

CYBERSECURITY & DIGITAL FOOTPRINTS

Course Name: Technology
minute sessions)

Time Frame (in minutes): 90min. (3 x 30

Unit/Theme: Digital Citizenship & Cybersecurity

Grade Level: 2

CONTENT AND SKILLS
Learning Objectives: <ul style="list-style-type: none"> Students will identify personal information that is private, Students will identify personal information that is safe to share publicly. Students will identify when and why to keep information private or share it publicly. Students will identify ways to keep their information safe when using technology or online. Students will identify the term Digital Footprint. Students will use Seesaw to share information and ideas.
Essential Questions (optional): <ul style="list-style-type: none">
Students I can statements . . . <ul style="list-style-type: none"> I can explain how my words, actions, and choices affect others. I can explain that what I post/say online doesn't go away and that it can be traced be others. I can identify what it means to be a good digital citizen on my class's shared platform.
How will you meet the needs of SWD and ELL/MLL students? <ul style="list-style-type: none"> I will make sure to have the accommodations needed to meet my students' needs. Visual and oral presentations will be utilized Utilize the support of my learning specialist to assure that student needs are met Utilize the support of my school counselor
Content Standards List all standards
<ul style="list-style-type: none"> .
NYS Computer Science and Digital Fluency Standards List all standards that authentically align
<ul style="list-style-type: none"> 2-3.CY.1 Compare reasons why an individual should keep information private or make

information public.

- 2-3.CY.2 Compare and contrast behaviors that do and do not keep information secure.
- 2-3.DL.7 Understand what it means to be a part of a digital community and describe ways to keep a safe, respectful space.
- 2-3.IC.2 Compare and explain rules related to computing technologies and digital information.
- 2-3.IC.4 Identify public and private digital spaces.

NYS SEL BENCHMARKS

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

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INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

***This lesson can FOLLOW Grade 2 Digital Citizenship Lesson. It will directly connect the idea of being safe, respectful, and responsible.**

DAY 1

- **Introduction- What is Privacy and why do we need it?**
Focus: Private vs. Public 2-3.CY.1, 2-3.CY.2, 2-3.IC.4
- *Small Group Brainstorm:* Remind the students that if something is not private it can be “public”- shared easily with others/ strangers. Have the students think about information that they would want kept private from strangers (ex. address, school, full name, parent’s job) and have them record their ideas on a whiteboard.
- *Whole Group Share:* On the Smart board or a large piece of chart paper, create 2 columns with the headings: private and public. Record the students’ ideas about private information as they share out. *If one group shares an idea that other groups have on their boards, they should cross the idea out, not erase it, so that it is not repeated. After, ask the students to think about information about themselves that they would be comfortable with a stranger knowing (ex. Favorite color or ice cream flavor, winning a trophy). Record some of their ideas on the “public” side of the chart.
- *Video:* Show the video [Trend Micro Cyber Academy Episode 3- Privacy](#) **STOP/ PAUSE the video at 50 seconds.** After, ask the students to tell you about what personal information should remain private when online: name, passwords, photos, search history. Record their ideas on the chart under the “private section” if it is not already there (use a different color to write to show this is for digital).
- *Video & Small Group Work:* Explain that they are going to finish watching the video from yesterday to find out 4 important ways to keep their information safe/private. After watching the video, students should return to their small groups with 5 post-it notes. They will work as a group to write each of the safety tips, one on each post-it and on the 5th post-it, any ideas they have of what a digital footprint is/means. After a few minutes, you can share out all 4 tips for those who may be missing one or 2. Then

have the groups discuss if there are any tips that they felt were confusing (label with a ?), confident that they understood (smiley), or were surprised to learn (!). Collect post-its as an informal assessment to gauge if more time is needed explaining an areas. Keep any post-its with ideas about a digital footprint for day 3.

- Kahoot: Students will complete the Kahoot quiz with 6 questions about keeping their information private: [Cyber Academy Kahoot Quiz](#)
- Follow Up Video (if needed): Trend Micro Cyber Academy Episode 4- Security https://youtu.be/C4w4_zlltSQ?feature=shared

Day 2

Focus: Digital Footprint 2-3.IC.2

- Review the brainstorm of private vs. public ideas from yesterday. Explain that when we are using technology or are online, we also have to think about what information we want kept private or shared.
- Think- Pair- Share: Have students turn and talk about WHY this information should be kept private (passwords are like keys, they can unlock your “house” of information on-line, full names allows others to search and may tell other information about you like where you live, search history can show your interests and allow someone to act like they know you better than they may). Share out some ideas.

**** It is important to reinforce that it is never safe to share private information with strangers since it can be a trick to put them in an unsafe situation. Remind the students that they should always ask a parent or trusted adult before they give out private information to anyone in person or online.***

- Review with the class that to be a good digital citizen we need to be **safe, respectful and responsible**. Remind them that yesterday they thought about what a digital footprint is. Today we will spend more time looking at that.
- Video: The Digital Citizens are back to show us about our [Digital Footprints](#)
- Activity: Power of Words (Toothpaste Lesson)

1. Split the kids into small groups (2-4 students) to complete the activity in. Each group will need one paper plate and a new tube of toothpaste (small tube for 2 or large for 4 students).

2. Give students 3-5 minutes (dependent on tube size) to work together to squeeze as much of the toothpaste out of the tube onto the paper plate as possible, taking turns. Students cannot use any materials other than their hands to squeeze out the toothpaste.

3. After 3 minutes, regroup the class and have a discussion regarding the difficulty of getting the toothpaste out of the tube.

- Students should recognize that this part of the activity starts off very simple- it takes minimal effort to get the toothpaste out of the tube.
- As students get closer to the end of the tube, it will become a bit more challenging.

4. Give each student a toothpick and let the groups know they will have 4 minutes to get as much of the toothpaste as possible back into the tube using just the toothpicks.

- Students will quickly realize that they won't be able to get all the toothpaste back into the tube in the allotted time.

5. Have the groups clean up, then have students return to their desks or gathering area for a discussion.

- Discussion: When students return to their seats, begin a discussion about words. Ask students to write on Post-It Notes words or phrases that are hurtful to them or others and put them on the board.
- Explain & Connect: The words on the board are toothpaste words. Explain that when they squeezed the toothpaste, it was like the words coming out. Ask students to tell you what happened when they tried to put every last drop of the toothpaste back in- it couldn't all be placed back in the tube. Our words cannot be taken back once they've been said. I always talk to students about the fact that a friend may forgive them, but they will never forget what they said and DIGITALLY, it will Never actually be erased, making it harder to forget.
- This will lead you to a discussion about the power of words and how we should think before we speak/act/type/post because all of the words listed on the board have hurt someone at one time or another. We should work to choose words that are kind, supportive, and positive.

Day 3

Digital Footprint Follow Up 2-3.DL.7

- Reflect on yesterday's activity and lesson- the purpose of the lesson (key take-a-ways).
- *Independent Seesaw Activity:* Seesaw will be used throughout the year to share our work. It can always be seen by teachers and family, and friends can see and communicate with you on our class blog. What we share will never really be "deleted". Today we will add to our digital footprint with this activity then practice being respectful and responsible as we comment on each other's work using the class blog. *start with the task first, then stop and go over class blog if needed.

1. Explain the directions for the Seesaw Digital Footprint Activity. Have students use iPads to complete the activity.

2. Model how to share their work on our class blog.

- *Whole Group Discussion:* Our work is now available for all of our classmates to see. We are going to send a comment or question to 3 of our classmates. When we post, anyone with access to the blog will see our work and our comments. Even if we delete them...are they every really gone- no. What expectations should we have for ourselves and each other when posting or commenting? (try our best, only kind words, respect, no personal information)
- *Independent Practice:* Students will use iPads/ laptops and write comments or questions on their classmates' work.
- *Wrap-up:* Remind the class of the Power of our Words and their permanence,

especially digitally, as we continue to use technology in our daily life at home and school.

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. *Including Instructional Technology Tools*

1. Book Options
 - Mr. Peabody's Apples by Madonna
 - My Mouth is a Volcano by Julia Cook
 - When Words Have Power by Lisa Chong
 - The Power in Words by Meaghan Axel
2. Paper plates
3. Toothpaste tubes
4. Toothpicks
5. Post-It Notes
6. Device such as an iPad or laptop
7. Class sharing platform (Seesaw, Teams, Google, etc.)
8. Poster to make classroom expectations for posting online
9. Videos (internet access and display capabilities)
10. Seesaw Activity [Digital Footprint](#)