



Unit 1: Presentation on Privacy on the Net



Unit 1: Privacy

CYBERSECURITY SCHOOLS





International Cybermentor Pupils

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Hungary

My (real) identity





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Activities

Warm up (5 min.):

Students will see a short video clip promoting internet security, then asked to speak about their impressions (What did they understand? Did they know all these things? Which was the most shocking detail? Do they recognize themselves in any part of the video? Etc.

We recommend this clip: A Long Day (with no Cybersecurity).





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A long day (with no cybersecurity)





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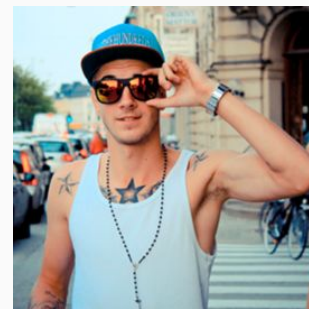


Activities

First impressions (10 min.)

Students are divided into small groups and every group is given a picture showing a different type of person:

1. A man in a suit
2. A young girl in dress, with backpack, and books in her hands.
3. A boy with glasses and cap.
4. A man with dreadlocks.



Students are asked to match their picture of the person with the profile(s) that correspond (i.e. assign characteristics to the person) and then write a short description about their person that they present orally.

- a. accountable
- b. clever
- c. free
- d. decent
- e. friendly
- f. modest
- g. conscientious
- h. confident
- i. hardworking
- j. serious

Discussion: Are first impressions always correct? What impression do these images convey?
Are the details important?



Activities

My characteristics and my profile (10 min.)

Students create their own profile. They write down answers to the following questions, highlighting in different colours the responses that they can tell everyone, just friends or just parents (everyone= green colour, friends= yellow colour, parents= red).

- What is your name?
- How old are you?
- Where do you live?
- Where do you go to school?
- Who is your best friend?
- What are your hobbies?
- What is your phone number?
- What is your email address?
- What is your dream?



Key question: Can I hide something important about my identity from my parents or friends?



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Activities

The truth or not the truth (15 min.)

Students can work individually to create their own avatar in <http://www.voki.com/create.php>, a free learning tool for creating customised speaking characters. It is more effective to engage students with interactive lessons, introducing technology in a fun way to enhance their language skills and provide for interesting homework projects.

Students create an avatar about themselves. They can make avatars that are close to their real characters, or that are just the opposite to them, or what they would like to be. Set a question for the other students: **Which avatar resembles to its owner and which one doesn't?**





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Activities

Evaluation (5 min.)

Ask students about their feelings, thoughts related to previous activities: which one was the most instructive, how will they act when getting in touch with new people in real life and in virtual spaces?





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Conclusions

- ★ Students develop their **online identity** when they are active on the Web.
- ★ Their identities are shaped by several different aspects.
- ★ However, the information people can find on the Web may represent them in the wrong way. This could be due to their **profile photo, status, opinion**, etc.

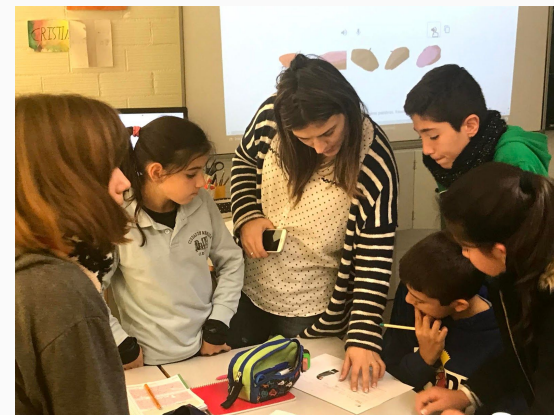
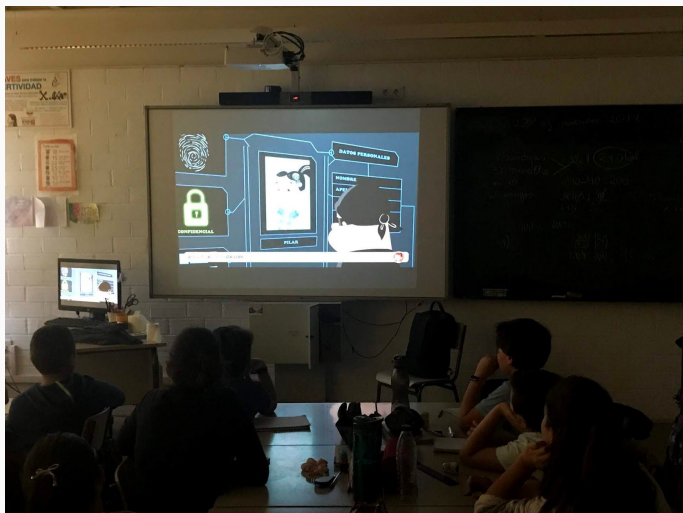


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Evidence

Implementing of our good practice in the Spanish school.





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Implementing Good Practices in all the schools

Implementing of our good practice in the Polish school.

More evidence
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Italy

Technology and us





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Italy: Technology and us

OBJECTIVES:

- ★ To increase awareness among children and young people about avoiding risks and staying safe online.
- ★ To understand how the Internet affects Kids and what are their inclinations towards technology.
- ★ To find out how they can protect their privacy online.





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Activities

Development:

Step 1: Brainstorming about the topic (different platforms of communication on smartphones and over the Internet; safety on line) checking their opinion

Step2: Discussion about personal data and their use of social networking and online games.

Step 3 Questionnaire to understand how the Internet affect Kids and what is their inclination towards technology.

Step 3: Collecting students' ideas about personal data and their use of the net.

Step 4 Analysis and sharing the results of the survey





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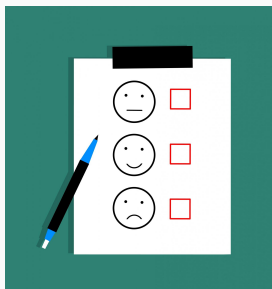
Activities

Step 1: Students see short videos about Internet security and read passages about the topic

Step2: Discussion on the videos and film

Step 3: Ask students of second classes of lower secondary school (pupils of 11-13 years) to fill the questionnaire. We will make a survey about privacy online. In primary school pupils (8/9/10 years) will write, in collaboration with their parents, some "tips" on how to protect their online privacy, which will be illustrated in a lapbook.

Step 4: The results of the survey will be analyzed and shared with students together with some tips for using the Internet .



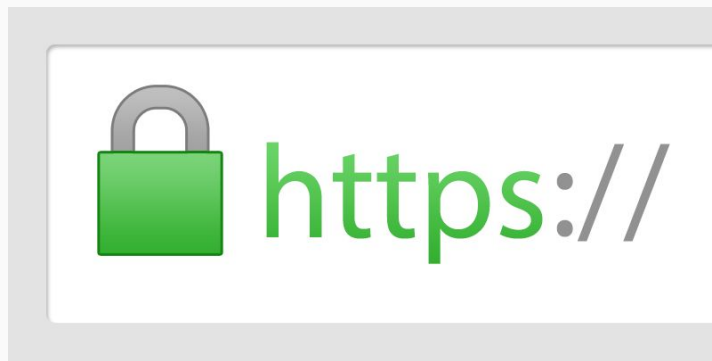


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Conclusions

- ★ Download official updates.
- ★ Visit web pages with the “s” in *http://...*
- ★ Use different passwords for each of the services we use.
- ★ Close the sessions of the web services we use.



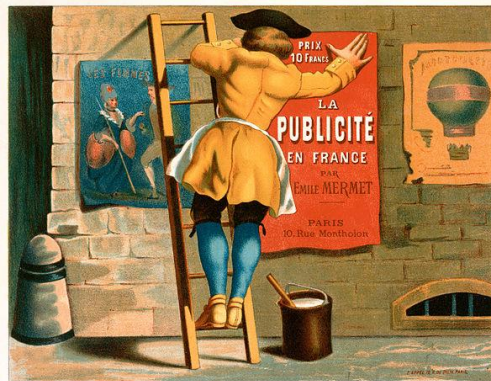


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Conclusions

- ★ If we find an open session we will close it immediately.
- ★ Ask permission before posting a photo.
- ★ Be careful with the “personal data” we provide to the applications we download.





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Conclusions

- ★ Beware of the devices we share.
- ★ Cover the webcam with a sticker.
- ★ Avoid connecting to public wifi networks.





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Poland

Privacy and security on the
Internet





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Poland: Privacy and security on the Internet

OBJECTIVES:

- ★ To respect your privacy and the privacy of others on the Net.
- ★ To know what rules should be followed to protect themselves on the Net.





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Activities

Warm Up:

The pupils will take part in educational game and discuss about posting informations in the Internet.

Following:

A task is to make a list of rules: „What can we do to care for our online security?”

Small conversation in pairs to justify the most important rule.

Evaluation:

Students will be asked to say what did they learn, what was new for them and what suprised them.



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Activities

Warm Up:

The pupils are standing in a circle. The teacher put sticky notes with the sentences from the materials on their back. Then, teacher let them walk around the classroom to see what others have on their back.

The pupils will be asked these following questions:

- How did you feel watching what others had on back?
- How did you feel that everyone saw your card but you couldn't see yours?
- How did you feel when you saw false information about you?
- Does this game remind you of something?

The teacher refers to the internet: posting private information about someone on the Internet without their consent is like putting a sticky note on their backs. The person doesn't see this informations always. And this informations are not always reliable.



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Conclusions

- ★ Classmates **should be alerted** when there is a message that doesn't correspond to them.
- ★ It is necessary to have **empathy** so that these types of labels or messages do not circulate on the net.
- ★ False messages about us **damage** our digital and real reputation.



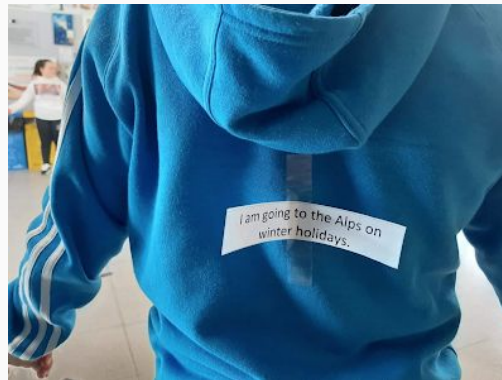


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Conclusions

- ★ **Publishing private information** about someone on the Internet **without their consent** is like putting a **sticky note** on their **back**. **The person does not always see this information**. And this information is **not always reliable**.





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Romania

Protecting your right to a private
life





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Romania: Protecting your right to a private life

OBJECTIVES:

- ★ Identify the elements which represent personal data.
- ★ Become aware of Internet dangers.
- ★ Apply rules of protecting personal data.
- ★ Shape a responsible attitude for Internet users regarding the right to image and privacy for everyone involved.
- ★ Create a safe and secure online environment at school.





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Activities

Warm up

Students are asked the following questions:

Which are your personal data, what is a personal profile, how much can you display online? (do you do this to the same extent in everyday life), is your friend list carefully selected, do you think you are a responsible Internet user, are you concerned about what other people say about you online, are you affected by other people's impressions when you are online?



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Activities

Main part

In order to answer the questions, students will access the materials from our school blog, study them make their own conclusions and also make comments for the case studies. Students will have the opportunity to compare the situations presented on the blog with their own personal experiences and thus to identify the appropriate Internet behaviour.

Discussing with their colleagues will also enable students to analyze the positive and the negative aspects of the Internet and to make lists for different behaviours in real life versus virtual life.



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Conclusions

What issues could you find when you go online?

- ★ We can **access applications** that ask us for personal data.
- ★ Technology **addictions, inappropriate contents...**
- ★ **Risks:** Identity theft, grooming, hyperconnection, etc.
- ★ **Virus:** Keylogger.
- ★ **Hacking; fraudulent** or impulsive purchases; **overspending...**





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Conclusions

How many of the situations relate to your
personal experience?

- ★ Loss of control of time when we are in front of electronic devices.
- ★ Lack of attention to what is happening around us.
- ★ Loss of social relations, coexistence...
- ★ Responsible, irresponsible, excessive use of devices.





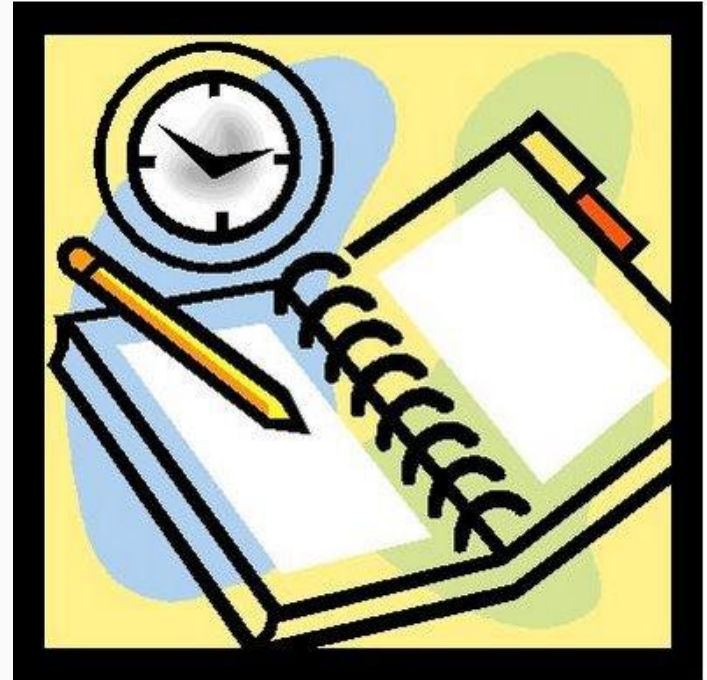
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Conclusions

Are there any solutions to correct certain behaviours?

- ★ Control of the time in the use of electronic devices: Schedule.
- ★ Organize free time for activities where there are no electronic devices.





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UNIT 1
“Protect your right to a
private life”

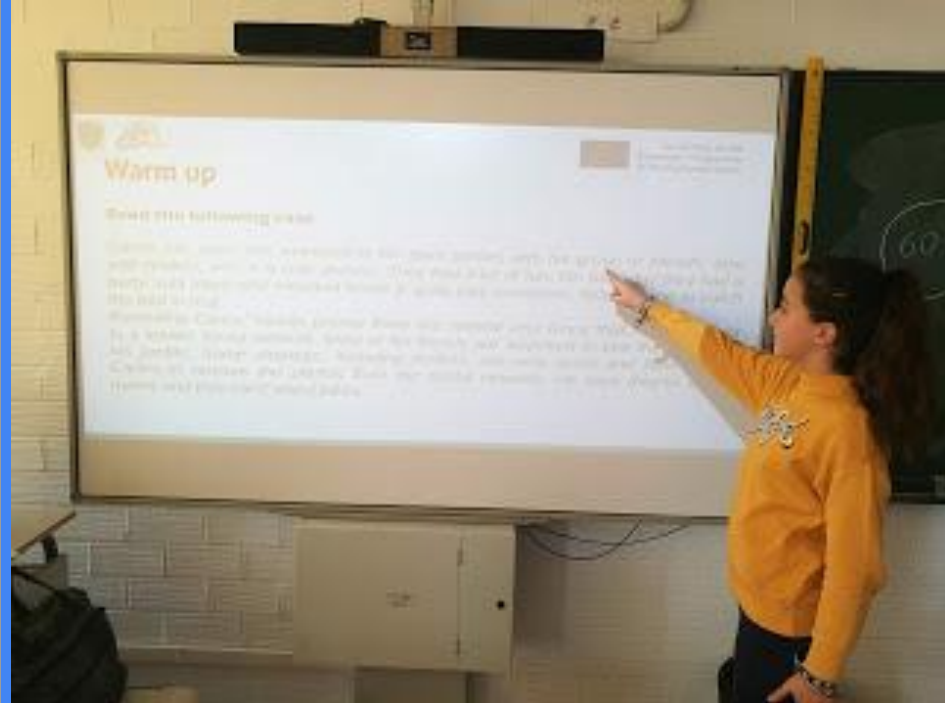
Good practice from Romania



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Spain

“The party”





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Spain: The party

OBJECTIVES:

- ★ To think about the impact our decisions have on our privacy and the privacy of others.





Activities

1. We read the following case:

Carlos has been this weekend in his town parties with his group of friends, also with Andrés, who is a critic. They had a lot of fun. On Saturday they had a party until dawn and returned home in quite bad conditions, only wishing to catch the bed to rest.

Reviewing Carlos' mobile photos there are several very funny ones that he will upload to a known social network. Most of his friends are surprised to see the photos in his profile. Some students, including Andrés, are very upset and have asked Carlos to remove the photos from the social network. He says they're boring mates and they can't stand jokes.

2. We analyze the case individually, in a small group (4 or 5 students) and in a large group.
3. We think of a final product that reflects the conclusions and commitments.



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Activities

Individual work: Each student reflects on the following questions:

1. What do you think Carlos should do? Actually, they are his photos and with them he can do whatever he wants.
2. Does Andres have reasons to be angry? Is it fair?

Small group work: It is a question of **determining the rights of both** with regard to the personal image and the privacy of the same. **Possible solutions** that please both groups of friends should also be considered. For these reflections we can help students with the following questions:

1. How can one respect one's own privacy and the privacy of others while showing that they had fun?
2. How to respect the rights of all?

Large group work: We can divide the class into two groups that present their arguments, those who support Carlos in his idea of keeping the photos on the social network and those who believe that he should attend to the requests of those who do not believe it. Collectively, a desirable agreement can be reached. The person conducting the session summarizes the lessons learned from the collective analysis and debate.



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Conclusions

- ★ Our actions may put other people's privacy at risk.
- ★ When we make a decision that may affect others, we must be mindful of their views.
- ★ All situations are not to spread them.
- ★ Before posting an image on the Internet that engages others, let's think about it and ask them if they want to show it as well.



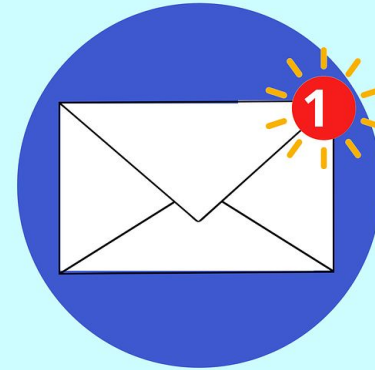
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Conclusions

Students' solutions:

- ★ Pixel, eliminate, cut faces, use emojis...
- ★ Ask before taking a picture.
- ★ Share stories only with friends who appear in the photo.
- ★ Share photos by safer means such as the email.





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ERASMUS+ KA229: Cybersecurity Schools

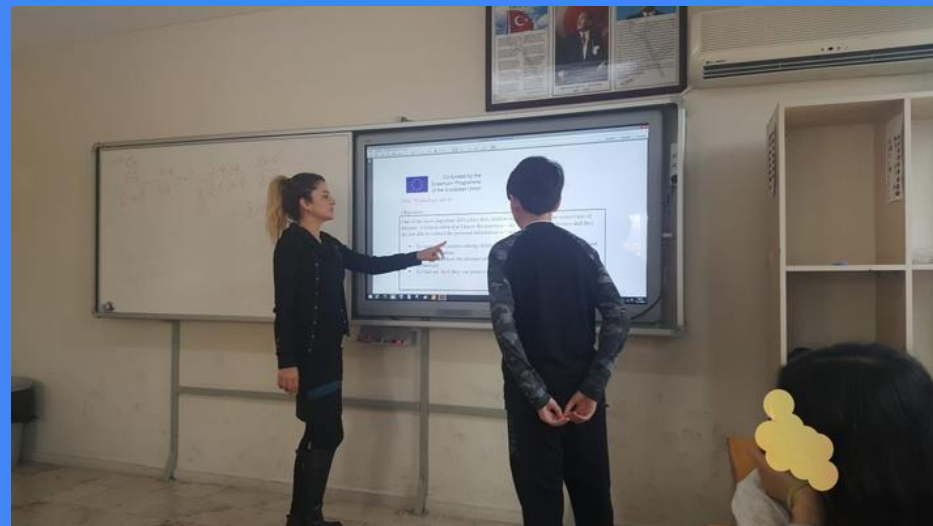
This is our online site for our Erasmus+ KA229 project. Its main objective is to exchange good practices among six European countries in matters of pupils' security and privacy on the Internet.



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Turkey

Protecting personal information





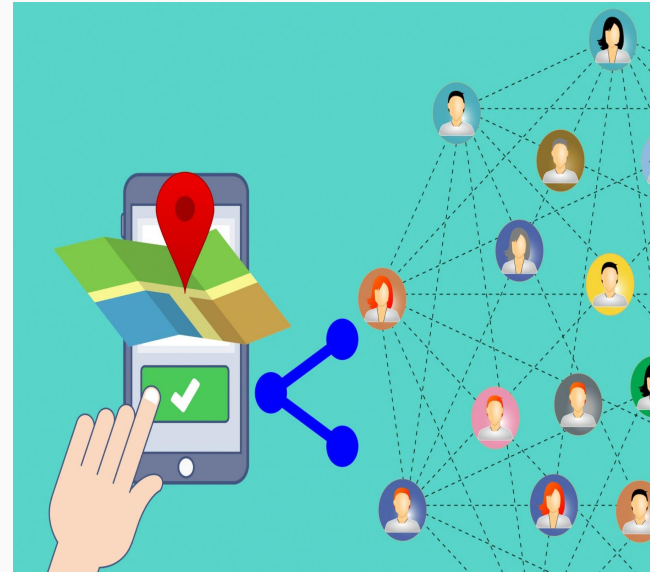
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Turkey: Protecting personal Information

OBJECTIVES:

- ★ To keep personal information private on the net.
- ★ To understand the risk of sharing personal information.
- ★ To understand the consequences of sharing personal information.
- ★ To learn out the ways of keeping private information.





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Activities

Warm Up Talk:

The pupils will be addressed to the questions if they share their real birthday on Social Media

Following:

The pupils will be given a story about a young man who shares his birthday on Facebook
They will be asked to discuss the story in groups of 5.

The leaders of the groups will share the groups mutual work with the others



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Activities

Warm Up:

The pupils will be asked these following **questions**:

- ❖ Have got a Social Media account?
- ❖ Which social media do you use?
- ❖ Do you share your real birthday date?
- ❖ Do you think that can cause a problem?

Following:

After eliciting answers from them, the pupils will be divided into groups of 5. They will ask to choose a group leader who will be responsible for **reading the story** to the others and being the vocal representative of the group.

STORY

Jack is a young man who has **a Facebook account**. When Jack has signed up, he has typed his real birthday which is **9th of September**. And as soon as he joins Facebook, he accepts every friend request since it is considered a **“cool thing”** to have **500 or more friends**.

Facebook sends alert to his friends when his birthday is coming closer. He receives many birthday wishes on his birthday on Facebook which enjoys him a lot.

One day, **he loses his bank card**. He looks for it everywhere and he can't find it. He reaches out his bank to inform about his loss. When he checks out his bank account, **he realizes his all money is gone**.



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Some statistics

- ★ A large percentage of students have a profile on social networks. The most used are Instagram, WhatsApp, Tik Tok, Hangouts...
- ★ Most of our students claim not to share data such as their date of birth. According to them given this information can cause problems such as Identity theft, grooming, phishing, etc.

TikTok





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Conclusions

- ★ We shouldn't publish everything and we have to take care when we are a child.
- ★ Some networks are connected itself (for example Facebook and Instagram).
- ★ We shouldn't create easy passwords.
- ★ A long password doesn't mean that is secure.
- ★ We should be in social networks when we are 14 years.

Weak password: 160379

Regular Password: Chicken

EXCELLENT PASSWORD: JAL_XD

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