



Information and Privacy  
Commissioner of Ontario

Commissaire à l'information et à la  
protection de la vie privée de l'Ontario

# ***Digital Education in Ontario, Canada***

**Sherry Liang**

**Assistant Commissioner**

**Office of the Information & Privacy Commissioner of  
Ontario**





# Office of the Information and Privacy Commissioner of Ontario (IPC)

What we do:

- Provide an **independent** review of provincial and municipal government and public sector decisions and practices concerning access and privacy
- Oversee **compliance** with provincial and municipal access and privacy legislation
- Conduct **research** and deliver **education** and guidance on access and privacy issues

- Grade 5 students (ages 10-11 years)
- Available online:  
[https://www.ipc.on.ca/wp-content/uploads/Resources/up-1grade\\_5.pdf](https://www.ipc.on.ca/wp-content/uploads/Resources/up-1grade_5.pdf)

### BECOME A PRIVACY WATCHDOG

#### Ask:

“Why do you need this information?”

“What will you use it for?”

“Will you rent or sell it to anyone?”

“I don’t want any junk mail from you. How can I be removed from your mailing list?”

## *What Students Need to Know about Freedom of Information and Protection of Privacy*



A Study Guide for Elementary Schools  
Grade 5 Teacher’s Guide  
September 2005



- Grade 10 students (ages 15-16 years)
- Available online:  
[https://www.ipc.on.ca/wp-content/uploads/Resources/Grade\\_10\\_web-e.pdf](https://www.ipc.on.ca/wp-content/uploads/Resources/Grade_10_web-e.pdf)

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**WHAT STUDENTS NEED TO KNOW  
ABOUT FREEDOM OF INFORMATION  
AND PROTECTION OF PRIVACY**

A Resource Guide for Grade 10 Teachers



Ann Cavoukian, Ph.D.

Information and Privacy Commissioner of Ontario, Canada  
November 2010



**INFORMATIONAL PRIVACY**

consisting of limited access to information, confidentiality, secrecy, anonymity and data protection



**PHYSICAL PRIVACY**

consisting of limited access to persons, possessions and personal property



**DECISIONAL PRIVACY**

consisting of decision-making about families, religion and health



**PROPRIETARY PRIVACY**

consisting of control over the attributes of personal identity.



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- Grade 11-12 students (ages 16-18 years)
- Available online:  
[https://www.ipc.on.ca/wp-content/uploads/Resources/Grade\\_11-12\\_Resource\\_Guide.pdf](https://www.ipc.on.ca/wp-content/uploads/Resources/Grade_11-12_Resource_Guide.pdf)

### UPDATED STATISTICS from the Office of the Information and Privacy Commissioner of Ontario.

The number of cases of identity theft fraud that are reported to police are only a fraction of the actual number. The most comprehensive study (as of early 2011) measuring the impact of identity theft in Canada was a 2008 McMaster University consumer survey entitled *Measuring Identity Theft in Canada*.<sup>1</sup> The survey concluded that 6.5 per cent of Canadian adults, or almost 1.7 million people, were victimized by some kind of identity fraud during the previous year. Only 13 per cent of these frauds were reported to the police.

The statistics below are from an early 2011 report by the Canadian Anti-Fraud Centre (<http://www.antifraudcentre-centreantifraude.ca/english/documents/Annual%202010%20CAFC.pdf>) citing actual reported cases.

- 2010: 18,146 victims; \$ 9,436,996.92 in reported dollar losses;
- 2009: 14,797 victims; \$10,968,134.44 in reported dollar losses;
- 2008: 12,309 victims; \$ 9,689,374.32 in reported dollar losses.

1 Measuring Identity Theft in Canada, Susan Sproule and Norm Archer, July 2008, Mc Master eBusiness Research Centre, DeGroote School of Business.

# 11\*12

## WHAT STUDENTS NEED TO KNOW ABOUT FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

A Resource Guide for Grade 11/12 Teachers



Ann Cavoukian, Ph.D.

Information and Privacy Commissioner of Ontario, Canada  
September 2011

# Educational Materials for Youth

- Collaborative Approach:
  - Frontline teachers participated in the development of our educational materials
  - School boards that oversee public schools in Ontario participated by distributing guidance
- Seamless Integration
  - Materials were based on the curriculum standards required by the Ministry of Education to allow them to seamlessly join existing teaching plans
  - Lessons based on existing plans in use by school boards
  - Teachers do not require additional training in order to teach this material

# Approach Taken

- Separate materials developed based on age group.
- Variety of learning tools, including:
  - Powerpoint presentations to be given by teachers
  - Online research activities
    - For example, “webquests” where students visit specific websites to find privacy policies and information
  - Videos shown in class
  - Quizzes
  - Quick reference infographics
  - Group discussion aids
  - Case studies
  - Discussion aids around articles that relate to privacy in the news

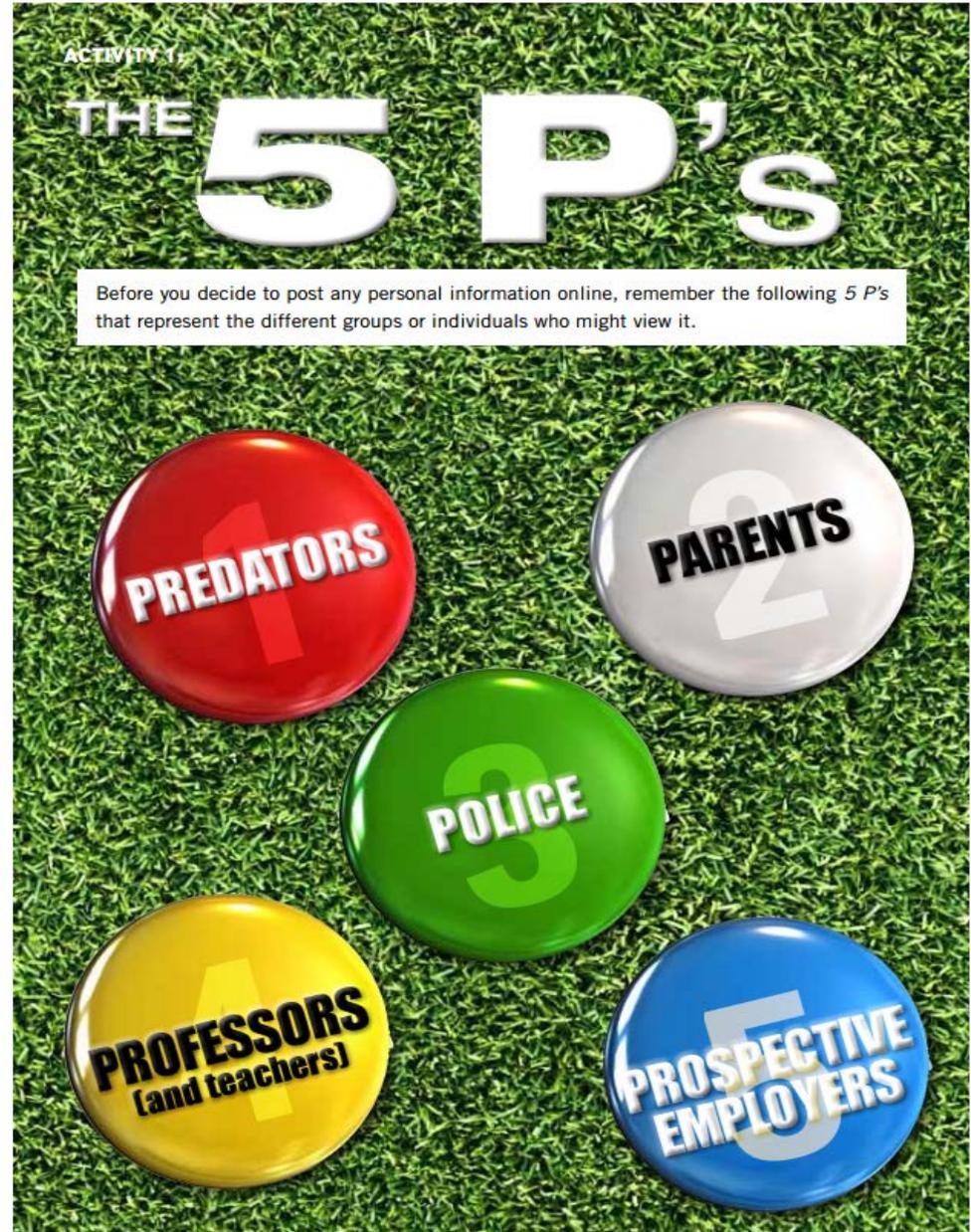
MTV News video featuring former commissioner on online reputation, included in course: <https://www.youtube.com/watch?v=vl8INvVQVNY>



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## Infographics:

- Easy to remember list of potential viewers of online content
- Reminder to kids that online posts are not private and can be seen by the wrong people
- Focus on thinking before you post



## Debate Exercises:

- Students work in small teams to assess and debate the merits of various social networking platforms
- Students independently consider issues such as privacy, security, reputation and cyber-bullying, while simultaneously considering the benefits of using social networks

### ACTIVITY 3:

## MINI DEBATES: SOCIAL NETWORKING



#### DESCRIPTION

Debating is the forceful and logical presentation of arguments for or against an idea. You debate every day in one form or another. In the classroom, you are trying to persuade your audience and the judge (i.e. your classmates and teacher) with facts and logic, not to shout out your opponent. In a debate, the members of the "affirmative" team are for the resolution. They present arguments that support the resolution. The members of the "opposition" are against the idea or resolution. They present arguments against those offered by the affirmative team.

#### PURPOSE

- To develop co-operative and listening skills;
- To demonstrate an ability to present ideas and arguments effectively in a debate;
- To demonstrate critical thinking and analysis about an issue.

#### TASK

Debate the following resolution:

- **Be it resolved that the benefits of social networking sites outweigh the risks.**

#### INSTRUCTIONS

During this activity, you will work in partners to establish a position and debate with another pair with opposing viewpoints. In each group, students will debate the benefits and risks

involved with using social networking sites such as Facebook, MySpace, Twitter, Tagged, Plaxo, LinkedIn, hi5, Flickr etc. Consider issues such as privacy, security, reputation, business and social networking, fraud, exploitation, cyber-bullying, advertising, exposure, democratic participation, etc.

#### STEPS

- 1) In a group of four, decide on one networking site for the debate;
- 2) Divide your group into an affirmative and opposition position (for or against social networking);
- 3) The first pair to speak should make at least three points that support their argument. They have up to five minutes;
- 4) The second pair will then speak for up to five minutes, making at least three points in favour of their argument;
- 5) The first pair will then spend five minutes refuting the arguments of the second pair;
- 6) Finally, the second pair will conclude the debate by critiquing the first pair's main arguments.

#### ASSESSMENT

- Self-reflection;
- Teacher feedback;
- Peer response.

## News Articles

- Students are provided with real news articles dealing with the potential consequences of revealing personal information online
- Students are invited to discuss the articles and consider their own use of social media and the potential impacts to reputation and privacy

# The Perils of Facebook; Beware of consequences of baring your soul, or other things, online

The Calgary Herald  
Mon 09 Feb 2009  
Page: A3  
Section: News  
Byline: Gwendolyn Richards  
Source: Calgary Herald

Within the last few weeks, a Calgary employee in the oilfield service industry made a decision to call in sick.

He wasn't.

Instead, he went out, joining friends who shot photos of him and uploaded them to Facebook, a social networking website.

His friends "tagged" him in the pictures, which alerted those in his circle of Facebook contacts to the images that showed he wasn't at home sick after all.

Among those notified was a co-worker forced to do additional work on behalf of the supposedly sick man. That employee, no doubt displeased with having to pick up the extra work, reported the transgression to the boss.

The "sick" staff member was given an official warning that was documented in his human resources file and had to compensate for the missed day.

"There was no hiding from it," said Boyden Global Executive Search's managing director, Robert Travis, who heard about the incident directly from one of his clients.

This should serve as a cautionary tale for anyone who thinks what happens on Facebook, stays on Facebook, he said.

"People need to be aware of their intended and not intended audience with respect to their online persona."

He expects there are more of these stories to come as Facebook continues to grow at an unprecedented rate. As the population of the online community expands, more people are vulnerable to getting caught when they make a misstep.

According to Facebook's statistics, there are more than 150 million people connecting on the site, and the fastest growing demographic is people 30 years and up.

The draw of Facebook has even led some employers – including the Ontario government, British Gas and Telstra, the largest telecommunications company in

Australia – to ban it from the workplace over concerns it affects productivity or disgruntled workers could harm the companies' reputations.

What one expects to be a private place to communicate with friends, to share photos and videos, may actually be the equivalent of putting your personal life up on a billboard.

Rebecca Sullivan discovered others could access her Facebook page – including personal photos – after a student brought it to her attention. It was an innocuous, albeit ironic, oversight on Sullivan's part.

After all, as a pop culture expert who teaches communications and culture at the University of Calgary, Sullivan is keenly aware social networking sites have blurred the line between public and private spheres.

"I assumed the default (on her Facebook page) would be the highest privacy settings," she said with a laugh.

Now that she has clicked the right buttons to ensure her Facebook profile is only viewed by those

## Short Quizzes

- Quizzes vary in complexity based on target age groups
- The questions have been designed to start conversations on privacy rights and technology

# PRIVACY QUIZ



Circle T for True, or F for False based on your knowledge of privacy.

- T F  
 E-mail messages you send are private and cannot be read by others.
- T F  
 Others have the ability to read your messages on Instant Messaging Services (E.g. MSN Messenger, G-mail, Yahoo, Blackberry, etc. . .)
- T F  
 Your Internet activities can be tracked.
- T F  
 The government can use personal information it has compiled on you for any purpose it wants.
- T F  
 A teacher is allowed to search you for drugs or weapons.
- T F  
 A video store may use your Ontario Health Card number for identification when you apply for a membership.

# YOU, ONLINE

## Personal Branding and Online Privacy: A Primer

(Appendix 3.1)

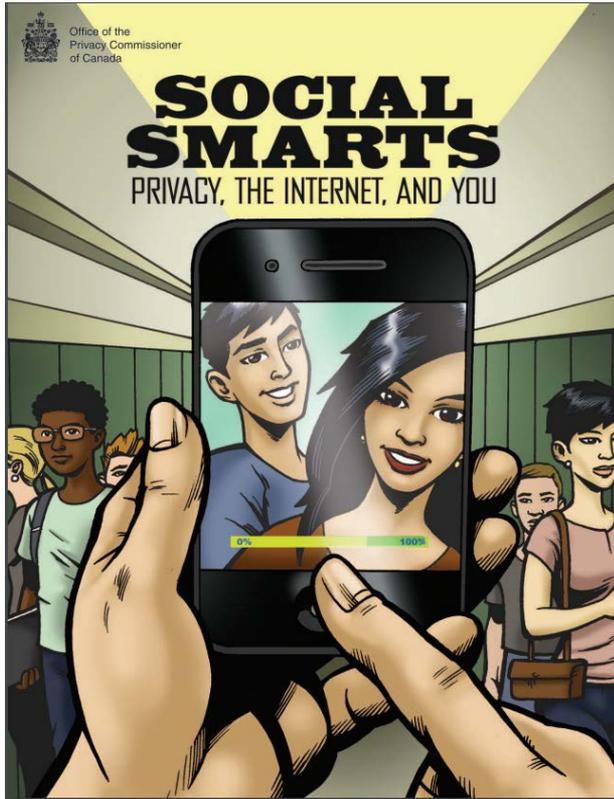
This PowerPoint presentation is on the accompanying CD.

### Powerpoint Presentations

- Slide decks provide teachers with easy to use lecture tools that focus on issues like online privacy and reputation
- Presentations use numerous examples from websites and social media to help students understand the impact of online privacy on their lives

The image displays a grid of nine PowerPoint slides from the 'YOU, ONLINE' presentation. The slides are arranged in three rows and three columns. The top row includes a title slide, a slide on 'ONLINE PRIVACY: WHY DOES IT MATTER?' listing risks like wide audience and long-lasting content, and a slide titled 'WHAT'S IN A BRAND?' featuring various brand adjectives like 'Professional', 'Trustworthy', 'Eco-friendly', 'Cool', 'Innovative', 'Reliable', 'Elegant', 'Modern', 'Cutting-edge', 'Playful', 'Traditional', and 'Timeless'. The middle row contains a slide on 'YOUR PERSONAL BRAND' with the formula 'What you say + What you do + What others say about you = Your Reputation', a screenshot of a 'FREE YOUR HANDS' website, and another screenshot of a website with a 'Meet the future. It's Herdley!' banner. The bottom row features a screenshot of a 'MEMBERS STAY IN THE LOOP.' website, another 'YOUR PERSONAL BRAND' slide with social media screenshots, and a slide on 'PRIVACY: PROTECT IT, RESPECT IT' with bullet points on adjusting privacy settings and respecting others, ending with the phrase 'THINK BEFORE YOU POST!'.

# Examples of Resources Across Canada



The Office of the Privacy Commissioner of Canada developed this graphic novel following two teens dealing with privacy and social media



La Commission d'accès à l'information du Québec created this educational program to teach kids the rules of protecting personal information



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