



**Grades  
1-3**



# **Teacher Unit Plan**

## **Primary Grades**

# Cybersecurity Resources for Teachers & Educators

## About the resources

These resources are a free, comprehensive set of teaching materials; created by cybersecurity experts and Canadian educators, and linking directly to the Ontario curriculum. Available in four grade groupings, the language, learning goals and activities have been adapted to learners in primary (grades 1 to 3), junior (grades 4 to 6), intermediate/senior (grades 7 and 8) and high school (grades 9 to 12).

Resources include start-to-finish teaching materials, such as unit plans and recommended rubrics for teachers, and corresponding lesson worksheets for students. Lessons cover various essential topics related to digital citizenship, cybersecurity and cyber safety – such as cyber respect and online kindness (cyberbullying), communicating safely online, positive digital footprint and more!

## Using the resources

The goal of these resources is to provide a modern, curriculum-linked set of materials for Ontario educators and teachers, empowering and preparing them to equip youth with the knowledge and tools they need to use technology in a positive way, while at the same time being able to identify and prevent the associated risks.

These resources are accessible and can be easily implemented in the physical classroom or the online, virtual classroom environment.

The Catalyst has proactively offered two versions of all resources:

1. **A PDF version**, intended to be a downloadable, ready-to-use resource for educators and teachers. Download, print and share physical or digital copies with students for instant use.
2. **A Microsoft Word version** contains the same content as the PDF version. However, the Word version is editable, and allows for language and worksheets to be modified by educators and teachers as needed. It is recommended to edit the unit plans and lessons to accommodate the various learning needs and abilities of your students, or to incorporate additional or preferred modalities into the lessons.

## Additional cybersecurity resources

Cybersecurity, cyber safety and digital citizenship are relatively new areas of study; and, although these resources have been developed with the potential of limited technical or cyber experience in mind, we recognize that additional information may be needed to supplement an understanding of the topics covered.

We encourage educators and teachers to conduct independent research, and take advantage of the multitude of free resources available online, including the Rogers Cybersecure Catalyst youth resources:

<https://www.cybersecurecatalyst.ca/cybersecurity-for-k-12>

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## About the organization



The Rogers Cybersecure Catalyst, ‘the Catalyst’, is a not-for-profit corporation owned and operated by Ryerson University. The Catalyst strives to empower Canadian citizens and businesses to take full advantage of the

opportunities in the virtual space, and tackle the serious challenges of cybersecurity, through training and certification; commercial acceleration and support for cyber scale-ups; applied research and development; and public education.

## About the initiative



In 2019, the Rogers Cybersecure Catalyst partnered with Rogers Communications Inc., to help develop the Canadian cybersecurity ecosystem and fuel Canada’s digital economy. As a leading technology and media company in Canada, Rogers is committed to keeping Canadians cyber safe.

Together, the Catalyst and Rogers have identified a need to foster stronger collaboration between the cybersecurity community, academia and educational partners, to build awareness and understanding in cybersecurity, especially for youth.

## Ontario Language Curriculum Overall Expectations

Oral Communication	Writing	Media Literacy	Health & Physical Education
<p><b>1. Listening to Understand:</b> Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>2. Speaking to Communicate:</b> Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p><b>3. Reflecting on Skills and Strategies:</b> Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>	<p><b>1. Developing and Organizing Content:</b> Generate, gather and organize ideas and information to write for an intended purpose and audience;</p> <p><b>2. Using Knowledge of Form and Style:</b> Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p><b>3. Applying Knowledge of Conventions:</b> Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively;</p> <p><b>4. Reflecting on Skills and Strategies:</b> Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages of the writing process.</p>	<p><b>1. Understanding Media Texts:</b> Demonstrate an understanding of a variety of media texts;</p> <p><b>2. Understanding Media Forms, Conventions and Techniques:</b> Identify some media forms, and explain how the conventions and techniques associated with them are used to create meaning;</p> <p><b>3. Creating Media Texts:</b> Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques;</p> <p><b>4. Reflecting on Skills and Strategies:</b> Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>	<p><b>1. Social-Emotional Learning Skills:</b> Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and Healthy Living strands for this grade;</p> <p><b>2. Healthy Living:</b> Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others; and how factors in the world around them affect their own and others' health and well-being.</p>

## Culminating Task: How-To Guide *Procedural Writing*

Category	Level 4	Level 3	Level 2	Level 1
<b>Knowledge</b>	Demonstrates thorough knowledge of chosen theme in cybersecurity	Demonstrates considerable knowledge of chosen theme in cybersecurity	Demonstrates some knowledge of chosen theme in cybersecurity	Demonstrates limited knowledge of chosen theme in cybersecurity
<b>Thinking</b>	Uses graphic organizer with a high degree of effectiveness	Uses graphic organizer with a considerable degree of effectiveness	Uses graphic organizer with some degree of effectiveness	Uses graphic organizer with limited effectiveness
<b>Communication for different audiences and purposes</b>	Communicates intended message to audience with a high degree of effectiveness  Clear main idea and thought-provoking supporting details	Communicates intended message to audience effectively  Clear main idea and adequate supporting details	Communicates intended message to audience with some degree of effectiveness  Main idea is lacking clear support	Communicates intended message to audience with limited effectiveness  Main idea is unclear
<b>Application of knowledge and skills</b>	Transfers knowledge and research skills to new contexts (How-To Guide) with a high degree of effectiveness	Transfers knowledge and research skills to new contexts (How-To Guide) effectively	Transfers knowledge and research skills to new contexts (How-To Guide) somewhat effectively	Transfers knowledge and research skills to new contexts (How-To Guide) with limited effectiveness

### Teacher Feedback: 2 Stars and a Wish



### Final Grade:

## Unit Overview

This unit is designed to teach young students about how to be stewards of digital citizenship in their classroom communities and in the digital community beyond the classroom. Digital citizenship refers to the responsible and safe use of technology and the Internet by anyone who uses it to engage with society.

This unit has assessments throughout and leads to a culminating task: a student-developed How-To Guide for the class to use as a handbook for good digital citizenship. Students may choose from one of the six topics taught in this unit, or beyond, depending on whether you'd like to make this an inquiry-based task. Students are learning about digital literacy, as well as procedural writing, through this task.

## Lessons Overview

Lesson 1: Cyber Respect & Online Kindness

Lesson 2: Positive Digital Footprint

Lesson 3: Safe Communication Online

Lesson 4: Passwords & Passcodes

Lesson 5: The Truth Online

Lesson 6: Digital Citizenship How-To Guide

Teacher Resource: Culminating Task Rubric

For additional information on the topics covered or additional supporting materials, check out the Rogers Cybersecure Catalyst downloadable Youth Resources:

<https://www.ryerson.ca/cybersecure-catalyst/youth/resources/>

# Lesson 1: Cyber Respect & Online Kindness

## Lesson Plan for Parent(s)/Guardian(s)

Digital literacy is a fundamental component of the 21st century, and vital for civic and social participation, accessing public services, and succeeding in a digitizing economy (as explained via a Brookfield Institute [recent publication](#)). As such, in this unit, students will be learning about digital citizenship and how to manage their evolving digital presence.

Today, students will be taking a close look at how to communicate and exist online respectfully. They'll be learning about how to recognize and respond to negative interactions online (cyberbullying), and how to put their best "digital foot" forward.

<b>Hook:</b>  <b>10 minutes</b>	<p><i>Greet students as they enter the classroom</i>  <i>Great time to check in on well-being</i></p> <p>Read the book <i>Ping</i> by Ani Castillo. You may choose to acquire the book ahead of time; a recorded reading of the book is available on YouTube, linked below:  <a href="https://www.youtube.com/watch?v=fqTZ3T0_uQ">https://www.youtube.com/watch?v=fqTZ3T0_uQ</a></p>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p><i>Share learning goals for purposeful learning</i></p> <p>Learning Goals*  <i>* Learning Goals may be phrased as "I know I'll be successful when..." or "Today, we'll be learning about..."</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize Cyber Respect and Online Kindness</li> <li><input type="checkbox"/> I know how to respond to negative interactions online</li> <li><input type="checkbox"/> I can recognize bullying online (cyberbullying)</li> </ul>
<b>Input &amp; Modelling</b>	<p><i>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</i></p> <p>Discuss what it means to "ping" and "pong," and the types of examples you may see when you're using a technical device.</p> <p>This will allow you to assess what the students already know about being kind online, and where their curiosities naturally lie, by completing the "ping" "pong" chart on the student handout.</p> <p>Suggestion: Share a definition of cyberbullying and online kindness as a guide for class discussion when reviewing what students wrote or drew on their handouts.</p> <p>Sample definitions:</p> <ul style="list-style-type: none"> <li>● <b>Cyberbullying:</b> When someone (or a group) is being mean to someone else through the Internet or by using technology (like a cellphone or a tablet). It can include things like</li> </ul>

	<p>name-calling, spreading rumours, forcing someone to do something they don't want to do, or making fun of someone and getting others to join in.</p> <ul style="list-style-type: none"> <li>• <b>Online kindness:</b> Using the Internet in a positive way, such as writing nice messages on social media or sharing photos/videos online to brighten someone's day.</li> </ul>
<p><b>Guided &amp; Independent Practice</b></p> <p><b>20 minutes</b></p>	<p><i>Observe, prompt, support, enrich</i></p> <p>Class Brainstorm/Discussion: Online Kindness Looks Like, Feels Like, Does not Feel Like</p> <p>Students can brainstorm examples of cyber kindness by filling out the chart independently or in groups, and then as a class. By allowing students to share experiences that are relevant to them, you'll get a sense of their online space. For example, if many students are giving examples from online games, then you can tailor the information you share, or the how-to topics, toward gaming.</p> <p><b>Optional Extension:</b></p> <p>Talk to students about what to do if they're being cyberbullied:</p> <ul style="list-style-type: none"> <li>• Talk to a parent/guardian or trusted adult, and ask for help.</li> <li>• Stop talking to or ignore the bully, or unfriend/unfollow them.</li> <li>• Block the bully so they can no longer talk to them or follow them.</li> </ul> <p>How to report cyberbullying and get help:</p> <ul style="list-style-type: none"> <li>• Tell a parent/guardian or trusted adult right away when they are, or someone else is, being bullied.</li> <li>• Kids can save screenshots of bullying messages/posts and report them to a parent/guardian or trusted adult, so they can get help to do something about it.</li> <li>• For unwanted messages on social media platforms or downloaded apps, ask a parent/guardian to report cyberbullying instances directly to the corresponding social media or application Help Centre/Customer Care.</li> </ul> <p><b>Important note: Remind your students that they can always connect with Kids Help Phone by texting: 686868 or calling: 1-800-668-6868 from across Canada, 24 hours a day, 7 days a week.</b></p>
<p><b>Check for Understanding</b></p> <p><b>10 minutes</b></p>	<p><i>Observations, formative assessment</i></p> <p>In-class learning: Collect completed handouts Remote learning: Have them turned in on Google Classroom</p>
<p><b>Closure</b></p>	<p><i>Review, questions, wrap-up, discussion, appreciations</i></p>

	<p>A feelings chart for online kindness can serve as a guide or contract for the classroom community moving forward in the digital space.</p> <p>You could create an anchor chart or a contract for all of the students to sign, including the feelings your class came up with.</p>
<b>Resources</b>	Book: <i>Ping</i> by Ani Castillo
<b>Assessment</b>	<p><i>For Learning:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins ✓</li> </ul> <p><i>As Learning:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria ✓</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other: <i>Online Kindness responses can be Used as a Ticket out The Door</i> ✓</li> </ul> <p><i>Of Learning:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes:</b>	

## Lesson 2: Positive Digital Footprint

### Lesson Plan for Parent(s)/Guardian(s)

Students have many reasons to have a positive digital footprint; that is, the message they leave behind after posting online, messaging in a group chat, posting on Google Classroom, and more. Once something is posted online, it's there to stay – so it's important for students to be very mindful of their actions online.

Students will be learning about how their actions online affect those around them, and how to build thoughtful and positive digital footprints that will represent them appropriately.

<p><b>Hook</b></p> <p><b>10 minutes</b></p>	<p><i>Greet students</i>  <i>Great time to check in about well-being</i>  <i>Engage prior knowledge</i></p> <p>A “digital footprint” refers to the <i>you</i> that you are when you’re online: who you appear to be and how people view you – based on what you share, or what is shared about you, on the Internet. Most common for this age group are images, videos and messages shared via social media platforms. Everything parents/guardians and their kids post, comment on and share online is there to stay.</p> <p>Students have many reasons to have a positive digital footprint, as they represent themselves, their families, and their schools and communities.</p> <p><i>For example, sharing an accomplishment could make your parents feel proud, but sharing your location publicly could make your parents very worried.</i></p>
<p><b>Learning Goals &amp; Success Criteria</b></p> <p><b>5 minutes</b></p>	<p><i>Share learning goals for purposeful learning</i></p> <p>Learning Goals*  <b>* Learning Goals may be phrased as “I know I’ll be successful when...” or “Today we’ll be learning about...”</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand that I’m responsible to myself, my friends and family, and my community in creating a positive digital footprint</li> <li><input type="checkbox"/> I know strategies for building a positive digital footprint, and repairing a damaged footprint</li> </ul>
<p><b>Input &amp; Modelling</b></p>	<p><i>Notes for Accommodations go here (supplementary materials)</i></p> <ul style="list-style-type: none"> <li>● <i>Content</i></li> <li>● <i>Process</i></li> <li>● <i>Learning environment</i></li> <li>● <i>Product</i></li> </ul> <p><b>In-class learning:</b> Once students have worked on the Positive Digital Footprint handout independently, have them add more</p>

	examples by working with a partner, then have the class share some examples. Adjust for remote learning environments.
<b>Guided &amp; Independent Practice</b>  <b>20+ minutes</b>	<p><b>In-class learning:</b> Observe students working together during group work or partner work.</p> <p>Remote learning: Observe responses during group sharing.</p> <p>If there's time, ask students to create a mind map for "My Digital Footprint" and describe how they want their digital footprint to look online.</p> <p>This can be used as an assessment for learning.</p>
<b>Check for Understanding</b>  <b>10 minutes</b>	<p><b>In-class learning:</b> Walk around as students work on their responses to creating their very own positive post.</p> <p><b>Remote learning:</b> Ask for volunteers to share their positive post with the class.</p>
<b>Closure</b>	<p>Share student responses.</p> <p>Express appreciation to the students for sharing openly about an important topic.</p>
<b>Resources</b>	Resources for the Educator
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes ✓</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes:</b>	

## Lesson 3: Safe Communication Online

### Lesson Plan for Parent(s)/Guardian(s)

There are plenty of benefits to using technology that students and their families are already well aware of. Today, we're informing students about some online safety measures, so they can continue to enjoy the online space with fewer risk factors.

<b>Hook</b>  <b>10 minutes</b>	<p><i>Greet students</i> <i>Great time to check in about well-being</i> <i>Engage prior knowledge, reminder of the last lesson</i></p> <p>In the previous lesson, we discussed our digital footprints and how to create an online presence that represents us in a positive way. Today, we'll be learning about how to be safe online, and become aware of the potential risks when chatting or sharing with others, while still having fun!</p> <p><b>Thumbs Up/Thumbs Down Activity</b> Have students show the answer "yes" with a Thumbs Up and "no" with a Thumbs Down to gauge their experience being online.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> I have an account on a gaming website or console (PlayStation, Xbox, etc.)</li><li><input type="checkbox"/> I have a username and password for an email address</li><li><input type="checkbox"/> I have used social media (Snapchat, TikTok, etc.)</li><li><input type="checkbox"/> I have or use an electronic device such as a laptop, tablet or cellphone</li></ul> <p>Based on the results in your classroom, lead a discussion about some of the risks associated with these activities and sharing personal information online.</p> <p>Have students share their experiences about when and how they use devices, at home or at school.</p>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p><i>Share learning goals for purposeful learning</i></p> <p>Learning Goals* <i>* Learning Goals may be phrased as "I know I'll be successful when..." or "Today we'll be learning about..."</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> I know strategies to protect myself from online risks</li><li><input type="checkbox"/> I can write a friendly email that models safe online communication practices</li></ul>
<b>Input &amp; Modelling</b>	<p>Younger kids are spending more and more time online, as watching favourite videos on YouTube, drawing pictures on the newest app, or interacting with classmates online become the new normal. Some of these activities take place over social media platforms, mobile apps or</p>

messaging systems that can allow kids to have conversations with people they may have never met in-person or don't know very well. In such cases, it's hard to know who's on the other side of the device, or what their intentions may be.

Communicating safely online is about limiting the amount of private information being shared publicly or through interactions with strangers. There's always a possibility that strangers or "tricky people" may try to use this information to create fake friendships in hopes of personal gain or, ultimately, to cause some sort of harm.

**Sample definition:**

**Tricky people:** Tricky people can be found both on the Internet, through connected devices, and outside of the Internet, in real life. They can seem just like regular people in the way that they talk and act, but they could also just be pretending.

To help kids identify when/if they may be communicating with a tricky person while using devices, explain that kids should keep a lookout for, and tell a parent/guardian, teacher or other trusted adult if:

- Someone they don't know/a stranger tries to make them think that they're a friend.
- Someone asks them to keep secrets from their family and friends, or says it's okay to share secrets or personal information.
- Someone they don't know tries to buy things for them. Remind kids that they shouldn't accept anything from someone they don't know.
- Someone who says bad things will happen if they tell anyone about them. Remind kids that it's always okay to let parents/guardians, or other trusted adults, know when someone acts this way.

Advice for safely communicating with people online:

- Encourage students to trust their gut, or their "inside alarm". The inside alarm is a gut feeling or instinct that kids may have that can tell them when someone or something isn't safe. The goal is to trust kids to understand that feeling because it's often there for a reason.

Suggested wording: An inside alarm is a weird feeling, like butterflies in the stomach that might also make them feel scared, sad or upset about something or someone. Kids should trust their inside alarm and tell a trusted adult whenever

	<p>they feel that way.</p> <ul style="list-style-type: none"> <li>Communicating safely online is about limiting the amount of private information being shared publicly or through interactions with strangers.</li> </ul> <p>Suggested discussion: What is considered personal or private information that should not be shared with strangers? Why?</p>
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<p><i>Observe, prompt, support, enrich</i></p> <p>Write a Friendly Email to your Pen Pal (or “e-Pal”).</p> <p><b>Suggested explanation:</b> You can explain that a pen pal, or “e-pal”, is a friend you communicate with over email. For example, an e-pal can be another kid they met while on vacation with their family, and they exchanged email to stay in touch. More often, sometimes kids in a class are paired up with kids in another class at a different school, often in another province or country. Pen pals or e-pals were used in this example because it’s someone that the kids would have permission to email, but that they don’t know well enough and should not be sharing too much information with.</p> <p>Provide students with time to write friendly emails. Co-create success criteria, or use the learning goals from this lesson.</p> <p>Sample Success Criteria:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My letter has a salutation</li> <li><input type="checkbox"/> My letter is written in full sentences</li> <li><input type="checkbox"/> My letter does not include any personal or private information</li> <li><input type="checkbox"/> This email is a positive example of my digital footprint (it’s kind)</li> </ul> <p><b>Note:</b> Students can email the teacher a digital version, or hand write it on the Student Resource.</p>
<b>Check for Understanding</b>  <b>10 minutes</b>	<p><i>Observations, formative assessment</i></p> <p>Make sure you’re available to answer students’ questions. Depending on what kind of email they’re writing, it may be more challenging to exemplify positive digital citizenship.</p>
<b>Closure</b>	<p><i>Review, wrap-up, discussion, appreciations</i></p> <p>What’s the difference between sending a friendly message online and having a friendly conversation on the school playground? What are the risks when talking to someone online (i.e., it could be a stranger, they can pretend to be someone you know)?</p>

<b>Resources</b>	Resources for the Educator
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations✓</li> <li><input type="checkbox"/> Work samples/products</li> <li><input type="checkbox"/> Check-ins</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria✓</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment✓ Friendly Email</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes:</b>	

## Lesson 4: Passwords & Passcodes

### Lesson Plan for Parent(s)/Guardian(s)

What are passcodes? Passcodes (also known as passwords) are like keys for keeping personal and private information safe from others. Passcodes can be a series of random words put together; a memorable phrase; or a combination of words, numbers and symbols unique to the user – like a fingerprint!

Today, students will be learning about strong passwords and how to protect their information online.

<b>Hook</b>  <b>10 minutes</b>	<p><i>Greet students</i> <i>Great time to check in about well-being</i> <i>Engage prior knowledge</i></p> <p>Brainstorm the most popular passwords. <i>Can be done as a class, in small groups, in partners.</i></p> <p><b>Sample definition:</b></p> <p><b>Passcodes:</b> Think of passcodes (more commonly, “passwords”) like keys to a home. No one can use their keys to enter someone else’s home because keys are unique in shape, length and the number of grooves they have; the household key protects the keyholder, their family and property. Passcodes are keys to keeping personal and private information safe from others online. Passcodes can be a series of random words put together; a memorable phrase; or a combination of words, numbers and symbols unique to the user – like a fingerprint!</p> <p>According to <a href="#">Splash Data</a>, some of the most popular passwords in 2020 were:</p> <ul style="list-style-type: none"><li>• 123456</li><li>• 123456789</li><li>• password</li><li>• 1234567</li><li>• 12345678</li><li>• 12345</li><li>• iloveyou</li><li>• 11111</li><li>• 123123</li><li>• Password1</li></ul>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p><i>Share learning goals for purposeful learning</i></p> <p>Learning Goals*</p> <p><i>* Learning Goals may be phrased as “I know I’ll be successful when...” or “Today, we’ll be learning about...”</i></p> <p><input type="checkbox"/> I can create a strong password or passphrase</p>

	<p>☐ My passwords are not easy to guess</p>				
<p><b>Input &amp; Modelling</b></p>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p> <p><i>Notes for Accommodations go here (supplementary materials)</i></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Learning environment</li> <li>• Product</li> </ul> <p>Teach students how to protect their digital footprints, and personal and private information, by protecting their passwords. Using the handout as a guide, review passcodes do's and don'ts:</p> <table border="1"> <thead> <tr> <th>Do</th><th>Don't</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Create long passcodes! Consider a silly sentence or series of rhyming words, so it's easy to visualize and, therefore, remember!</li> <li>• Use a mix of letters (both uppercase and lowercase), numbers and symbols to make passcodes even stronger.</li> <li>• Update passcodes every once in a while! This can make it even harder for someone to guess them.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Use names of family, friends, pets, or popular TV or online characters.</li> <li>• Include things other people know, like a nickname, favourite colour or jersey number.</li> <li>• Avoid using private information, like birthday, school, age or gender in passcodes.</li> </ul> </td></tr> </tbody> </table>	Do	Don't	<ul style="list-style-type: none"> <li>• Create long passcodes! Consider a silly sentence or series of rhyming words, so it's easy to visualize and, therefore, remember!</li> <li>• Use a mix of letters (both uppercase and lowercase), numbers and symbols to make passcodes even stronger.</li> <li>• Update passcodes every once in a while! This can make it even harder for someone to guess them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use names of family, friends, pets, or popular TV or online characters.</li> <li>• Include things other people know, like a nickname, favourite colour or jersey number.</li> <li>• Avoid using private information, like birthday, school, age or gender in passcodes.</li> </ul>
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<p><b>Guided &amp; Independent Practice</b></p> <p><b>20 minutes</b></p>	<p><i>Observe, prompt, support, enrich</i></p> <p>Task students with creating examples of passwords with many characters that would be easy for them to remember, but difficult for anyone else to guess.</p> <p>Provide examples to start.</p> <p>Suggested method: Start with a word, and rhyme two or three more words, adding a favourite number and symbol to create a sample strong password – such as TallWallBall3+ (example in lesson) or TwoNewMoo7?</p> <p><b>Discuss:</b> What are the strengths of these passphrases?</p>				

	<b>Important note: Remind students that, based on their rules at home, they may have to share their passwords with their parents/guardians.</b>
<b>Check for Understanding</b>  <b>10 minutes</b>	<i>Observations, formative assessment</i>  <b>Optional Extension:</b> Check the strength of the students' example passwords on <a href="https://password.kaspersky.com/">Kaspersky Password Check: https://password.kaspersky.com/</a>
<b>Closure</b>	<i>Review, wrap-up, discussion, appreciations</i>  Share passphrases, to inspire the class.
<b>Resources</b>	Resources for the Educator
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-ins</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other: Password checked ✓</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes:</b>	

## Lesson 5: The Truth Online

### Lesson Plan for Parent(s)/Guardian(s)

The concept of “truth” has never been more unclear than it is today. Before the rise of the Internet, people consumed news from mainstream media outlets that, for the most part, had reputations for credible and honest reporting. Now, people have the ability to easily create and share content, which leads to the increased potential to share fake or misleading content that’s uninformed, or possibly biased, in nature.

In today’s lesson, students will be learning how to critically assess what they see on the Internet and in the media, in order to verify if what they’re consuming is true.

<b>Hook</b>  <b>10 minutes</b>	<p><i>Greet students</i> <i>Great time to check in about well-being</i> <i>Engage prior knowledge, reminder of the last lesson</i></p> <p>Before deciding what topic they’ll be choosing for their Digital Citizenship How-To Guide (Lesson 6, a procedural writing assignment), students will be learning about tools for consuming information, and how to detect whether or not the information is true.</p> <p>To open a discussion about truth online, ask students to come up with two facts that are true about them and one fact that is a lie.</p> <p><b>For example:</b> I have a dog, I am a teacher, I like to drive with my eyes closed. Adjust to reflect your own personal two truths and a lie.</p> <p><b>Discuss the example:</b> Which facts are true? How can you tell if information is true or false?</p> <p>When you’re online, it’s important to be able to tell what’s fake and what’s real – but it’s not easy!</p>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p><i>Share learning goals for purposeful learning</i></p> <p>Learning Goals* <b>* Learning Goals may be phrased as “I know I’ll be successful when...” or “Today, we’ll be learning about...”</b></p> <p><input type="checkbox"/> I can use critical thinking skills to recognize false information that is presented to me</p>
<b>Input &amp; Modelling</b>	<p>Teach and show the content and skills students need to know to be successful. Model with examples that clarify understanding.</p>

	<p>With the handout as a guide, have students come up with two truths and a lie about themselves.</p> <p>After sharing with partners, or with the class, review how you can tell if something is a lie (i.e., it's unrealistic, it doesn't fit with the other facts, it's clearly a joke).</p> <p>The following prompting questions have been shared on the lesson handout:</p> <ul style="list-style-type: none"> <li>• Is this too good, or too bad, to be true?</li> <li>• Does it say bad things about people or groups of people?</li> <li>• Is it weird, scary or gross?</li> <li>• Have you heard it before from anywhere else? Have your friends talked about it? Have you learned about it at school? Is this just a rumour?</li> <li>• Can you find it anywhere else online? Have you seen it anywhere offline, like on television or radio?</li> </ul> <p><b>Important note: Remind your students that if they come across anything online that they're unsure is real or not, they should show it to a parent/guardian or a trusted adult right away.</b></p>
<p><b>Guided &amp; Independent Practice</b></p> <p><b>20 minutes</b></p>	<p><i>Observe, prompt, support, enrich</i></p> <p>Encourage kids to be an online detective! Once students have reviewed the handout, ask them to find information online and decide whether it's credible or if they believe it's fake.</p> <p>The article must be related to one of the themes covered so far:</p> <ol style="list-style-type: none"> <li>1. Cyber Respect &amp; Online Kindness (Cyberbullying)</li> <li>2. Positive Digital Footprint</li> <li>3. Safe Communication Online</li> <li>4. Passwords &amp; Passcodes</li> <li>5. The Truth Online</li> </ol> <p>Or, if you prefer, adjust the themes on the lesson handout to reflect relevant topics in your classroom: summer vacation, snow days, the zoo, etc.</p> <p>Consider looking at the following website as a class in order to determine what clues about this website tell us it's credible:  <a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a></p> <p><b>Suggestion:</b> Try <u>Safe Search Kids</u> for an age-appropriate search option! Safe Search Kids is a search tool powered by Google and designed for younger kids; this search option finds results that are relevant to the search while avoiding results unintended for</p>

	young people.
<b>Check for Understanding 10 minutes</b>	<i>Observations, formative assessment</i> Have students make note of the information they found, and write down why they think it's true or a lie. Using the Success Criteria, this is an assessment for learning.
<b>Closure</b>	<i>Review, wrap-up, discussion, appreciations</i>  Ask students to share their findings in small groups or with the class.
<b>Resources</b>	Resources for the Educator  Laptops/devices for research
<b>Assessment</b>	<p>For Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation ✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations ✓</li> <li><input type="checkbox"/> Work samples/products ✓</li> <li><input type="checkbox"/> Check-in</li> </ul> <p>As Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria ✓</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> <p>Of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
<b>Notes:</b>	

## Lesson 6: Digital Citizenship How-To Guide

### Lesson Plan for Parent(s)/Guardian(s)

Today, students will be creating a How-To Guide intended to inform their audience about one of the cybersecurity themes they've covered so far. Students will choose one of the following themes related to Digital Citizenship, covered in the unit so far, for their guide: *Cyber Respect & Online Kindness*, *Positive Digital Footprint*, *Safe Communication Online*, *Passwords & Passcodes*, or *The Truth Online*.

<b>Hook</b>  <b>10 minutes</b>	<p><i>Greet students</i>  <i>Great time to check in about well-being</i>  <i>Engage prior knowledge</i></p> <p>Brainstorm Potential Topics for the How-To Guide.</p>
<b>Learning Goals &amp; Success Criteria</b>  <b>5 minutes</b>	<p><i>Share learning goals for purposeful learning</i></p> <p>Learning Goals*</p> <p><b>* Learning Goals may be phrased as "I know I'll be successful when..." or "Today, we'll be learning about..."</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can create a How-To Guide on a theme related to cybersecurity</li> <li><input type="checkbox"/> My How-To procedural writing communicates a clear theme related to cybersecurity</li> <li><input type="checkbox"/> My How-To Guide shows my ability to use transition words</li> <li><input type="checkbox"/> My How-To Guide is helpful for the students in my class</li> </ul>
<b>Input &amp; Modelling</b>	<p>Introduce the How-To Guide (a procedural writing assignment) by sharing guides that students may be familiar with. There are likely how-to guides all around the school or available online that you can use as examples! How-to guides, or procedural writing assignments, are a special way to give people step-by-step instruction. The students will need to choose a theme that matters to them, and create a central message related to digital citizenship for their very own How-To Guide.</p> <p>For example: How to create a password you'll remember, but others won't be able to guess!</p>
<b>Guided &amp; Independent Practice</b>  <b>20 minutes</b>	<p><i>Observe, prompt, support, enrich</i></p> <p>Based on the themes, students will be creating a How-To Guide that has a central message; and they must conduct research on that theme and include it in the guide. (<i>Themes: Cyber Respect &amp; Online Kindness, Positive Digital Footprint, Safe Communication Online, Passwords &amp; Passcodes, or The Truth Online</i>)</p> <p>Lead students through a brainstorm session, then have them</p>

	brainstorm independently/in small groups the potential topics for their guide (i.e., how to spot a cyberbully or how to create strong passwords).
<b>Check for Understanding</b>  <b>10 minutes</b>	<i>Observations, formative assessment</i>  Once students have brainstormed topics, develop Success Criteria for the How-To Guide.  Suggested Success Criteria, or Success Criteria to start with: <ul style="list-style-type: none"> <li><input type="checkbox"/> I can create a How-To Guide on a theme related to cybersecurity and digital citizenship</li> <li><input type="checkbox"/> My guide communicates a clear step-by-step process</li> <li><input type="checkbox"/> My guide shows my ability to use graphic organizers to keep my writing organized</li> <li><input type="checkbox"/> My design is attention-grabbing</li> </ul>
<b>Closure</b>	<i>Review, wrap-up, discussion, appreciations</i>  <b>Choosing the topic:</b> Students can share the topic they chose with their teacher before the end of the class, or it can be shared prior to the next lesson.  Using the graphic organizer and the Success Criteria, the students can begin to plan their How-To Guide.
<b>Resources</b>	Resources for the Educator Brainstorming Sheet & Graphic Organizer
<b>Assessment</b>	For Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation✓</li> <li><input type="checkbox"/> Anecdotal notes</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Conferencing/conversations</li> <li><input type="checkbox"/> Work samples/products</li> <li><input type="checkbox"/> Check-ins</li> </ul> As Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Success criteria✓</li> <li><input type="checkbox"/> Self-reflection</li> <li><input type="checkbox"/> Other</li> </ul> Of Learning: <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Test</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Other product</li> </ul>
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