

# What Happens to my Online Information?

TOPIC: ONLINE SAFETY AND SECURITY

GRADES: 6-8

SOFT SKILLS: COMMUNICATION, CRITICAL THINKING

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## Learning Outcomes:

- Students will articulate what happens to information posted online.
- Students will effectively and safely respond to online questions and solicitations. Students will recognize danger and feel empowered to report unwanted online interactions.

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## Activities:

1. This activity relies on a video from NovaLabs. The entire lesson can be found at <https://mass.pbslearningmedia.org/resource/nvcy-sci-parable/a-cyber-privacy-parable/#.WeYGbluPKM8>. The teacher must create an account to use the entire lesson plan.
2. The teacher should explain that today, students are going to watch a video about Tim. The students will learn how information can be stolen and why it is important to think about what information is posted online.
3. The teacher should show the video about Tim found at [here](#).
4. The teacher should then lead a full class discussion on the video or develop a worksheet for individual completion. The following questions can be used:
  - A. What happens to photos and information that you post on social media sites?
  - B. Name some groups that can access information that you upload to a website.
  - C. Think about the last picture you shared via social media. What could a person figure out from that picture?
  - D. How can your friends be affected if your information is compromised?
  - E. What steps can you take to prevent identity theft or having your information online?
  - F. Has this activity changed how you view your personal use of technology? Why or why not?
5. After completion of this activity, the teacher could enhance the discussion by showing how a tweet can go viral. Although going viral can be a good thing, it can also have negative consequences. Allow students to discuss the positive aspects of “going viral” (self esteem, bragging rights, profit, more followers, etc). Then ask students to list the negatives of “going viral” (loss of control, miscommunicated message, “phone blows up”, new followers that annoy you, etc).
6. Ask students to reflect on what they have learned. Have each student respond with one thing that they have learned. They should also list one online habit that they will think about in more depth...what is one thing they might change about their online behavior? For some, this will be difficult because they do not have a social media presence. For those students, ask them to list the things they learned that reinforced the decision to stay offline.

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