INDIGENOUS EDUCATION PROGRAM

Personal Information

Grades 1–3 · Lesson Plan · 2 lessons

ABOUT THIS TOPIC

Every person carries information that belongs to them — their name, where they live, their family, their stories. Just as we are mindful about what we share within our communities and with people we trust, we bring that same thoughtfulness to the online world.

This topic helps students understand that some personal information is safe and even joyful to share — our favourite foods, our hobbies, what makes us who we are — while other information, like our address, phone number, or passwords, is private and protected.

Learning to make these decisions is an act of responsibility — not just to ourselves, but to the people who care for us.

TEACHER NOTES: USING THIS RESOURCE RESPECTFULLY

- This lesson is designed to be adaptable, not prescriptive.
- Avoid generalizing Indigenous cultures as one group — adaptations should reflect your specific community.
- Work with local Elders, community members, and Indigenous Education staff when adapting content.
- The local language portions of this lesson must be developed and delivered in partnership with a fluent-speaking Elder or knowledge keeper. These sections should be led by that speaker, not taught alone by a non-speaking educator.
- The concept of personal information connects naturally to community values around what we hold close and what we share freely — trust those connections.
- Some students may bring lived experience of having their privacy violated. Approach with care, validate feelings, and follow your school's support protocols.
- **Before teaching this lesson,** identify the adult in your school or community who holds the safeguarding / student-support role, and confirm how a student can reach them privately. Name that role for students during Lesson 2, and follow your school's disclosure protocol if a student shares a concern.
- The Community Adaptation boxes are a starting point. You are the expert on your students and community.

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LESSON 1 · 30–40 MINUTES

Recognizing Personal Information

LEARNING GOAL SLIDE 2

Students will learn to identify what personal information is, recognizing the difference between information that is safe to share and information that should be kept private in order to protect themselves and their families.

SUCCESS CRITERIA SLIDE 3

- We can name examples of personal information that are safe to share (such as hobbies, favourite colours, and interests) and information that should be kept private (such as home address, phone number, and passwords).
- We can sort different types of personal information into "keep it private" and "probably safe to share" and explain our thinking to others.
- We can describe why some information needs to be kept private, understanding that protecting it is a way of caring for ourselves and the people in our lives.

It is important for students to understand that this is not about fear — it is about thoughtfulness. Sharing who we are with people we trust is a wonderful thing. This lesson helps students begin to tell the difference between sharing and protecting.

COMMUNITY ADAPTATION OPPORTUNITIES

- Before introducing the learning goal, open with a community teaching or value around what we keep close and what we share freely. Consider: are there things in your community that are shared openly, and things that are sacred and kept within the family or community?

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- Invite an Elder or trusted community member to open the lesson with a short teaching if possible.
- Connect the learning goal to the idea that personal information — like stories, names, and family connections — carries meaning and deserves care.

LOCAL LANGUAGE PLACEHOLDER

Word / phrase for 'private / what belongs to us' in local language: .....

Teaching or value connected to this concept: .....

Work with an Elder or community language keeper to fill this in.

PART 1 · WHAT IS PERSONAL INFORMATION? · MINDS ON SLIDES 4-6

What Makes You, You?

Invite students to think about the things that make them who they are. Offer quiet reflection time, then share with an elbow partner before discussing it as a class.

DISCUSSION PROMPTS

"What is something you love to share about yourself with new friends?"

"What makes someone safe to share something private with?"

COMMUNITY ADAPTATION OPPORTUNITIES

- Open with a community-rooted example of what we keep close and what we share. For example: some stories and teachings belong to specific families or communities and are not shared widely; other things — like a favourite food or a funny memory — are easy and joyful to share.
- Rename or replace examples to reflect what is meaningful in your community.
- This opening is well-suited to an Elder-led teaching about the difference between what is shared and what is held.

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TEACH SLIDES 7–9

Personal Information – Safe to Share or Keep It Private?

Explain that personal information is any information that describes who we are, where we live, how to contact us, or what belongs to us.

SAFE & JOYFUL TO SHARE

- Favourite colour, food, animal, or sport
- Hobbies and interests
- What you like to do after school

PRIVATE – PROTECT IT

- Home address
- Phone number
- Passwords
- School name and location
- Birthdate
- Photos that show where you live or spend time

Key idea: private information is not secret because it is shameful. It is private because it is *valuable*, and protecting it is how we care for ourselves and the people we love.

COMMUNITY ADAPTATION OPPORTUNITIES

- Discuss how some information carries meaning beyond just facts. For example, knowing someone's family connections, community role, or home location can be a form of trust — just as it is in online spaces.
- Acknowledge that in some communities, information that seems ordinary elsewhere (like a reserve address or a family's community affiliation) may carry particular significance. Discuss what this means for protecting it.

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ACTIVITY SLIDE 10

Keep It Private! Sorting

ACTIVITY · *SEE SEPARATE ACTIVITY SHEET

- Display or read aloud a list of types of information. Students sort each one into “safe to share” or “keep it private” using thumbs up/down, physical sorting cards, or a digital drag-and-drop.
- After each item, ask: “Why did you sort it that way? Could it ever change? Is there a situation where this might be safer to share, or less safe?”
- Encourage students to explain their thinking — the reasoning matters more than the right answer.

SAFE TO SHARE	KEEP IT PRIVATE
• Favourite colour • Hobbies and interests • Favourite foods • What you like to do after school	• Home address • Phone number • Passwords • School name and location • Birthdate • Photos that show where you live

COMMUNITY ADAPTATION OPPORTUNITIES

- Add locally relevant items to the sorting list — for example, community membership, reserve location or family information.
- Discuss how some information might be safe to share with community members but not with strangers online — the same information can belong in both columns depending on context.
- If appropriate, invite students to add items that feel private in their own family or community context.

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Protecting Information Is Caring for People

Help students understand that private information is worth protecting not because it is shameful, but because it belongs to us and to the people we love. When we share it carelessly, we may put ourselves or others at risk.

- If someone online knows your address, they know where to find you — and the people in your home.
- If someone knows your password, they can pretend to be you.
- If someone knows your exact school and daily schedule, they know when and where to find you.
- Protecting this information is an act of care — for ourselves and for our families.

DISCUSSION PROMPTS

"If a stranger asked you for your address in real life, what would you do? What if they asked online?"

"Why might it be easier to accidentally share too much online than in person?"

COMMUNITY ADAPTATION OPPORTUNITIES

- Connect this teaching to community values around protecting what belongs to the family and community. Just as some knowledge is held and passed down carefully, personal information online deserves that same care.
- Some students may have experienced real situations where personal information was shared without consent — approach these discussions with care and validate students' experiences.
- Discuss how protecting information is also about protecting relationships and trust, not just personal safety.

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EXIT TICKET SLIDE 14

Ask each student to share one thing (written on a post-it, said aloud, or drawn):

- One piece of personal information that is safe to share.
- One piece of personal information that should be kept private.
- One reason why protecting private information is a way of caring for others.

TEACHER NOTES

- Some students may benefit from sharing orally rather than in writing — offer this option.
- Watch for students who conflate 'private' with 'shameful' — reinforce clearly that private information is protected because it is valuable, not because it is embarrassing.
- If students raise examples from their own experience (e.g. someone sharing their information without permission), handle with care and follow your school's support protocols.
- Record your observations as formative assessment.

KEY MESSAGES

- Personal information is information that belongs to us — it describes who we are, where we live, and how to reach us.
- Some personal information is safe and joyful to share; other information is private and needs to be protected.
- Protecting private information is an act of care — for ourselves and the people we love.
- Private information is not secret because it is shameful. It is private because it is valuable.

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LESSON 2 · 30–40 MINUTES

Making Thoughtful Choices About Sharing

LEARNING GOAL SLIDE 17

Students will learn to make thoughtful decisions about what personal information to share online, understanding that sharing with trusted people can strengthen relationships while keeping private information safe.

SUCCESS CRITERIA SLIDE 18

- We can explain the difference between sharing personal information with trusted people in our lives and sharing it with strangers online, and why that distinction matters.
- We can identify trusted adults we can go to for help if someone online asked us to share personal information we are unsure about.
- We can make a thoughtful choice about what to share online, recognizing that the same information can be safe in one situation and unsafe in another.

This lesson builds on Lesson 1 by helping students apply what they know to real decisions. The goal is not to make students afraid of sharing, but to build their confidence in making thoughtful choices.

COMMUNITY ADAPTATION OPPORTUNITIES

- Open Lesson 2 by revisiting the community value or teaching introduced in Lesson 1. Ask: how does that value help us make decisions about what to share online?
- Discuss the concept of trust as it exists in your community — who do we trust, and why? How do we build trust over time?
- Connect to the idea that relationships are built carefully, over time, with people we come to know and trust. Online relationships deserve that same thoughtfulness.

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PART 1 · TRUSTED PEOPLE VS. STRANGERS ONLINE · MINDS ON SLIDES 19–21

Who Do You Trust?

Give students quiet, private time to think about people who help them feel safe. This reflection is private — students are never asked to name anyone aloud. Sharing is optional, and students may describe a **role** (an Auntie, a coach, a teacher) instead of a name. Before the class discussion, remind students that the adult you have identified as the school's safeguarding contact is available to any student who wants to talk privately afterwards.

DISCUSSION PROMPTS

"What does a helpful adult do that makes you feel safe? (You can describe what they do — you don't need to say who they are.)"

"If you met someone online who seemed really nice, would you trust them the same way you trust your family or a close friend? Why or why not?"

COMMUNITY ADAPTATION OPPORTUNITIES

- This is a natural place to connect to community teachings about relationships, reciprocity, and how trust is earned over time.
- Discuss who counts as a trusted adult in your community — expand beyond parents and teachers to include Elders, Aunties, Uncles, community workers, and others who hold that role. Talk about roles, not individuals — a student naming a specific person aloud in a small community can carry risk.

LOCAL LANGUAGE PLACEHOLDER

Word / phrase for 'trust / trusted person' in local language: .....

Teaching or value connected to this concept: .....

Work with an Elder or community language keeper to fill this in.

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TEACH SLIDES 22-25

The Same Information Can Be Safe or Unsafe Depending on Who Asks

Help students understand that context matters. Sharing information with a trusted person is different from sharing the same information with a stranger online.

SAFE	Telling your grandmother your phone number.
NOT SAFE	Typing your phone number into an online form you found in a game.
SAFE	Telling your best friend, who you know in real life, where you live.
NOT SAFE	Telling someone in an online game where you live because they asked.
SAFE	Sharing a photo of your pet with family.
NOT SAFE	Sharing photos that show your address or school with someone you only know online.

> **Key message:** the question is not just “what” you share, but “who” you share it with and “why” they are asking.

Introduce the three questions students can ask themselves before sharing:

1. Do I know and trust this person in real life?
2. Would a trusted adult say it is okay to share this?
3. If I am not sure, what should I do? *(Stop, and ask a trusted adult.)*

COMMUNITY ADAPTATION OPPORTUNITIES

- Replace the example pairs with scenarios drawn from your students’ actual digital lives — games they play, platforms they use, situations they have encountered.
- Discuss how the question “why are they asking?” is an important one. Trusted people in your life rarely need to ask for private information online because they already know you in real life.
- Connect to community norms: just as there are people in the community you would and would not share certain things with, the same awareness applies online.

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Strategies for Staying Safe

These slides introduce students to the actions they can take if someone online asks for personal information they are unsure about. Use signals to help students remember the actions.

Stop

Do not type anything yet.



Think

Do I know this person? Would a trusted adult say this is okay?



Ask

Go to a trusted adult and tell them what happened.



Emphasize: It is never wrong to ask for help. Trusted adults are there to help, not to take away devices or get students in trouble.

COMMUNITY ADAPTATION OPPORTUNITIES

- Explicitly name trusted adults in your community context — use the table below to fill in who students can go to.
- Discuss what it means to ask for help in your community. Is there a protocol around seeking guidance from an Elder or family member? How does that connect to seeking help online?
- Reassure students that asking for help is a sign of wisdom, not weakness — connect to a community value around seeking guidance from those with more experience.

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TRUSTED ADULTS IN OUR COMMUNITY

COMMUNITY ROLE	NAME OR HOW TO REACH THEM
Elder or Knowledge Keeper	
Auntie / Uncle / Extended Family	
Community Health or Social Worker	
Youth Worker or Band Staff	
Other:	

STORY ACTIVITY SLIDES 29-31

What Would You Do?

Read aloud or tell a story about a child who is playing an online game when another player begins asking for personal information.

> *Example story: "A child named Avery is playing an online game they love. A player they have never met starts asking questions: what school do they go to, what is their address, and can they share a photo? Avery is having fun and does not want to seem rude, but something feels off."*

Ask students:

- "How do you think Avery is feeling right now?"
- "What are the warning signs in this story?"
- "What should Avery do? What would you do?"
- "Who could Avery go to for help?"

Guide students toward: stopping before sharing, trusting the feeling that something is off, and going to a trusted adult.

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COMMUNITY ADAPTATION OPPORTUNITIES

- Set the story in a digital context familiar to your students — a game they play, a platform they use.
- Is there a traditional story or teaching about trusting your instincts, seeking wisdom, or knowing when to ask for guidance? This is a natural place to weave it in.
- Discuss: in your community, who would a child go to in this situation? How would that conversation happen?

ACTIVITY SLIDES 32-35

Safe? Not Safe? – Online Scenarios

Walk students through a series of online scenarios. For each one, students indicate whether they think it is safe or not safe, and discuss their reasoning.

ACTIVITY · SAFE? OR NOT SAFE? SCENARIO GAME

Read each scenario aloud. Students respond with thumbs up (safe) or thumbs down (not safe).

SAFE **1.** A friend from school messages you in a game asking what your favourite colour is. → Likely safe — it is a friend from real life, and favourite colour is not private information.

NOT SAFE **2.** Someone you only know from an online game asks for your home address so they can send you a gift. → Not safe — you do not know this person in real life, and your address is private.

NOT SAFE **3.** An app asks you to create an account and wants your full birthdate and phone number. → Not safe without checking with a trusted adult first.

SAFE **4.** You want to post a photo of your new pet online. → Likely safe if the photo does not show your address or location — but check with a trusted adult about what and where you are posting.

NOT SAFE **5.** Someone in a game says they are your age and asks you to share your school name because they think they go to the same school. → Not safe — you cannot verify who this person is, and school location is private.

After each scenario, ask: "What made this safe or not safe? What would you do next?"

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COMMUNITY ADAPTATION OPPORTUNITIES

- Add a scenario involving community-specific information (e.g. sharing your community or reserve name, posting photos from a community event) to spark discussion about context and consent.
- If a scenario feels too difficult or sensitive for your class, remove it and substitute one that fits your students better.

CLOSING REFLECTION SLIDE 36

Bring students together in a circle. Use one or more of the following closing prompts:

- *"What is one piece of personal information you will be more thoughtful about from now on?"*
- *"What is one question you will ask yourself before sharing something online?"*
- *"Who is a trusted adult you can go to if something online ever feels wrong?"*
- *"What is one thing from our community's values that can help you make good decisions online?"*

EXIT TICKET SLIDE 37

Ask each student to respond to one of the following (written, oral, or drawn):

- Describe a situation where the same information could be safe to share with one person and unsafe to share with another.
- Describe the role of two trusted adults you could go to if someone online asked you to share private information (for example, a teacher or a grandparent).
- What would you do if someone in an online game asked you for your home address?

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TEACHER NOTES

- Some students may benefit from responding orally rather than in writing.
- Watch for students who express anxiety about being online. Validate their thoughtfulness and reinforce that asking for help is always the right move.
- If students share real experiences of being asked for personal information online, handle them with care and follow your school's support protocols.
- Record your observations as formative assessment.

KEY MESSAGES

- The same information can be safe to share with a trusted person and unsafe to share with a stranger online.
- Before sharing personal information online, ask: do I know and trust this person? Would a trusted adult say it is okay?
- If something feels wrong — even if you are not sure why — stop and ask a trusted adult.
- Asking for help is always the right choice. Trusted adults are there to help, not to punish.
- Sharing personal information thoughtfully is an act of care — for ourselves and the people we love.

WHAT MAKES AN ADULT TRUSTED AND SAFE

Being a parent, caregiver, Elder, Knowledge Keeper, relative, teacher, counsellor, health worker or band employee does not by itself make an adult safe. What makes an adult safe is how they behave. A trusted, safe adult:

- listens to you and believes you
- respects your boundaries and your right to say no
- does not demand secrecy or ask you to hide the conversation
- takes action to help, and connects you to support they have checked is real
- does not make you responsible for protecting them, your family, or your community

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Always have more than one route to help, including at least one adult outside your family and community, and a free, confidential helpline for young people such as Kids Help Phone — you can call or text without giving your name. If you tell a trusted, safe adult and nothing changes, tell another trusted, safe adult. Keep telling until someone acts. It is never your job to protect an adult who is not keeping you safe.

Support is not the same as account authority. Any trusted, safe adult can listen, give advice, and help you get help. Only a parent, caregiver, or other legally authorized adult should ever hold or reset your account details — and never a friend, sibling, or another adult simply because you trust them.

Before teaching: identify your school's safeguarding contact and the trusted, safe adults your students can actually reach, confirm current helpline details, and teach this box in language your students use.

ASSESSMENT

Observe whether students can:

- Name at least two examples each of personal information that is safe to share and information that should be kept private.
- Explain in their own words why the same information can be safe in one situation and unsafe in another.
- Identify at least one trusted adult they could go to if someone online asked for personal information.
- Describe at least one action they would take if something online felt wrong.

OPTIONAL EXTENSION ACTIVITIES

- **Circle of Trust Activity** — Students draw trusted adults they can talk to when they have questions or concerns online.
- Explore local language words for trust, privacy, protection, and sharing — and create a classroom word wall.

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COMMUNITY ADAPTATION PLANNING NOTES

Use this space to record your community-specific adaptations before teaching. Collaborate with the Education Office, Elders, community members, and Indigenous Education staff to complete this work.

Community / Nation

.....

School / Class

.....

Teacher name

.....

Date of consultation

.....

Elder or community member consulted

.....

Community Value or Teaching Connected to This Topic:

Lesson 1 — Local examples of safe-to-share and private information:

Lesson 2 — Online scenarios relevant to our students:

LOCAL LANGUAGE TO INCLUDE

ENGLISH CONCEPT	LOCAL LANGUAGE WORD / PHRASE	SOURCE (ELDER / KEEPER)
Trust / trusted person		
Protection / keeping safe		
Community / together		
(add more as needed)		

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This resource was created with guidance from Indigenous advisors and consultants across diverse communities within their traditional territories and ancestral homelands. As development continues, we are committed to incorporating distinct First Nations, Métis, and Inuit perspectives. To learn more about our journey and commitment, visit **cyberlegends.com/products/indigenous-program**.

Have feedback? We'd love to hear from you: **feedback@cyberlegends.com**
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