it, but you know who did it. Should you tell the person to take it down?
- Should you tell a teacher or other trusted adult?
- What could happen if nobody does?

Scenario 5: The kids at your house take turns using your mom’s tablet, so everybody knows the passcode. Your whole family also has one account for doing online shopping at this one website. That was all fine until one day your brother had a friend over and they were using your mom’s tablet to look at some amazing headphones for gamers on that shopping site. Your brother went to get a snack in the kitchen, then they went outside to shoot some hoops. A few days later, this box arrived at your house. It had headphones in it. Your brother said he didn’t order them. You believe him.

- Your parents are going to wonder how that headset arrived at your house—what do you and your brother decide to do?
- What about the password part? Do you see a problem with everybody in a family using the same passwords for family devices and accounts if friends can use those devices and accounts? Would you talk to your family about that?

Takeaway

Different situations call for different responses, online and offline. It’s always important to respect other people’s privacy choices, even if they aren’t the choices you’d make yourself.

Keeping it private

Note to teacher: This sheet is to help you guide the discussions for this lesson; it's not a handout for your students. Write their correct and/or best responses on the board and discuss.

Scenario 1

- **Was it good that Kid A changed their password?**

Yes, it's basic privacy good practice to have different passwords for different devices and services and to change them at least once a year.

- **Was it good that Kid A shared their password with Kid B? Why or why not?**

No, we know that kids often share passwords with their friends and that they need to learn this is not good digital privacy or security. This is where you can help tease out reasons why it's not good. You can ask them the question: "Can you think of any situations where you wouldn't want someone besides a trusted adult to have your password forever?" Examples could include:

- Sometimes friendships go south and people get mad—would you want someone mad at you to be able to share your password with anybody?
- What if a friend of yours had the passcode to your phone and logged in, pretended to be you and—just for a joke—said weird or mean things about someone else you both know? They'd be making it look like you're saying those things.
- If you shared your password with someone who moved away, would you want them to be able to access your accounts and private information forever?
- What if you're playing a game and another player asks for your log-in so they can play as you? Would you give them that log-in info even if they're a friend? Think about what you can do in that game and how they'd be able to do everything in your account that you can do. Is that ok? Would that be ok next week or next year?

- **What if Kid A shares their password for a social media account too? Same answer? Same answer when they're in high school and have different friends?**

- Yes, same answer, because it's not good to share passwords for any kind of account with friends, even the closest ones, because—as in the first point just above, friendships change, sometimes friends sometimes become ex-friends, and you wouldn't want to just open your account or profile to someone who doesn't care about you. Because then they could edit your info, make you look bad, make it look like you're posting something mean about someone else, etc.

Scenario 2

- **Was the friend wrong to post that information online? Was it funny? Why or why not?**

Some students might say it's funny if what they're sharing is funny, so drill down a bit and ask those students the next question...

- **How would you feel if someone did this with something you didn't want anyone else to see?**

Scenario 3

- **Had the friend announced publicly that they were going away?**

For the sake of discussion, let's say the answer is yes, then ask the class...

- **Did they want everybody on the planet to know?**

No. (Probably)

- **Why not?**

Some good answers could include: Because their family may want their whereabouts confidential or may be concerned about the security of their home when nobody's there.

- **Are there more private ways to communicate this message?**

They'll probably come up with some good answers, e.g., sending a private message, a text, calling them on the phone, etc.

Scenario 4

- **Does the student being impersonated have a right to know—would you tell them?**

You'll have your own answer for the first part of this question, but it might be interesting to hear the students' answers and have a discussion about that, whether they'd tell the victim and what they'd tell them.

- **It's not obvious who made it, but you know who did it. Should you tell the person to take it down?**

Not everyone would feel comfortable confronting the aggressor, and that's ok. Ask the class if anyone would feel comfortable doing so and why. See if a discussion ensues.

- **Should someone tell a teacher or other trusted adult?**

Yes, if no one tells the aggressor to take it down or if someone does and the account stays up.

Help your students see that protecting someone else from harm—including embarrassment, social exclusion, harassment and bullying—is important. It's not "tattling." What's important is that the intention is protecting someone not getting the other person in trouble.

- **What could happen if nobody does?**

Harm being done to someone is not stopped.

*This is a good talking point for class discussion about caring for others and why that's important. More on that in the **Be Internet Kind** section.*

Scenario 5

- **Your parents are going to wonder how those headphones arrived at your house—what do you and your brother decide to do?**

Your students may reflexively focus on what is and isn't the right thing to do and say—which is just fine—have a short discussion about that and see if they reach any consensus on that.

- **What about the password part? Talk to me about the risks of everybody in a family using the same passwords for family devices and accounts.**

A lot of families do this. See if you can get students thinking out loud about 1) protecting family passwords when friends come over, 2) why it's important not to share family passwords with friends and other people outside the family and 3) what other problems could happen besides friends ordering stuff with family accounts.

That's not what I meant!

Using only emojis, students create t-shirts to represent themselves. In the process, they learn that different people can interpret the same message differently.

Media literacy background for teachers: *When we wear t-shirts featuring corporate logos, sports teams, schools, musicians, politicians, etc., we are essentially walking billboards. This activity demonstrates that a t-shirt is both direct communication and media at the same time and helps students see that screens aren't the only kind of place where media can be found.*

Goals for students



- ✓ **Learn** the importance of asking the question: How might others see this message differently from me?
- ✓ **Grow awareness** of the many visual cues people use to communicate.
- ✓ **See** that sharing something online as well as on a t-shirt is making media.
- ✓ **Learn** what “context” and “representation” mean.

Let's talk



Has anyone ever misunderstood something you said, did, wrote or posted online? Did they get mad or sad, so you had to explain that you didn't mean what they thought you meant?

Sometimes when we are communicating, **we** know what we mean, but the people we are communicating with don't understand, especially if we aren't in the same space. That's because people's experiences affect the way they interpret things like images and words.

To add to the confusion, there are a lot of messages we communicate without even knowing it. We tell people who we are—and judge who they are—using cues like our clothes, our hair style, and even the way we walk or gesture with our hands. This is called “representation”—expressing something about a thing, person, or group by using pictures, symbols, style and words.

Here's an example: If you were online and saw a picture of a person wearing a sports jersey with a team logo, you would probably think that the person is a fan of that team, and you'd probably be right. That's because most of us recognize the design of sports jerseys—we know that's sports “code.” So even if we aren't sure which team is being represented, we know it's probably a sports team.

But what if you saw a picture of someone wearing a cheese wedge on top of their head? What would you think about that person? If you live in Wisconsin or you're a football fan, you know that “cheese head” is a nickname for Green Bay Packers football fans. The person in the picture was using the cheese wedge hat to represent their support for the Packers.

If you didn't know the Packers fan “code,” you might think that the cheese hat was part of a Halloween costume or just plain weird. You might even be tempted to comment on

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how weird it was. That might make Packer fans mad. To them, your comment is rude and they might be tempted to respond with a mean comment about you. That makes you mad, so we end up with a mess of negative comments and hurt feelings.

So how do we make sure other people will understand what we mean when we post online? One way is to see ourselves as media creators—not just communicators or players. Every time we create an online profile, text someone, comment in game chat, or share a picture, we are making media. Like all good media creators, we want to be thoughtful about the media we make and share by pausing before we post and asking: “How might someone who is different from me interpret my message?”

Activity



Materials needed:

- Handout: “Blank t-shirt” (one per student)
- Handout: “Emoji grid” (projected or posted so everyone can see)
- Markers, colored pencils, or crayons to draw with
- Tape (or a way to display t-shirt drawings for a walkabout)

1. Describe yourself with emojis

To help us think about being skillful media creators, we’re going to decorate t-shirts. Using the handout of the blank t-shirt outline, draw a representation of yourself using only emojis. You can use one, two, or three emojis, but no more. You can copy emojis from the grid or invent your own.

2. Show and tell

Pair up and try to guess what the emojis on your partner’s t-shirt say about them. Are your guesses accurate or do you have to explain to each other what your emoji picks mean?

3. Learn about each other

Post the “t-shirts” around the room so everyone can look at everyone else’s shirt. Can you accurately match each shirt with its owner?

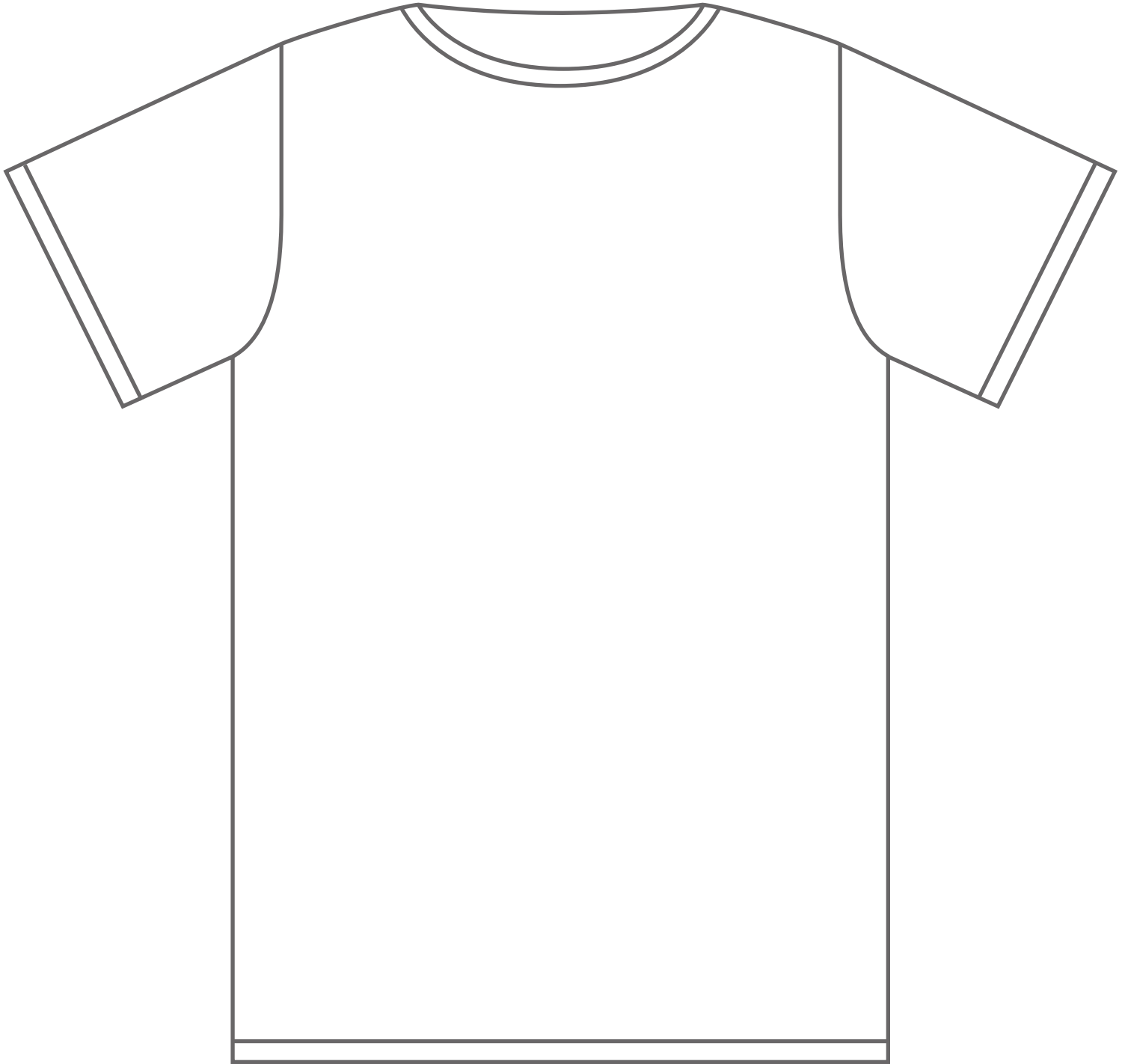
4. As a class, discuss:

- What made it hard or easy to match shirts with classmates? What did you notice about the symbols on the shirts that were easy to match? Were some emojis used by lots of people? Were some used by only one person?
- Did everyone agree on the meaning of every emoji? How can context change the meaning of the emoji? Look at the emoji of the hands with the two fingers. How do you know if it means peace, victory, or the number 2? How about the fire emoji? Does it mean danger/emergency? Really popular or successful (“You’re on fire, dude!”)? Does the meaning change depending on where it appears (grinning emoji on your homework might mean that your teacher thinks you did good work but in a text from a friend it might mean they’re happy or joking)? Does the meaning change depending on what other emojis it’s with?

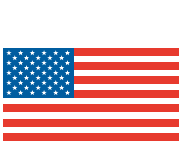
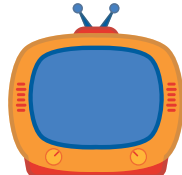
Takeaway

As media creators, before we post messages or pictures online, it’s a good idea to pause and ask: “How could someone who is different from me interpret this? Am I sure they’ll understand what I mean?” Could they take it wrong? And we should ask ourselves the same things before **we** post or comment too. “Am I sure I understand what they mean? How can I know?”

Blank t-shirt



Emoji grid



Frame it

Media literacy background for teachers: Media are made by people who make choices. The most basic of these are what to include and exclude. This lesson helps students see themselves as media makers when they decide what to share online.

Goals for students



- ✓ **Visualize** themselves as media creators.
- ✓ **Understand** media makers make choices about what to show and what to keep outside the frame.
- ✓ **Use** the concept of framing to understand the difference between what to make visible and public and what to keep secure or invisible.

Let's talk



Visual media makers control how much information they want to share by **framing**. They decide what to include **inside the frame** (what we can see), and they decide what stays **outside the frame** (what's invisible).

Activity



Materials needed:

- Index cards and scissors (one set per student)
- Handout: "What's in the frame?" or screen or smartboard with images projected

Run through each activity as a class, then discuss:

1. Framing

All pieces of media are the product of a series of choices by their media makers. One important choice is what to include and another is what to leave out. When we take pictures or video, "in" and "out" are separated by a frame.

To see how this works, take your index card and cut a rectangle out of the center to make your own frame.

Hold the frame at arm's length and move it slowly toward your face and back out (you could also try this with the zoom function on a camera). What do you notice about what you can see inside the frame? How about if you move it side to side? Is there a way to hold the frame so you can see some of your classmates but not others, or some of the things on a wall but not others?

When you control the frame, you are the media maker. You have the power to decide what to include or leave out. What you choose to leave outside the frame is still there in real life, but people who view the media you made would never be able to see it.

2. Keep it in or leave it out?

Grab a handout, and look at picture 1A. What do you think you're looking at and how do you know? Now look at 1B. How does the added information help you get a better idea of what you're looking at?

Try it again with picture 2A. What do you think is casting the shadow? What's your evidence? 2B adds more information. Was your guess correct?

3. Too Much Information (TMI)?

Extra information isn't always welcome. Sometimes it's a distraction that takes away from our ability to enjoy or understand the smaller frame image. Take a look at example #3 on the handout.

It's fun to see how things are made sometimes. But what would it be like if every time you watched a movie, a TV show, or video you weren't just seeing the small frame—what if you were also seeing all the cameras, microphones, crew members, and the edges of the set? Do you think you would enjoy the story as much?

4. You decide

Every time you share something online, you are making media. And like the producers of a film, video or TV show, you can decide what people will see—what's inside the frame and what stays out of sight, outside the frame.

Takeaway

As a media maker, you put a "frame" around what you share online so other people see only what you want them to see.

What's in the frame?



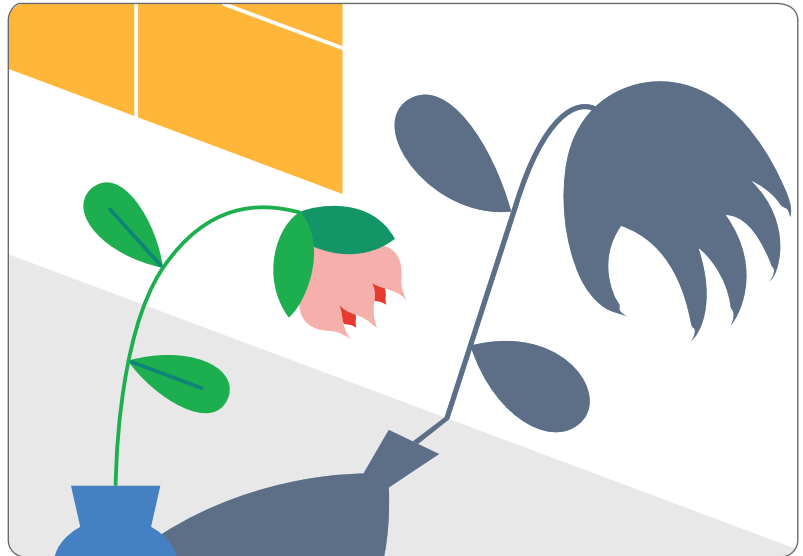
1A



1B



2A



2B



3A



3B

Who is this person anyway?

This lesson provides examples of what a “digital footprint” actually looks like. Students study a collection of personal information about a fictitious character—part of the character’s footprint—in order to try to deduce things about this person.

Goals for students



- ✓ **Identify** ways information can be found online about people.
- ✓ **Consider** how judgments are made about a person when they post things online, things that become part of their digital footprint.
- ✓ **Determine** accuracy of information and understand the difference between assumption, opinion and fact.

Let’s talk



How we know what we (think we) know?

A lot of personal information can be found on the internet. Some of it can cause us to think things or make guesses about people that turn out not to be true. These are the questions we’re going to explore:

- What might we learn about a person from their personal information or things they post?
- What can we guess from personal information, even if we aren’t sure?
- Do we know how this information was collected in the first place? How can we identify the source?

Activity



Materials needed:

- Worksheet: “Who is this person anyway?” (one per student)

Possible modification for grades 2–3: *If you feel your 2nd or 3rd graders are ready to talk about “digital footprints” in media, consider using the “I Do, We Do, You Do” strategy (where you model the first example on the worksheet, complete the 2nd example as a class, then turn it over to the students as individuals—and discuss!)*

1. Study the person

Have everyone read the collections of information about Kristi, Tyler, Connor or a fictional character they create.

2. Write a description

Separate into groups, one character per group. Each group develops its own brief description of the person, answering the question: “Who do you think this person is?”

3. Read the description

Each group reads the description they came up with for their character.

4. Reveal the truth

Okay, now here’s the truth about our characters. Let’s compare it to what you thought the info they posted said about them:

- **Kristi** is a high school senior. She's going to college next year, hopes to study chemical engineering, and eventually wants to start her own company. She cares most about: family, volunteering, pop culture, fashion.
- **Tyler** is the starting pitcher on her high school softball team. She's 15 and lives in Philadelphia. She has an 8-year-old sister. She cares most about: baseball, studying art, playing the guitar, hanging with her friends.
- **Connor** is 14. He just joined the soccer team and has two cats. He's very good at sketching and likes to build robots on weekends. He cares most about: technology, his soccer team, animals and animal rights.

5. Discuss

How close were your descriptions of the characters to the facts about them? Why do you think you came up with your descriptions? Are your descriptions opinions, assumptions or facts—and explain why? What did you learn from this lesson?

Takeaway

When we see or hear people's posts, comments, photos and videos, we make guesses about them that aren't always correct, especially if we don't know them. That's because what we're seeing online or at a certain moment in time is only part of who they are and what they care about. It could also be someone they're just pretending to be, or it's something they're feeling only in the moment that they're posting it. We can't really know who they are or how they really feel until we know them in person—and even then it takes time!

Who is this person anyway?

Read each collection of the person's online activity below. Based on what you see here, write a short description of what you think this person is like: What do they like, dislike, and care about most?

Kristi

Under-the-sea photos from the dance! Looking good, y'all!



Best Ways to Battle Zits

My little brother alex is SOO annoying. Maybe he's an alien.



Speeding ticket



Young Chemists Conference at Thompson University

FINALLY SAW THE NEW SPY WARS MOVIE. Omg obsessed!

Tyler

Won game! One more game to go before the championship. Gotta practice more throws.

I hate school dances. #notgoing



Field Museum
Chicago, IL



Heading to Seattle for my golden birthday! Can't wait.

Playing catch with my dad at Penny Pack Park! Gonna be awesome



La Luna at City Center Arena

Connor



Barney's Burger Emporium

Missed the winning goal. Ugh. At least we tied.



25 Photos of Puppies



The Westfield High Junior Prom

Check out my friend's website! I wrote a lot of the code for it.

New high score!! Yassss. I luv gem jam!!

How do others see us online?

Students explore how different types of people—parents, employers, friends, the police—would see the character from the previous lesson, or what bits of their digital footprint can suggest about them.

Goals for students



- ✓ **Understand** the perspectives of other people when we're deciding whether or not to share information online.
- ✓ **Consider** the consequences of exposing personal information: what you share becomes part of your digital footprint, which can last a long time.
- ✓ **Start** to think about what it means to curate what they post online and how that relates to their digital footprint.

Let's talk



A new point of view

The information in your digital footprint could tell people more—or just different—stuff about you than you want them to know. We're going to look at the consequences of that.

So let's pick one of those characters and pretend that we're them and we posted those comments. We're going to try on their point of view.

- Do you think your character wants people to know all this personal info? Why or why not? What types of people would your character want (or not want to see that info)?
- How do you think this information would be **seen** by other people?
- How do you think it would be **used** by other people?

Different situations call for different levels of privacy. Thinking about how other people would view what you post is the key to good online privacy habits.

Activity



Materials needed:

- Worksheet: "Who is this person anyway?" from Lesson 5 (one per student)

Possible modification for grades 2–3: *If you feel your 2nd or 3rd graders are ready to talk about how they're seen in social media, consider reducing the number of perspectives, maybe Parent, Friend, Police Officer and themselves 10 years from now, then discuss as a class.*

1. Take a new point of view

We're going to go around the room and count off from 1 to 3, then form three groups. The 1's get to be Kristi, the 2's Tyler and the 3's Connor. Then I (teacher) am going to go around to each group and pretend to be one or two of the following people (read list). Then your group will discuss how your character feels about the way the person I'm pretending to be reacted to your information.

As teacher, you'll be role-playing how a parent, police officer, peer, high school student, etc. would react to the information on each character on the worksheet (pick 2–3 or ask the groups which characters they want you to be). Briefly—no more than 2 min. per role.

- | | | |
|------------------------|----------|--------------|
| • Parent | • Coach | • Advertiser |
| • Friend | • Police | • Employer |
| • Yourself in 10 years | | |

2. Group discussion

For 5–10 min., each group will discuss the choices their character made, the reactions of the people the teacher played and how they felt about those views of Kristi, Tyler and Connor. Then I'll ask each group to share with all of us what they discussed and learned about privacy choices online.

3. Class discussion

What are your top 3 takeaways from this activity? Did the different people who saw your information online make accurate assumptions about you? Do you think they formed positive or negative opinions about you? Were you satisfied with their responses? What do you think might be the consequences of someone forming a negative opinion about **you** from the information you post online? How would you curate the information or post differently now, knowing who saw it?

Takeaway

Different people can see the same information and draw different conclusions from it. Don't assume that people online will see you the way you think they'll see you.

Interland: Mindful Mountain

The mountainous town center of Interland is a place where everyone mingles and crosses paths. But you must be very intentional about what you share and with whom. Information travels at the speed of light, and there's an oversharer among the Internauts you know.

Open a web browser on your desktop or mobile device (e.g., tablet), visit g.co/MindfulMountain.

Discussion topics



Have your students play Mindful Mountain and use the questions below to prompt further discussion about the lessons learned in the game. Most students get the most out of the experience by playing solo, but you can also have students pair up. This may be especially valuable for younger learners.

- Of all the posts you shared in the game, which type do you think you would share most often in real life? Why?
- Describe a time when you may have accidentally shared something that you shouldn't have.
- Why do you think the character in Mindful Mountain is called an oversharer?
- Describe the oversharer's character and how his actions affect the game.
- Did playing Mindful Mountain change the way you'll think about sharing with others online in the future?
- Name one thing you'll do differently after joining in these lessons and playing the game.
- What is one example of a possible negative consequence from sharing something with the public instead of just your friends?
- What steps can you take if you accidentally share something personal? What about if someone accidentally shares something too personal with you?

