CYBERSECURITY BASICS

Digital Citizenship: Personally Identifiable Information
Sharing Personal Information

Lesson Overview:

In this lesson, students will explore personal versus public information and determine when it is okay to share personal information.

Students will:
- Recognize the difference between identifiable/personal and non-identifiable information.
- Explain how to keep personal information safe online.

Guiding Question: When is it appropriate to share personal information?
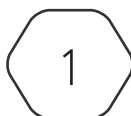
Suggested Grade Levels: 3 - 5

Approximate Time Required: 30 - 45 minutes

Standards:

CYBER.ORG Cybersecurity Standards
- 3-5.DC.PII Define personally identifiable information.

CYBER.ORG
THE ACADEMIC INITIATIVE OF THE CYBER INNOVATION CENTER

Lesson Background

Background Information:

Personally identifiable information (PII) is any information that is unique to a person that separates a person from others, such as name, address, email, phone number, date of birth, fingerprint, driver's license or passport number, credit card number, and Social Security number.

Materials Needed:

Materials per Class	· Lesson Guide · slides
Materials per Group	· two Index Cards

Cyber Terms:

Term	Definition
personal	something meant for only you to see or know; private
public	something that anyone an see or know; shared
information	facts or details
identify	to know or recognize someone or something
personally identifiable information	a fact that tells someone a specific detail about you

CYBER.ORG

GRADES 3-5

Sharing Personal Information

Guiding Question: When is it appropriate to share personal information?

Lesson Launch: (2 - 5 minutes)

Display slide 1-2

- **Display** the cover slide as students enter and you begin to introduce the lesson.

Display slide 3

- **Give** each student an index card.

- **Say:** "On the index card, write down your name and five facts that you feel comfortable sharing with the class about yourself. Don't show anyone."

- **Allow** students to think and write down their facts.

- **Collect** the index cards from students when they finish writing.

Activity: Guess Who (10 - 15 minutes)

Display slide 4

- **Say:** "Now, we're going to play a guessing game. I'm going to read the facts out loud but not tell you the name of the person who wrote these facts."

- **Read** the five facts on one index card out loud.

- **Ask:** "Do you know who in the classroom this card describes?"

  Students may say: "No, I'm not sure." Or "Yes, I think I know who it is."

- **Allow** students to guess who the card describes.

> **Teacher Tip**
>
> Do not say the student's name aloud when you read the facts on the index card.

Display slide 5

- **Read** the other cards aloud and allow students to guess who wrote the information on the card.

Display slide 6

- **Ask:** "How many people were you able to guess correctly based on the **information** or facts given on the cards?"

  Students may say: "not very many" or "We got a lot correct." (This answer depends on how much personal information students in your class wrote on their cards.)

3

CYBER.ORG

- **Discuss** whether or not it was easy to guess who the person was. Point out that it would be easier for you to guess who the person was if they are your good friend because we safely share details about ourselves with good friends.

- **Ask:** "What surprised you about the facts written on the index cards from your classmates?"

  Students may say: "I did not think I would be able to guess any correctly, but some facts were easy and gave away who it was." Answers will vary.

Activity: Guess Who Part 2 (8 - 10 minutes)

Display slide 7

- **Say:** "Now, we're going to play the guessing game again, but this time, I want you to write down things about yourself that **identify** you. Then write your name on the card but don't show anyone."

- **Repeat** the game but ask the students to list at least five things about themselves that do specifically identify them, such as the color of the shirt they are wearing, brand of tennis shoes, hair color, eye color, sport they play at school, computer or group number they are currently sitting, etc.

- **Collect** the second group of cards.

- **Read** the cards aloud and allow students to guess who the card describes.

> **Differentiation**
>
> You could also tell students to write down five things about themselves that do not specifically identify them, like their uniform shirt color, school name, teacher name, or state. (These would all be the same answers for everyone in the class so no one would be identified specifically.)

Display Slide 8

- **Ask:** "Which types of facts were easy to guess?"

  Students may say: "When someone gave a specific detail like their hair color. "

- **Ask:** "Why were those facts easier to guess?"

  Students may say: "It narrowed it down who it could be and make it easier to guess."

- **Say:** "These are facts we would never want to share online or with strangers. They are **personally identifiable information** or PII that would tell people details about us."

- **Ask:** "Which types of facts were hard to guess?"

  Students may say: "The facts that were really general, like that their favorite food was ice cream because that could be anyone."

Display slide 9

- **Say:** "Some facts were hard to guess, and others were easy to guess because the easy ones are identifiable information, or they help you to identify or tell about a specific person."

- **Ask:** " What did you learn from the cards about what is **personally identifiable information** or PII?"

CYBER.ORG

- **Say:** " The facts that were hard to guess are probably **non-identifiable information** that don't tell you enough details about a person to know who it is."

- **Ask:** " Why is it okay to share non-identifiable information or **public** information?"

> ### Teacher Note
>
> If your students need background for this concept, see K-2 lesson on PII called "What is OK to share?"

Display slide 10

- **Say:** " Let's make a list of things that are identifiable and a list of things that non-identifiable."

- **Create** a T-chart on the board or on chart paper.

- **Say:** "This chart can help us remember which facts about us are **personal** or identifiable and which are **public** or non-identifiable."

- **Ask:** " Which side of the chart is okay to share online?"

> ### Teacher Tip
>
> If possible, use chart paper so you can keep the poster displayed in the room as a reminder for students .

> ### Differentiation
>
> Discuss how some things may be difficult to decide for some items that have some personal details but not too much (Ex: a common first name but not a last name, a school mascot but not the school's name, etc.). Explain that the idea is not revealing too much about yourself online because you don't want someone to be able to identify you or pick you out of a crowd based on that information.

Cyber Career Spotlight (3 - 5 minutes)

Display either slide 11

- **Say:** "In this lesson, we talked about not sharing personal details or knowledge about ourselves online. It's important to understand what type of information should or should not be shared. Part of a Knowledge Manager's responsibilities is to share appropriate information with others."

- **Allow** students 5 minutes to explore the Knowledge Manager career profile.

- **Say:** "A Knowledge Manager is a cybersecurity professional who knows important data and makes sure people in an organization stay informed."

CYBER.ORG

- You may Download the Cyber Career Profile Card and Poster for Knowledge Manager at https://cyber.org/careers/knowledge-manager

Putting It All Together (4 - 8 minutes)

Display slide 12

- **Say:** "Today, we learned what information is personal or identifiable and what is non-identifiable."
- **Ask:** "Why don't we share personally identifiable information online?"

  Students may say: "It is important that identifiable information like your name and address is kept hidden from others online for your own protection."
- **Ask:** " What did you learn from this activity?"

  Students may say: "I need to pay attention to the kinds of information that I am sharing online intentionally or unintentionally. I will never share PII."
- **Review** the T-chart and talk about the differences.
- **Facilitate** a Turn and Talk. Share with your partner one thing on the T-chart.
- **Say:** "Protecting ourselves online and offline means being careful about the information we show others. You never know what someone might do with the information they gather."
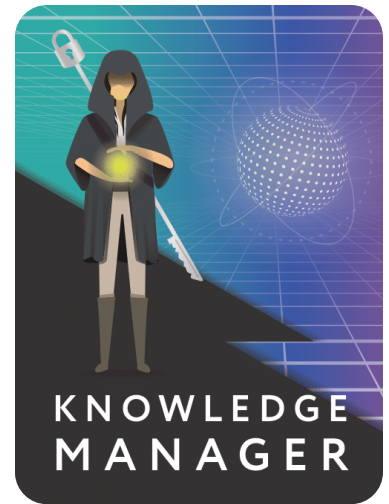
Extension Activity (optional)

- Group students randomly into small groups. How does the information they listed change when they are in a small group? Does their non-identifiable information suddenly become identifiable? How does the information change when they are in different sized groups or in different types of groups?

- Have students walk around school and find PII. Some things we find in our classroom may have identifiable information, like how you celebrate your birthday in your classroom or with your friends. That is wonderful with your friends who already know you, but that is not something to post publicly or share with strangers. Challenge students to notice in carpool lane or on the bus what people share about themselves (Ex: bumper stickers with school name, car tags for pickup line, etc.) and think about ways to protect their information better. (Ex: Show the car tag paper in carpool line or when it is needed to pick up your student, but turn it over so it cannot be seen when not using it for school)

6

CYBER.ORG