

Module 4B: Digital Security



[Link to Teacher Slides](#)

Goals and Objectives:

ISTE: 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

- Set privacy settings online

Lesson Rationale: Children rely heavily on the adults in their lives to help ensure their safety and privacy online. Together, modules 4A and 4B are designed to help students take control of their personal data online by helping them better understand privacy settings, secure passwords, and how their data can be tracked online.

The learner will know...

- Strategies for creating strong passwords to remember

The learner will be able to...

- Identify common password mistakes
- Create secure passwords they can remember
- Identify ways personal data is tracked and shared online

Vocabulary

clickbait: a picture, message, or ad designed to get you to click on it

scam: an attempt to trick someone, usually in exchange for money or private information

cookies: small pieces of data stored on devices to identify and track users

password: a string of characters (letters, numbers, symbols) used to confirm your identity when accessing online accounts

ENGAGE:

Slides: 3-9

Materials: [Teacher script for “What Did I Just Agree To?” terms and conditions candy](#)

What Did I Just Agree To? This Engage activity is designed to help students connect to the risks and rewards of accepting terms of agreement when accessing apps and websites.

- 1) **Slide 3:** Ask the students who would like a piece of candy. Have all students who would like candy stand up by their chairs. Before they can get the candy, they must agree to the terms you are about to share. Read the script provided one statement at a time (linked in materials). If students do not want to agree to the statement, they should have a seat (or maybe they

Teacher Notes and Optional Questions/Prompts for Discussion:

	don't understand the statement and sit down to play it safe). Any students still standing when you finished reading the script must state "I Agree" before you give them the candy. Slide 4-8: Now, go through the script line-by-line and reveal the everyday language translation. Reread the "fancy" language on each slide. You can have a student read the plain language on the right, or you can read both. Slide 9: Use the questions on this slide to have a brief whole-class debrief discussion to connect this activity to agreements students may be asked to consent to when interacting online.	
EXPLORE: Slides: 10-16 Materials: Student workbooks page 16 Student devices (access to 4B Too Good to Be True slides)	Too Good to Be True (Identifying and Avoiding Clickbait) Slide 10: Review the slide contents to introduce the term clickbait. Slide 11: Introduce the partner activity. Students will view the examples on a "view only" slideshow and record their ideas in the workbooks on page 16. Partners will need about 10 minutes to complete the task before sharing with the group. A QR code on the student workbook pages will take students to the slides. Slide 12-15: The examples students will be exploring are on these slides for you to reference with whole-group, as needed. Some characteristics to notice are included in the Teacher Notes sections of each slide. Slide 16: Use the questions on this slide to facilitate a whole-group debrief of the activity. Encourage participation from all groups.	Teacher Notes and Optional Questions/Prompts for Discussion: Based on what you noticed, what are some clues I can look for to identify clickbait?
EXPLAIN: Slides: 17-22 Materials: Student workbooks page 17	Teacher-led PPT with videos and discussion questions: Slide 17-18: Slide 17 is informational only and transitions to the next activity. On slide 18, see if students can guess 5 common password mistakes before revealing them on the slide. Details in teacher directions on the slide will help you elaborate on each mistake. Slide 19: Here, you will revisit the passwords students wrote earlier in the day. Before passing back their sticky notes, have students try to write down their exact password in their workbook. Who was able to remember it exactly? Did they have a strategy? Who forgot their password? Why do they think that is? Slide 20-21: Watch the video on slide 20 for tips on how to make a memorable password that is also strong. Debrief questions are on slide 21	Teacher Notes and Optional Questions/Prompts for Discussion: Why do we need strong passwords? Why do you think people make these common password mistakes?

	for whole group discussion. 4) Slide 22: Students will practice the tips from the video to build strong passwords on page 17 in their workbook. Allow about 5 minutes to complete this task.	
ELABORATE: Slides: 23-27 Materials: Construction paper (folded in ½ hotdog style) and art supplies for bumper stickers	Teachers: You have the option of flip-flopping this ELABORATE activity with the game in the EVALUATE section. Since some students might need more time on their bumper sticker, you can play the game whole class first, then create the bumper stickers. Just skip these slides and go back. Arts and Crafts: design and create a bumper sticker with a slogan about passwords 1) Slide 24-26: Share some phrases used to help remind people how to treat their passwords. “Passwords are like...” For each slide, ask students if they can figure out how the item is “like” a password before revealing the slide contents. a) ...underpants → change them often and keep them private b) ...a toothbrush → pick a good one, change it regularly, don’t share it with others, and don’t recycle an old one c) ...bubblegum → best when it’s fresh, only used by one person, and when left out creates a sticky mess. 2) Slide 27: Students will create their own bumper sticker with a clever saying about passwords. They can use an original idea or create one based on one of the examples shared on the previous slides. Students will use the construction paper and art supplies in the classroom. They can create their bumper sticker by folding the paper in ½ “hotdog style.” If they wish, they can put a slogan on each of the four surfaces (front and back) created by the fold.	Teacher Notes and Optional Questions/Prompts for Discussion:
EVALUATE: Slides: 28	<u>Week in Review Kahoot Game</u> or <u>Blooket</u> 1) Slide 28: Direct students to kahoot.it on their device or blooket.com/play. You can access the Kahoot game or Blooket game by clicking on the link on this slide	Teacher Notes and Optional Questions/Prompts for Discussion:

Materials: Student Devices to play Kahoot review game or Blooket	or in the teacher lesson plan. If you do not have a Kahoot account you wish to access, you can continue as a guest. When you select the “classic game,” the Kahoot code for students will appear on the projected screen. You can also call out the code to students. The Blooket option is similar. All the questions are the same. 2) As you go through each question in the Kahoot or Blooket game, all or most students get the question correct, move on to the next question. If several students make a mistake on the question, make sure to take the time to discuss the correct answer as a whole group before moving on to the next question.	
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Connections to Research:	According to Ribble (2015), the focus of digital citizenship and digital safety lessons in grades 3-5 should be on digital security, including helping students understand privacy settings, how to protect their personal information, and the potential consequences of sharing certain information online. While students in this grade band demonstrate awareness of the types of personal information that they should avoid sharing, they largely rely on parents and teachers to ensure their online privacy and security (Kumar et al., 2017). Additionally, children and tweens demonstrate little awareness of how their data can be tracked and used online for commercial purposes (Zhao et al., 2019). Based on this research, lessons for students in grades 3-5 should empower students to take control of their own online privacy and security.
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