**Mastery Coding 5E Lesson Plan**

Grade Band: Foundations License

*(Elementary School)*

| **LESSON TITLE** | What’s Your Digital Footprint? | **Materials Needed** |
| --- | --- | --- |
| **COURSE** | Cyber Safety:  How to Make a Password | * One “Safe or Unsafe?” worksheet per student * Hat and sunglasses for teacher to wear or some other type of costume/disguise |
| **UNIT** | 1 | **ISTE Standards** |
| **ESTIMATED TIME** | 40-50 minutes | **2a**- Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.  **2b**- Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. |

| **ESSENTIAL QUESTION** | 1. What is a digital footprint? 2. What types of information can I share online? |
| --- | --- |
| **LEARNING OBJECTIVE** | Students will be able to:   * Understand the difference between private and personal information. * Define **digital footprint** and understand that your “trail” stays online forever. * Behave responsibly online aware that all online interaction creates a digital footprint. |
| **ACADEMIC VOCABULARY** | **Digital Footprint:** the information about a particular person that exists on the Internet as a result of their online activity whether it has been deleted or not.  **Private Information:** identifying and unique information about an individual that should not be shared online or in person such as: email address, passwords, full name, school name, home address, birthdate). However, this can be shared with a trusted adult.  **Personal Information:** information about an individual that is ok to be shared online or in person such as: favorite food, movies, TV show, number of siblings, first name, city of residence. |
| **CAREER CONNECTIONS** | Human resources and supervisors will look at a potential employee’s digital footprint before inviting them for an interview.  Law enforcement will look at digital footprints to gather in civil and criminal investigations |

**Stage 1**

| **ENGAGE** | **TEACHER DOES** | **STUDENT DOES** |
| --- | --- | --- |
| Estimated Time  5 minutes | WHOLE CLASS ACTIVITY:   * Tell students to stand up and get ready to move around the room. * Put on a kooky hat and sunglasses disguise to ham it up.   **[SLIDE #2]**   * Ask students what they would do if a stranger came up and asked them:   *“Hey kiddo, help me out? I’m collecting information for a top secret organization you’ve never heard of and I need you to give me:*   * + *Your parents’ phone number?*   + *Your home address?*   + *Where do you go to school?*   + *Your birthdate?*   + *Also, can you bring me their driver’s license, checkbook, and kitchen toaster, too?* * Take off your hat and sunglasses. * Have a discussion about what an appropriate response would be. | * Students answer questions. * Students may say that they were uncomfortable answering, because they are taught not to tell strangers their private information. |

**Stage 2**

| **EXPLORE** | **TEACHER DOES** | **STUDENT DOES** |
| --- | --- | --- |
| Estimated Time  10 minutes | **[SLIDE #3]**   * Define **private information**: identifying and unique information about an individual that should not be shared online or in-person such as: email address, passwords, full name, school name, home address, birthdate, etc. However, this can be shared with a trusted adult.      * Define **personal information**: information about an individual that is okay to be shared online or in-person such as: favorite food, movies, TV show, number of siblings, first name, city of residence, etc.   MOVEMENT ACTIVITY  **[SLIDE #4]**   * Explain to students that we are going to move around and answer questions to see if they know the difference between **personal** and **private information.** They must be able to explain their reasoning. Emphasize that it’s important they show what they personally think, as some students may follow others. * Assign the left side of the room to “**private information**” and the other side to “**personal information**”- write this on the board so they can see where they have to go. * Have students stand up. Say: *“When I name a type of information, then answer it by walking to the corresponding part of the room.”* | * Students listen to instructions. |

**Stage 2 Continued**

| **EXPLORE** | **TEACHER DOES** | **STUDENT DOES** |
| --- | --- | --- |
| Estimated Time  5-10 minutes | **[SLIDE # 5-12]**   * Show one slide at a time and wait for students to walk to the corresponding sides of the room.   + Your parents’ credit card number.   + Your favorite basketball team.   + Your favorite ice cream flavor.   + Your email address.   + What city you live in.   + Your full name.   + Your school name.   + Your email password.   **[SLIDE #13]**   * Reiterate the number one rule:   *“When in doubt about whether or not you should share it, the answer is NO! Safety first…go ask an adult.”* | * Students should be answering by walking to a specific part of the room to show their understanding. |

Teaching Tip: If students are not answering this movement activity correctly, stop and re-teach.

***“There is no greater agony than bearing an untold story inside you.” ― Maya Angelou***

**Stage 3**

| **EXPLAIN** | **TEACHER DOES** | **STUDENT DOES** |
| --- | --- | --- |
| Estimated Time  5-10 minutes | **[SLIDE #14]**   * Explain definition of **digital footprint**: the information about a particular person that exists on the Internet as a result of their online activity whether it has been deleted or not.   **[SLIDE #15]**   * Show [video](https://youtu.be/KAeJuod0GFA?t=12) to explain **digital footprint.**   **[SLIDE #16]**   * Have a discussion:   + Be aware of giving out **private information**, if you aren’t sure if it’s ok to post or share by asking a trusted adult   + Remind students that *“even if you delete the post, it is still a part of your* ***digital footprint.”***   + Say- *“Pretend that your future boss or your parent(s) are watching what you post- would you want them seeing those posts? If not, do not post it.”*   + Say- *“Be sure you are also considering others by asking for permission before you tag or post a video, picture, text of another person”* | * Students should say that their posts should be appropriate for their boss and/or paren |

**Stage 4**

| **ELABORATE** | **TEACHER DOES** | **STUDENT DOES** |
| --- | --- | --- |
| Estimated Time  15 minutes | SMALL GROUP ACTIVITY:  **[SLIDE #17]**   * Pass out “Safe or Unsafe?” worksheet to each student * Instruct students to work in pairs to categorize scenarios and be ready to explain their reasoning * Gather class back together after 10 minutes, call on pairs to answer and explain reasoning * Correct answers- unsafe, safe, safe, unsafe, safe, safe | * Students get into pairs with those at different tables to complete worksheet      * Students should be able to discern between **private** (unsafe) and **personal information** (safe) in order to complete activity |

***“If the book is true, it will find an audience that is meant to read it.”***

***— Wally Lamb***

**Stage 5**

| **EVALUATE** | **TEACHER DOES** | **STUDENT DOES** |
| --- | --- | --- |
| Estimated Time  5 minutes | WHOLE CLASS ACTIVITY:  **[SLIDE #18]**   * Review **digital footprint, private** and **personal information** * Ask: *“Should you share private and personal information with unknown individuals?”* Private- no, personal- yes * Ask: *“In what situation(s) might you share your private information and with whom?”*   With trusted adults, answers vary, ie- when your teacher requests your private information or a safe website*.*   * Ask: *“Can your digital footprint be deleted”?* No | * Students respond |

***Cross-Disciplinary Learning Connections (optional)***

| ELA | * Students write a letter to their parents explaining why it is important to create a safe and secure password |
| --- | --- |
| Math | * Students analyze and create sequences and patterns with numbers (odd numbers, even numbers, every other odd number, and so on) |
| Science | * What animals use a “password system” for safety. (i.e. mother lions calling their cubs, whale using sounds waves to communicate, antelopes on the safari, and so on) |

***Extended Learning Opportunities (OPTIONAL)***

| Additional Activities & Outside Resources | * Teach students that if they ever forget their password, websites have a PASSWORD RESET feature… walk them through the process. |
| --- | --- |

***Self Reflection***

| What went well? |  |
| --- | --- |
| What might need to be re-taught or re-imagined? |  |
| Do any students still need more help? |  |