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OFFICE OF THE INFORMATION COMMISSIONER QUEENSLAND

Teaching Module

Protecting Your Online Reputation

Office of the Information Commissioner
Queensland

Teaching Module | Table of Contents

The ideas presented in this teaching module are based on materials by Barry Duncan (former President of the Association for Media Literacy, Ontario), adapted by Carolyn Levy (Lisgar Collegiate Institute, Ottawa). Information contained in Activity Two was composed with assistance from the Australian Communications and Media Authority.

Overview

This module is designed to help students develop awareness about privacy issues, and the security of their personal information. Through a series of class activities, students will learn the potential risks and consequences of providing personal information via the internet, and become better equipped to protect their online privacy.

Learning outcomes

- Learn about the different meanings of privacy and personal information in Queensland.
- Learn the risks associated with sharing personal information via the internet.
- Understand the possible consequences of posting photographs, messages and other personal information on the internet.
- Learn to identify security risks associated with social networking sites.
- Learn techniques to better secure and protect personal information online.

Preparation and materials

- Butcher's paper and pens (Activity One).
- Photocopy the *Privacy Diary* handout (Activity One—Homework).
- Television and internet connection (Activity Three).

Introduction

With technology and the internet now affecting every aspect of life, there's never been a more important time to think about the risks to your privacy, and the consequences of sharing your personal information online.

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New and converging technologies are providing us with a range of opportunities. So much is now accessible to us online from our homes and personal mobile devices: we can undertake complex research, we can access government services and financial assistance, we can do our shopping and banking through our television, computer, or mobile phone, we can both borrow and return a recent feature film by dialing up the pay-per-view channel and we can even join conversation groups featuring friends and relatives across the world, without leaving home.

There is, however, a downside to an electronically connected society. Every interaction completed online leaves a digital trail. This trail is not necessarily only available to sophisticated computers, it can be accessed surprisingly easy by almost anyone with the desire to gain information about your identity, your health, your lifestyle, your consumer choices or your credit rating.

Introductory class activity

As a class, ask students to raise their hands if they agree with the following statements…

- I believe my personal information is secure.
- I have shared personal information online.
- I have been requested, via a social network, to friend someone I didn't know.
- I have accepted a friend request from someone I didn't know well.
- I have accepted a friend request from someone I haven't met in person.
- I have posted my address on a social networking site.
- I have posted my phone number on a social networking site.
- I have posted my whereabouts on a social networking site.
- I have posted images of myself, or friends, on a social networking site.

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- I have posted embarrassing images of myself, or friends, on a social networking site.

- I have posted images of myself, or friends, on a social networking site that I wouldn't want my school mates to see.

- I have posted images of myself, or friends, on a social networking site that I wouldn't want my parent or guardian to see.

- I have posted images of myself, or friends, on a social networking site that I wouldn't want my teacher, or a potential employer to see.

- I have read the privacy statement listed on a social networking site.

- I have reviewed my privacy settings on a social networking website.

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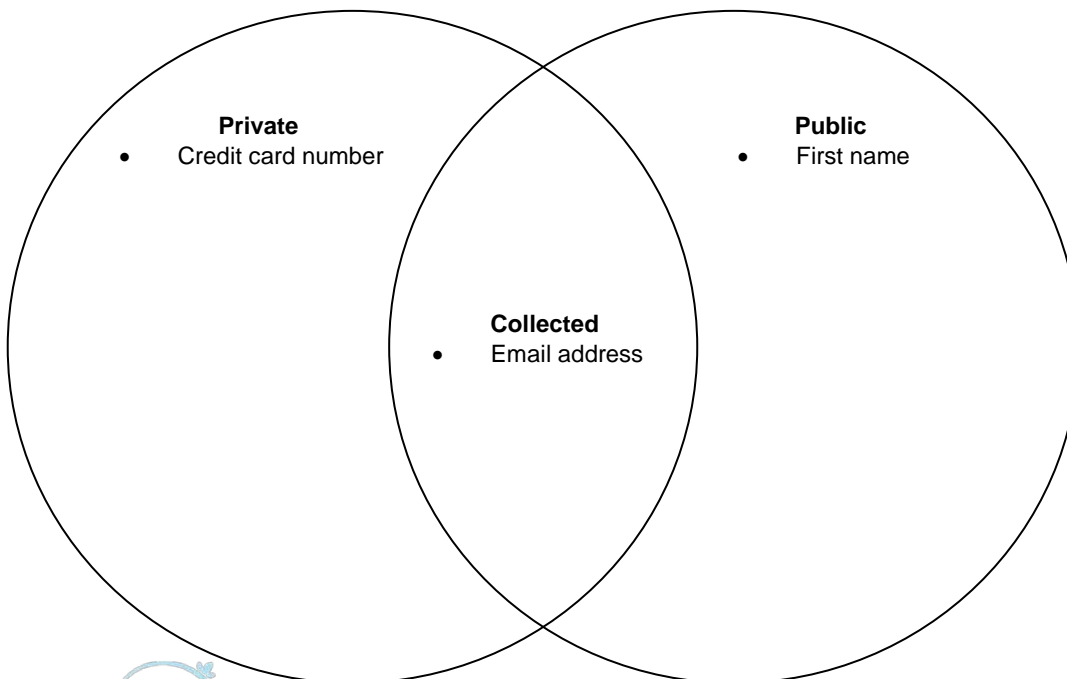training@oic.qld.gov.au
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Activity One | Understanding privacy

Ask students to brainstorm what the word 'privacy' means to them. Students can write a list of words or draw images to illustrate what information is personal to them.

Ask students to share their words/images with a fellow student and to discuss the difference between 'private' and 'public' information.

Combine pairs of students into groups of four and provide groups with butcher's paper. Ask them to draw a Venn diagram with two circles overlapping. Write one of the following terms in each circle; 'private', 'public'. Students are to place each of the personal information items, in the list below and any other information that they may consider personal, in one of the two circles. In the area that overlaps instruct students to write the personal information items that are often 'collected' (e.g. when they complete a survey, a registration form, competition entry form, or log-on to a social networking site).

Example Venn Diagram:

Private
- Credit card number

Collected
- Email address

Public
- First name

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Personal information could include:

- First name
- Middle name
- Surname
- Mother's maiden name
- Postal address
- Street address
- Age
- Date of birth
- School
- Gender
- Race
- Occupation
- Employer
- Income
- Tax file number
- Credit card number
- Religion
- Political party
- Driver's license number
- Student number
- Years of employment
- Disabilities and diseases
- Conflict with the law or involvement with the police
- Parents' names
- Marital status
- Previous employers
- Email address
- License plate number
- Bank account number
- PIN
- Photographs of yourself, family or friends
- Hobbies or interests
- Pet names
- Pet registration numbers
- Telephone number
- Personal blog or website address
- Username for a social networking site

In groups, ask students to place a tick mark beside the information they would feel comfortable providing to a stranger that they met on the street. Ask students to place a question mark beside the information they would object to. Ask students to account for their objections.

The definition of personal information contained within the *Information Privacy Act 2009* (Qld), Part 2, Section 12:

> "*Personal information is information or an opinion, including information or an opinion forming part of a database, whether true or not, and whether recorded in material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion.*"

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Do students believe that this definition sufficiently describes what 'personal information' means to them?

In small groups, have students develop their own definition of 'personal information'. Share definitions with the class, and discuss:

- What factors should be taken into account?
- Should there be separate definitions for individuals and organisations?
- Do the definitions, developed by the class, take into account the interests of private people, corporate enterprises, and government organisations?

Homework

Distribute the handout *Privacy Diary*, and ask students to record, in a typical day, or week, each time they think they relinquish a portion of their personal information, both in the real world and online. For each incident, ask students to explain their level of consent over accepting the loss of privacy.

Ask students to consider logging in their diary instances when they:

- pass a security camera
- supply information, such as their name, phone number or email address
- download, or upload, a computer file
- sign into a website
- visit a site that uses cookies (do they know when a site uses cookies?)
- turn on a mobile phone (this sends a signal to the nearest tower, letting the network know where they are)
- send an email, instant message, or text message (in Australia telecommunications companies store this data for a period of time).

When they've finished, give each example a score between 1 and 5. A score of 1 means they feel they have very little privacy, and a score of 5 means they feel they have as much control over their privacy as they desire.

As a class, compare privacy scores, and discuss.

Activity Two | Online reputation

As a class, watch the TAGGED (http://www.cybersmart.gov.au/tagged/) (18 minutes) short film produced by the Australian Communications and Media Authority.

As a class, discuss the following key themes of TAGGED:

- What happened in TAGGED?
- Who was involved?
- How were they involved?
- At which point, did each character have the opportunity to stop the incident continuing?
- What was the emotional effect on the involvement of each character?
- How did their involvement change the opinion of those around them, about them?
- Whose privacy was violated because of another's actions in TAGGED?
    - Was Chloe and Ben's privacy violated when Kate, Emma and Razi took a photo of them in a public place? Was it violated when the three girls placed the image online? Was it violated when they placed a misleading message with the image?
    - Was Jack and Ben's privacy violated when their fight was filmed without their consent? Was it violated when the film was placed online? Was it violated when the film was exposed by the media?
    - Was Kate's privacy violated when Jack forwarded personal photographs of her to his schoolmates without her permission?

Activity 2.1: Motivation of TAGGED

People have a wide range of motivations for their behaviours. The one thing most people have in common is a sense of vulnerability and fear. Even the characters of the parents, teachers and police officers in TAGGED were written with fears and

vulnerabilities—fears of failing in their jobs, their roles as protectors and instructors of young adults, of being bad parents, fear of not understanding new technologies, fear their kids were 'out-of-control', and perhaps fears that the results of the teens behaviour reflect badly on themselves as individuals.

Consider the characters in TAGGED, as if you created them. What motivations would you create for each of the following actions? What emotions would you suggest to go with them?

- Jack when he forwards the private images of Kate.
- The students who draw stars on Kate's locker, forward Jack's fight clip, gossip about Chloe, or forward Kate's sexting image.
- Lou, the girl who befriends Kate at her new school.
- Raz coming clean about her involvement.
- Kate posting the picture of Chloe suggesting she cheated on Jack and posting a film of Jack fighting.
- The police officer who cautions Jack over sending images of Kate.
- Kate forwarding sexting images to Jack during their intimate relationship.

Ask students to consider why they might sometimes post negative information online, and what the possible repercussions, of posting something negative online, could be.

Activity 2.2: Interview following the events of TAGGED

In this activity your class will stage a number of small mock trials, by adopting the roles of characters from TAGGED. Decide which of the following scenarios you would like to explore further, and invite a student from the class to pretend to be that character while the remaining class member ask questions about the character's 'crimes'.

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- Chloe may sue Kate for falsely implying that Chloe was unfaithful to Jack.
- Jack may defend his use of the pictures Kate sent him as fair use of his 'property'.
- Kate might plead that her social punishment was too strong for her 'crimes'.
- Em may be charged with being an 'accessory' to bullying.
- Kate might have to defend a charge of inciting violence due to Jack's fight.

The 'charges' faced by each character may not necessarily be legal ones. But they are ethical issues, big and small, and the object of the trial is not to establish guilt but to use a legal framework in order to explore perceptions of blame or fairness.

You may like to extend this activity further and assign class members to act as defenders, defendants, prosecution, witnesses, jury, and judge. In order to do this, allow the defense and prosecution time to develop a good argument and evidence before the trial begins.

Homework

Can students recall any cases where celebrities or public personalities have been involved in controversy with social media?

Ask students to use the internet to research an example from the media (Hint: Nigella Lawson, Chris Brown, Justin Bieber, Amanda Byrnes and Kim Kardashian), and examine the role of the media in these famous cases. These may include examples of image sharing, text messaging, status updates, emails or any other type of online communication.

Ask students to answer the following questions:

- Who was involved?

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- What was the effect on the careers or reputations of the people involved? What do you think was the effect on the personal lives and relationships of the people involved?

- How did the case change your opinion of the people involved?

- Do the same rules apply to celebrity cases as to everyone else?

- How did the communication device, or medium, contribute to or contain the negative effects of the situation?

- Where was the point-of-no-return?

- What role did the media play in the events?

- How could they avoid a similar situation in the future?

Using the answers to the questions listed above, ask students to write a news release on behalf of one of the people involved, explaining what has happened, and defending their actions.

Do students think it would be a good idea to send their news release to the media, or is it better to say nothing at all?

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Activity Three | Group assignment

Many people see the role of protecting people's privacy as a government responsibility or perhaps a partnership of government and business. At the same time, many people feel the individual has a strong role to play in protecting their own privacy.

It is the year 2015, and your school has developed an idea for a new social networking service. Your class has been selected to write the Privacy Policy for the social networking service.

Divide the class into small groups asking each group to be responsible for researching and presenting a potential Privacy Policy that would benefit their group, as either a group of:

• individuals who intend to use the service to network

• businesses who plan to advertise on the site

• government organisations who aim to serve the community

• advocacy groups who will be required to defend vulnerable individuals

• individuals who plan to profit from the service to meet their own objectives.

In these small groups, students should consider the following questions:

• What different privacy settings should be allowed?

• Who should get access to people's profiles (will we use a friend system)?

• Should people be able to see images and updates from friends of friends?

• What kind of biography information should the service collect and offer on the site (e.g. gender, religion, height, weight, location and education)?

• How can the service make money? Perhaps, by selling some personal data to other companies for targeted advertising…

• Should people be able to upload photos of anything they like?

- Should people be able to comment about anything that they like?
- What type of content should be restricted?
- Should people be able to tag other people's photos?

Once each group has developed a satisfactory Privacy Policy, re-divide the groups, so that each new group contains at least one member of each previous group. Each new group must then negotiate a Privacy Policy that the entire group can agree on. Present Privacy Policies to the class for discussion.

Homework

Ask students to investigate the Privacy Policy they have signed up to with their current social networking site.

- Is the Privacy Policy difficult, or easy, to find?
- Is the Privacy Policy easy to understand?
- Does the Privacy Policy surprise them? Why, why not?
- Are there aspects they would like to change?
- Are there aspects they disagree with?
- What do they like? What don't they like?
- Where can they get more information on changing their privacy settings?

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Privacy Policy

Australia has a number of privacy laws which apply to selected classes of organisation. In Queensland the *Information Privacy Act 2009* applies to Queensland government agencies, which includes public schools.

All privacy laws contain privacy principles which set out rules for Queensland government agencies when handling personal information. Personal information means any information about an identifiable person.

An organisation's Privacy Policy sets out in broad terms the personal information dealings of the organisation and the steps its takes to address its obligations under the applicable privacy law. One of the purposes of a Privacy Policy is to give assurance to the persons whose information is collected, stored, used and disclosed by the organisation that these actions are compliant with the obligations under the privacy law.

A Privacy Policy can be as simple or complex as the information flows require. Usually, a Privacy Policy is relatively high-level with finer detail being provided in a Privacy Plan.

An example of a Privacy Policy can be found at:
http://www.oic.qld.gov.au/privacy-policy

An example of a Privacy Plan can be found at:
http://www.oic.qld.gov.au/__data/assets/pdf_file/0020/7760/policy-privacy-plan.pdf

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Assessment | Wikipedia article

Wikipedia is a free, collaborative online encyclopedia contributed to by individual users.

For the assessment of this module, students are asked to write an article on one of the following topics to be included in Wikipedia:

- privacy in the school environment
- cyber-bullying
- sexting
- privacy policies.

While Wikipedia is a collaborative encyclopedia, it is not without scrutiny, the following guidelines must be met in order for students to satisfactorily complete the assessment:

- References must be included. References should be used both as source(s) of the information to be included and to demonstrate the notability of the article's subject matter. References to blogs, personal websites, Facebook and YouTube are unsuitable.
- Once references have been collected, learn to place the references into the article by reading Wikipedia: Referencing for beginners (http://en.wikipedia.org/wiki/Wikipedia:Referencing_for_beginners) and Wikipedia: Citing sources. (http://en.wikipedia.org/wiki/Wikipedia:Citing_sources).
- Be careful about the following: copying things, controversial material, extremely short articles, and local-interest articles.
- Wikipedia surveys existing human knowledge; it is not a place to publish new work. Articles should not present original theories, opinions, or insights, even if they can be supported by reference to accepted work.

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- Articles should not advocate one particular viewpoint on politics, religion, or anything else.

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Certificate of Achievement

The Office of the Information Commissioner is pleased to provide each student who completes this teaching module with a Certificate of Achievement signed by the Queensland Privacy Commissioner. If you would like a Certificate of Achievement for each student in your class, please complete, and return, this page to the Office of the Information Commissioner by either:

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Certificate of Achievement: Protecting Your Online Reputation

School: _____

Postal Address: _____

Contact Name: _____

We are collecting student's personal information so we can issue them with a Certificate of Achievement in Protecting Your Online Reputation.

	First Name	**Surname**		**First Name**	**Surname**
1			16		
2			17		
3			18		
4			19		
5			20		
6			21		
7			22		
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14			29		
15			30		

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Evaluation and feedback

The Office of the Information Commissioner values your feedback in relation to this teaching module and allows for continuous improvement. With this in mind, a short evaluation sheet has been provided at the end of this teaching module. It would be greatly appreciated if you could complete it and return by either:

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Additional teaching resources

TAGGED—Resources for Schools

Tagged encourages young people to reflect on the real life consequences caused by cyber bullying, sexting, and a negative digital reputation. The themes of personal and peer safety and responsibility are crucial to maintaining positive online behaviour and digital reputation into adulthood.

http://www.cybersmart.gov.au/tagged/schools.htm

e-Security—Budd:e

The Budd:e e-Security Education Package hosted by the Stay Smart Online website is designed to raise the e-security awareness of Australian children and young people to help them stay smart online. Budd:e offers a learning module for secondary school students.

https://budd-e.staysmartonline.gov.au/secondary/main.php

Cybersmart – Upper secondary teacher resources

Access a variety of multi-media resources designed to help young people; teachers and parents understand and manage online issues.

http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20secondary/Upper%20secondary%20teacher%20resources.aspx

Digital reputation

Digital reputation is defined by behaviours in the online environment and by the content that is posted. Tagged photos, blog posts and social networking interactions will all shape how we are perceived by others online and offline, now and in the future. A poor digital reputation can affect your friendships, relationships and even your job prospects - so protect your digital reputation.

http://www.cybersmart.gov.au/Teens/How%20do%20I%20deal%20with/Digital%20reputation.aspx

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Sexting

Sexting is the sending of provocative or sexual photos, images, messages or videos using a mobile phone, via email or posting online. Once images are sent or posted online they can be impossible to remove. Learn how teens can deal with sexting issues.

http://www.cybersmart.gov.au/Teens/How%20do%20I%20deal%20with/Sexting.aspx

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Appendix 1 | *Privacy Diary* handout

Privacy diary

In the chart below, write down every time in a typical week that you lose or give up some of your privacy, both in the real world and online. For every incident, explain whether or not you had the choice to accept the privacy loss.

When you've finished, give each example a score between 1 and 5. A score of 1 means you feel you have very little privacy, and a score of 5 means you feel you have as much control over your privacy as you want.

How you gave up your privacy	Was it by choice?

Your average privacy score is (circle one):   1   2   3   4   5

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Glossary

Word	Meaning
Blog	A website created by an individual to record their opinions and interests, often allowing comment from visitors.
Browser	Software designed to enable the viewing of web pages, for example Internet Explorer.
Chat	To take part in real-time communication using an online discussion forum, in which multiple users can communicate by means of typing text.
Comment	A feedback system which enables a user to comment on an existing online post. Most feedback systems will automatically publish the comment on the website beneath the original post, however, some require the author of the post to approve or 'moderate' the comment before it is published on the website.
Content	The word is used to identify and quantify various formats and genres of information as manageable value-adding components of media.
Cookies	A small piece of data sent from a website and stored in a user's web browser for the purpose of tracking the user and obtaining information concerning them.
Cyber-bully	A person who bullies another using email, chat rooms and social network sites.
Data	A collection of digital information.
Database	A large volume of information stored digitally and organised in categories to facilitate retrieval.

Word	Meaning

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Digital Footprint	A record of an individual's interactions in a digital environment; including their usage of TV, mobile phone, internet and world wide web, mobile web and other devices and sensors. A 'cookie' is one component of an individual's digital footprint.
Download	To transfer or copy (data) from one computer to another, or from a computer to a mobile device.
Friend	A person accepted as a page link to one's own page on a social network.
Instant Message	Text-based, real-time communication between individuals by means of electronic device.
Internet	The communication system created by the interconnecting networks of computers around the world.
Like	A feature in communication software, such as social networking services, internet forums, news websites and blogs, where the user can simply indicate that he/she likes, enjoys or supports certain content.
Online	Being connected to the internet.
Personal Information	Personal information is any information about an identifiable living individual.
Post	An entry on a blog, internet forum, or social network site. A post can be audio, text, photography–still or video.
Privacy	The concept that individuals should be free from arbitrary interference or observation in their lives.
Privacy Policy	A statement, usually written, sets out how an individual or organisation collects, stores, uses or discloses the personal information of individuals.

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Word	Meaning
Privacy Setting	A setting allowing the user of a social networking site to control the amount of personal information that can be shared with others.
Profile	The collection of personal data associated with a specific individual.
Real World	The physical world as opposed to the digital world.
Request	The act of sending another user an invitation to be included in that person's network. Once the invitation is accepted, the two people can exchange messages.
Sexting	The act of sending sexually explicit content, such as a photograph
Social Media	The use of the internet and/or mobile networks for social communication.
Social Network	A online mechanism through which individuals can communicate. Examples include: Facebook, Twitter, MySpace, LinkedIn, YouTube, Pinterest, Instagram and Flickr.
Software	A set of pre-programmed instructions which enable a computer to perform a desired function.
Tag	A feature that enable's social networking users to link the profile of another user to an individual post.
Text Message	A message sent by mobile phone.
Update	A new post concerning an individual.
Upload	To transfer data from a computer to a larger network, for example the internet.
Web Server	More usually a specialised computer on which the individual webpages comprising a web-site are stored.
Website	A location on the world wide web, which can include web pages, resources, files, images, etc.
Wikipedia	Wikipedia is a free, collaboratively edited, and multilingual encyclopedia hosted on the internet.

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Evaluation Sheet

Please complete the following Evaluation Sheet and return by either:
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Teaching Module: Protecting Your Online Reputation

School (optional): _____

Contact Details (optional): _____

We are collecting your personal information above because we may like to contact you to discuss your feedback in more detail.

1. Think back to before your class completed the module and rate your student's level of understanding of information privacy issues:

No   Moderate   Very good
Understanding   Understanding   Understanding

(Please tick)

1	2	3	4	5

2. Now that your class has completed the module rate your student's level of understanding of information privacy issues:

No   Moderate   Very good
Understanding   Understanding   Understanding

(Please tick)

1	2	3	4	5

3. How would you rate the quality of information provided in this teaching module:

Very Poor   Poor   Average   Good   Very good

(Please tick)

1	2	3	4	5

4. How would you rate your level of satisfaction with the range of activities provided in this teaching module:

Very Unsatisfied   Satisfied   Very Satisfied

(Please tick)

1	2	3	4	5

5. Overall, how would you rate your level of satisfaction with the teaching module:

Very Unsatisfied   Satisfied   Very Satisfied

(Please tick)

1	2	3	4	5

6. Indicate your level of agreement with the following statement.

"*I would recommend this teaching module to others.*"

(Please tick)

Strongly disagree	Some what disagree	Neither agree nor disagree	Some what agree	Strongly agree

Please provide any other comments in relation to this teaching module:

_____

_____

_____

_____

_____

_____