MODULE 4:
INFORMATION SECURITY

Choose from the Suggested Activities below to find activities to help your students meet the outcome for this module from the Saskatchewan Financial Literacy 20/30 curriculum.

All resources for this module's activities can be found on **saskmoney.ca**.

OUTCOME

Investigate methods for handling and storing personal and financial information securely.

INDICATORS

a. Identify various documents such as receipts, bank statements, job applications, resumes and passports which contain sensitive information that others could use fraudulently.

b. Recognize when personal information (e.g., social insurance number, account numbers, passwords, passport information) should remain confidential.

c. Identify how documents that contain sensitive information may be stored and protected using various tools and techniques such as a safety deposit box, a fire-proof safe, a secured electronic folder and shredding.

d. Assess the need for keeping debit and credit card information such as the card number, card verification value/card verification code (CVV/CVC), and personal identification number secure.

e. Discuss the level of security associated with common payment methods such as cash, cheque, electronic transfer, credit card, bank draft, manager's trust cheque and prepaid credit card.

OVERVIEW

Students will identify and discuss what personal information is and why it is important to their security. They will also investigate ways to build strong passwords and store personal information safely.

PREREQUISITE

None

SUGGESTED TIME

3–5 hours

RESOURCES

- Private and Personal Information PDF
- Government of Canada: Protect your Identity —Government of Canada: **www.getcybersafe.gc.ca**
- Using Passwords—Government of Canada: **www.getcybersafe.gc.ca**
- How to Protect Yourself From Fraud (9 min video): FCACan YouTube.

ASSESSMENT

- Classroom discussion
- Submitting brainstorming notes and/or responses to guiding questions
- Anecdotal notes of password activity (20 questions)

SUGGESTED ACTIVITIES

1. A. What information needs to remain secure?

    - Students can generate a list of types of personal information and then identify where it is needed and where it can be found. Some expected responses may include: Legal names, addresses, phone numbers, birthdays, pin #'s, account #'s, credit card #'s, online banking passwords, cells/computer passcodes, SIN #'s, social media passwords, passport information, etc

    - Which information is most important to them to protect?

    - How can this information be accessed by others?

    - How should personal information (both physical and non-physical) be stored and/or destroyed? When and how should it be shared with others?

    - Play the first video, "**Computer Safety**," will be used as an overview of things to do to be safe with personal information.

    B. Use the ***Private and Personal Information*** PDF in the resources folder to guide this conversation. There are guiding questions and handouts in this file.

2. Discuss password selection.

    - What do you think are the most commonly used passwords? (qwerty, password, 123456, their name, etc...) You could search this up and show on the white board after.

    - What are some ideas for creating passwords that people can remember, but are secure to the individual? (pet, favorite food, sport, team, etc...)

    - Have each student create a password for their computer login. It needs to be 6 characters long and one that they can remember. Do not tell anyone.

    - Some passwords may be required to include more than just letters (case sensitive, numbers, characters, etc)

    - Partner students up and play 20 questions. Each student gets 20 questions to ask that can only be answered with a yes or a no. The purpose of the game is to guess the other student's password.

3. Have students visit the suggested pages on the **Government of Canada** website and FCACan YouTube page.

    - Invite them to view the videos individually or with a partner

    - After viewing these pages (and after activity 1 & 2), how has their understanding of personal information or passwords changed?

For more curriculum information, please visit the Government of Saskatchewan curriculum website.