

# Under lock and key

## Protecting your personal information

### About this resource

#### Target year level: Year 1 to 2

Adaptations are provided at the end of the document to help you differentiate the activity based on the students in your class.

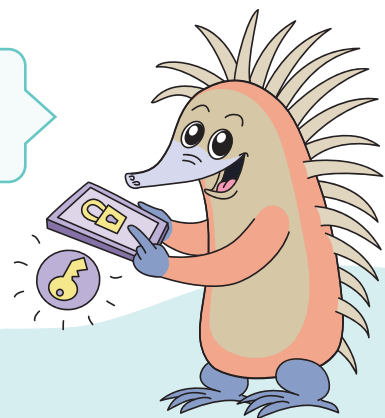
**Aim:** To help students understand the concept of personal information and why it's important to protect personal information that identifies you.

### Related resources

You can use this activity with the following resources to further explore the key messages and encourage students to continue the conversation with their families at home:

- [Mighty Heroes video series](#), including Wanda the echidna's video about being responsible online and protecting your personal information.
- [Online safety classroom posters](#), featuring the Mighty Heroes.
- [How our class stays safe online](#) – a classroom tech agreement poster to help start a conversation about online behaviour.
- [Family tech agreement](#) – a take-home activity for families to create their own tech agreement.

Your personal information belongs to you and it's important to keep it private and safe.



## Opening questions

Ask students these opening questions to explore the concepts of personal information and privacy as well as passcodes, passwords and passphrases.

Remember, talking about online safety can cause emotional distress for some children. So it's important to let parents and carers know about this activity in advance. Ask students how they are feeling during a classroom discussion and remind them they can ask questions or ask for help if it brings up issues or worries.

- **What is your personal information?**

Personal information includes things about you that let other people know your identity – this means it tells them who you are or how to find you. For example, your full name, date of birth, phone number, email address, where you live and the name of your school. Usernames, passcodes, passwords and passphrases are personal information too.

- **Why is your personal information important?**

Your personal information belongs to you. Sharing it with others online is like sharing the keys to your house – if you do that, the wrong person might use it. It's important to keep your personal information private, so it's safe.

- **What does keeping something 'private' mean?**

'Private' means keeping some things about yourself hidden from others. All children have the right to privacy (refer to ['About children's rights, Australian Human Rights Commission'](#)). This means you don't have to share your personal information with everyone who asks for it – though sometimes it's OK to share it with a trusted adult like your parent or classroom teacher.

- **What are some ways you can keep personal information private?**

Examples include:

- using a passcode (a secret set of numbers) to lock and unlock a phone or tablet
- using a password or passphrase (a secret set of words and numbers) that lets you into a game or app
- using a screen name and avatar (a drawing of a character) in a game instead of your real name and photo.

# Activity

## You will need:

- three boxes (or other items to represent three mailboxes)
- three paper padlocks (see [Supporting resources](#))
- three paper keys (see [Supporting resources](#)).

## Instructions

1. Print and cut out the paper padlocks and keys. Place a paper padlock on each mailbox and put the keys aside.
2. Explain to students that the three boxes are the mailboxes of Hadji, Erin and Mabel. Each mailbox is locked because they receive letters that contain personal information which they don't want others to see.
3. Ask students what type of information might be in the letters that are posted to the mailboxes. Write the students' ideas on paper and 'post' them to each of the mailboxes. Add your own ideas.
4. Bring out the three keys.

## Scenarios

Discuss the following scenarios with students.

1. Hadji finds Mabel's mailbox key on the ground. What should he do? Why?
2. Erin has forgotten to lock her mailbox. Should we take a look at what is inside? Why or why not?
3. Mabel is going on holiday. She makes copies of her mailbox key and gives them to a few friends in case she loses her key. Is this a good idea? Why or why not?

You can make the connection to being online by explaining that using a password or passphrase is like having a key. Explore why it's important to keep keys and personal information like passwords and passphrases safe.

Discuss how sometimes we share a key to our home with someone we trust if we are going on holidays, so they can help look after it. Similarly, it can be OK to share some personal information in the classroom, like names, birthdays and photos on the classroom wall. But remind your students that they should only share passwords and passphrases with their classroom teacher or another adult they trust like their parent or carer. This is different to sharing their password on a computer or phone or on the internet, where it can be copied and shared without their permission.

## Discussion

Follow up the activity by exploring these questions.

- What should you do if a friend asks you to share a password or passphrase you use online?
- What should you do when you want to play a game that asks you to enter your address and phone number? Should you enter this personal information?
- What are some ways to keep your personal information safe online? This might include keeping passwords or passphrases private, logging out of devices before letting others use them, or using an avatar or screen name to protect your identity when playing online games or using apps.
- What can you do if you forget a password or passphrase, or think you have shared personal information by mistake? You could ask for help from a trusted adult.

## Adaptations

### For students with lower literacy

This activity is play-based and designed to be inclusive of students with lower literacy. It does not require reading or writing skills to understand concepts.

### For all students

Create learning moments and scenarios where other students or you as a teacher gain access to the key.

Example scenarios:

- A teacher has a 'master key' and can access the box at any time. (Use this scenario to discuss with students how some companies that create websites and apps store their users' personal information online, and why that's the case.)
- A student shares their key with another student. (Use this scenario to understand the risks of sharing passwords or passphrases.)
- A student leaves their key lying around. (Use this scenario to help students understand why it is important to keep their passwords or passphrases safe.)

### Other ideas

- Print and cut out extra keys so there are more keys than mailboxes. In the scenario, only some keys will work to open each mailbox. (Use this scenario to help students experience the value of a password or passphrase and the personal information that it allows them to access.)
- Create a different security scenario for each mailbox – one just closed, one only taped closed and one padlocked closed. Hide the key to the padlock in the classroom. Ask students to time how long it would take to get into each one – they can't rip the paper padlock open, they have to find the key and use it. Use this scenario to demonstrate the value of creating strong passwords or passphrases. Talk about the difference between no security (the box that is just closed), a simple password like their name which would be easy to guess (the box that is taped closed) and a strong passphrase that uses a combination of letters and numbers that are easy for them to remember but hard for others to guess (the padlocked box). Let them know not to use their name or any other personal information in their passwords or passphrases.

After the learning moments or scenarios take place, bring the class together and ask students these questions:

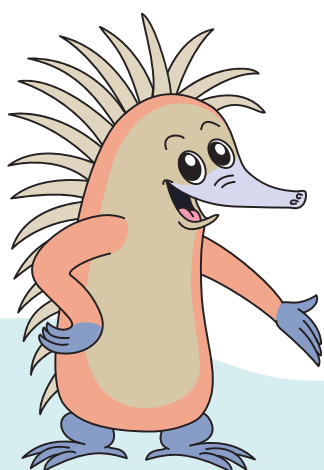
- What did you learn?
- What went wrong?
- How could we avoid that situation when we are online?

## Ideas for sharing learning at home

Students can share their classroom learning at home by asking their family these questions:

- What passcodes, passwords or passphrases are important in our home? Why are they important? For example, passphrases to log in to the computer or the home wi-fi, or the passcode to the mobile phone or tablet.
- Do you share your phone passcodes with anyone? Why or why not?

Encourage students to report back to the class about their family discussions. They can share the ways their family protects personal information about their identity when they use computers, phones and the internet.



# Best Practice Framework for Online Safety Education

The [Best Practice Framework for Online Safety Education](#) establishes a consistent national approach that supports educators across Australia to deliver high quality programs with five clearly defined elements and effective practices. This resource aligns with the following elements of the framework:



**Element 1** Students' rights and responsibilities



**Element 2** Resilience and risk



**Element 4** Integrated and specific curriculum

## Australian curriculum links

This resource aligns with the following [Australian curriculum](#) learning areas and general capabilities:

### Digital Technologies

Processes and production skills: Privacy and security.

Students learn to:

- access their school account with a recorded username and password ([AC9TDI2P06](#))
- discuss that some websites and apps store their personal data online ([AC9TDI2P07](#))

### General capabilities:

Digital literacy: Practising digital safety and wellbeing: [Manage digital privacy and identity](#).

## More ideas and educator support

### [Classroom resources](#)

Explore eSafety's education resources based on topics relevant to children and young people and designed for different education levels. These include more Mighty Heroes classroom activities for Foundation to Year 3.

### [Professional learning program for teachers](#)

eSafety offers a range of online safety professional learning programs designed for educators and others working with children and young people. This includes short self-paced online modules for lower primary teachers.

### [Toolkit for Schools](#)

These resources are developed to support schools to create safer online environments and are categorised into four sections: Prepare, Engage, Educate and Respond.

# Supporting resources

