Be Internet Awesome.

Smart Internet Explorers

Activities to help build digital citizenship and online safety

GRADES 3–5

Inside, you'll find activities that teach students to:

🔶 Communicate responsibly online

🔻 Create strong passwords

Plus, tear-off sheets to send home!

Get more materials at **scholastic.com/beinternetawesome**.

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Perfect for **Safer Internet Day**, February 11, 2020, or any other day!

SCHOLASTIC

Lesson | Internet Safety Basics

Use stories and scenarios to help students evaluate online safety decisions.

Objective
Students will determine what information is safe to share online, learn digital-related vocabulary, and identify factors that make passwords weak or strong.

Standards
CCSS.ELA
- RL.3.1 Answer questions to demonstrate understanding of a text
- RL.4.1 Refer to text details and examples
- RL.5.1 Quote from a text when explaining
- L.3.6 (also 4.6, 5.6) Use domain-specific words

SEL
- Social awareness

Time
45 minutes

Materials
- Share With Care activity sheet
- Password Power! activity sheet

Vocabulary Support
Visit **g.co/BeInternet AwesomeEducators** for definitions and more lessons in the Be Internet Awesome curriculum
- personal information (p. 10)
- online privacy (p. 10)
- digital footprint (p. 10)
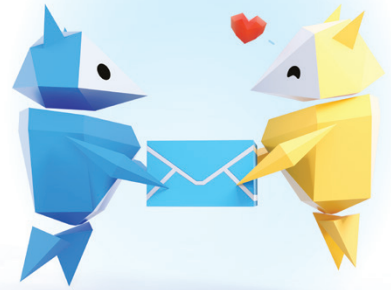- scam (p. 30)
- hacker (p. 60)

Part 1: Share With Care

1 Prompt students: Think of a time when a friend did something you didn't want them to do. Explain: This can also happen easily online, such as a friend posting or texting a silly photo of you to someone else without asking you first.

2 Display the terms *personal information, online privacy,* and *digital footprint* on the board. Ask students what they already know about these terms. As a class, create a graphic organizer for each term by splitting a paper into four sections for a definition, a visual, an example, and a non-example.

3 Discuss *digital footprint* and explain that once something is on the internet, it is there forever. Clarify that even texting, commenting, emailing, or sharing information via messages or games counts as putting something on the internet, and can be shared with people you might not want to receive it. You should always think twice before you post.

4 Have students work in groups to decide which of these can be shared, when, and with whom: **a)** pictures of yourself, **b)** personal information such as a home address, **c)** pictures of others, **d)** your favorite game. Distribute the Share With Care activity sheet, and discuss as a class.

Part 2: Protect With Passwords

1 Display the terms *scam* and *hacker* on the board. Ask students what they already know about these terms. As a class, create a Frayer model for each term. Add a definition, a visual, an example, and a non-example for each.

2 Ask students what they know about passwords. Explain the components of creating a strong password: using a minimum of 8 characters that include a mix of upper- and lowercase letters, symbols, and numbers. The stronger the password, the harder it is for hackers to take your information. Remind students never to use personal details like birthdays or names. Create a list as a class with some examples of strong and weak passwords.

3 Hand out the Password Power! activity sheet. Then review answers as a class.

ANSWERS
Share With Care: 1. No. Picture includes the name of his school, which is personal information. **2.** No. Rashad can share only if his friend says it's OK. **3.** No. Never share your email and password; Rashad doesn't know who is asking for the info, and he should tell his mom, because it looks like a scam.

Password Power: 1. Weak: Uses personal information, isn't eight characters. **2** and **3.** Strong: Hard for hackers to guess, but both Luis and Mei have a way to remember it. Mixes capitalization, special characters, and numbers. Fits the minimum of eight characters.

Name _____

Share With Care

Read Rashad's story, then answer the questions.

1. Rashad is dressed up for school spirit day. Monica takes a picture of him in front of the Mayfield Elementary School sign. Monica thinks about sending the photo to their new friend Carlos, who goes to another school.

◆ **Stop and Think: Should Monica share this photo? Why or why not?**

_____

_____

2. Later, Rashad checks his messages. One text is a silly picture of a friend with an "embarrassed" emoji. Rashad thinks about sharing his friend's photo in a group text, since their other friends might think it's funny.

◆ **Stop and Think: Should Rashad share this photo? Why or why not?**

_____

_____

3. After dinner, Rashad plays a game on his mom's tablet. He gets a pop-up message that says: _YOU'VE WON A FREE SMARTPHONE! CLICK HERE TO GET IT!_ Rashad is then asked for his email and password.

◆ **Stop and Think: Should Rashad share his email and password? Why or why not?**

_____

_____

ACT IT OUT

◆ **Pair up with a classmate and act out this situation:**
A friend you trust asks for the password to your account. You know you should never share your password. How do you respond to your friend?

◆ **After you act it out,** change roles with your classmate.

◆ **Then, discuss as a class.** What happens if you share your password with a friend? And what happens if you don't?

Name _____

Password Power!

Read the passwords below, mark if each is strong or weak, and explain why. Then create your own strong password.

1. Zoe's birthday is 12/16. She chooses this password: **Zoe1216**. It is:

☐ strong   ☐ weak

Why? _____

2. Luis admires Ada Lovelace, writer of the first computer program. Luis sets this password: **AdaL0velace!Go!** It is:

☐ strong   ☐ weak

Why? _____

3. Mei takes the first letter of every word in her favorite song lyric. Then she replaces some of those letters with numbers or symbols that look similar. She creates this password: **Iw@b01g$3**. It is:

☐ strong   ☐ weak

Why? _____

NOW IT'S YOUR TURN!

🔹 Create a strong password for yourself:

_____

🔹 Think of a character from a book. Use what you know about them to create a password that would be easy for them to remember (while still hard for hackers to guess):

_____

CREATIVE SUBSTITUTES

@ instead of A

3 instead of E

instead of H

$ instead of S

0 instead of O

^ instead of U

1 instead of I

! instead of I

+ instead of T

% instead of P

OTHER SYMBOLS

( ) * & ? ~ { }