



Cybersecurity and Digital Literacy Go Together like Peanut Butter and Jelly

Participant Name:	Kaitlin Prashaw
District:	Massena Central School District
Grade Level:	4th
Subject/Course:	Technology Safety/Technology
Cross-curricular Link:	ELA
Approximate Time (IN MINUTES):	48

CONTENT AND SKILLS
Learning Objectives: • Explain suspicious activity of applications and devices (4-6.CY.5). • Identify and describe actions in online spaces that could potentially be unsafe or harmful (4-6.DL.7)
Essential Questions (optional): • What types of suspicious (sketchy) activities can occur online and what can you do about it?
Students' I can statements . . . • I can identify suspicious links and data. • I can describe how to respond to clicking on a suspicious link. • I can create a Safe Surfing poster to advocate for responsible online activity.
How will you meet the needs of SWD and ELL/MLL students? • Visual aids: Use images and icons to represent different types of suspicious activities. • Simplified language: Ensure explanations are clear and straightforward. • Peer support: Pair students for discussions and activities. • Frequent check-ins: Monitor understanding throughout the lesson. • Translation: Lesson available in most languages. • Multiple Modalities: Lesson and quiz will be available on paper and online for varied responses. • Reading Assistance: Provide an audio version of <i>Nerdy Birdy Tweets</i> for students who need support. • Visual Supports: Use visuals and graphic organizers to help students understand key concepts. • Extended Time: Offer extended time for written components and quizzes for students who need it. • Peer Support: Pair students with a peer buddy for collaborative learning and support.

NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS

List all standards that authentically align (e.g., K-1.CT.4)

- 4-6.CY.5- **Explain** suspicious activity of applications and devices.
- 4-6.DL.6- **Describe** persistence of digital information and explain how actions in online spaces can have consequences.
- 4-6.DL.7- **Identify** and **describe** actions in online spaces that could potentially be unsafe or harmful.

OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)

List all standards that authentically align

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- ELA4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.
- 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

Add and highlight Standard Indicator next to activity that aligns

Lesson Structure

Introduction (10 minutes)

1. **Read Aloud:** Begin the lesson by reading *Nerdy Birdy Tweets* by Aaron Reynolds aloud to the class.
2. **Discussion Starter:** Ask students to share their initial thoughts about the story and what they think it teaches about online behavior.

Word Bank

Word	Definition
Digital Literacy	The ability to use technology and the internet effectively
Cybersecurity	Measures taken to protect a computer or computer system
Persistence	The continued existence of something

Suspicious

Something that makes you feel that something is wrong

Unsafe

Not protected from danger or risk

Consequences

The results or effects of an action or condition

Guided Discussion (5 minutes)

- Questions about *Nerdy Birdy Tweets*:
 1. Why is it important to think before you post online?
 2. What can happen if you share too much personal information on social media?
 3. What are some examples of suspicious activity online?
 4. How can you protect yourself from unsafe actions in online spaces?
 5. Why is it important to be kind and respectful online?

Written Component (5 minutes)

- Activity: Have students write a short paragraph about a time when they or someone they know encountered something suspicious online. What did they do and what were the consequences?

Digital Craft (10 minutes)

- Project: Students will create a digital poster using a computer or tablet. The poster should include:
 1. A catchy title about online safety.
 2. Three tips for staying safe online.
 3. Illustrations or images that represent their tips.

Worksheet (5 minutes)

- Worksheet: Distribute the worksheet below and have students complete it individually.
Worksheet: Online Safety
 1. What does it mean to be digitally literate?
 2. Name one suspicious activity you might encounter online.
 3. Why should you not share personal information in online spaces?
 4. What is the consequence of posting something mean online?
 5. Write one tip for staying safe online.
- Answer Key:
 1. Being able to use technology and the internet effectively.
 2. Receiving strange messages from unknown people.
 3. It can be used to harm you or steal your identity.
 4. It can hurt someone's feelings and have long-lasting effects.
 5. Always think before you post.

Final Quiz (10 minutes)

- Quiz: Administer the quiz below to assess student understanding.
Final Quiz: Cybersecurity and Digital Literacy
 1. What is digital literacy?
 - a. The ability to read books
 - b. The ability to use technology and the internet effectively
 - c. The ability to write essays
 2. Which of the following is a suspicious activity online?
 - a. Receiving an email from your teacher
 - b. Getting a friend request from someone you don't know
 - c. Watching a video of a cat
 3. Why should you be careful about what you post online?
 - a. It can be seen by many people and have lasting consequences
 - b. It will disappear after a while
 - c. No one will ever see it
 4. What should you do if you encounter something unsafe online?
 - a. Ignore it
 - b. Report it to a trusted adult
 - c. Share it with friends
 5. Why is it important to be kind online?
 - a. It makes you popular
 - b. It helps create a safe and respectful environment
 - c. It's fun
- Answer Key:
 1. b
 2. b
 3. a
 4. b
 5. b

Closing Discussion (3 minutes)

- Reflection Questions:
 1. What new information did you learn today about staying safe online?
 2. How can you apply what you learned to your own online behavior?
 3. What steps will you take if you encounter suspicious activity online in the future?

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- [Book](#): *Nerdy Birdy Tweets* by Aaron Reynolds
- Projector or Smartboard
- Computers or tablets for digital craft
- Worksheet
- [Final quiz](#)
- Word Bank