

Cybersecurity



Facilitator Guide: How to Prepare for This Lesson



Lesson 6 – Passwords

Table of Contents

About this Facilitator Guide	3
Before You Get Started	3
Flipgrid Instructions – Setting up Flipgrid	4
Using Editable PDFs	7
Ask an Expert Interviews (Optional)	8
How to Implement this Unit	9
Alignment of Learning Outcomes	9
Tracking Completion of Lessons	10
Lesson 6 Components	11
Guiding Question	11
Lesson Overview	11
Learning Targets	11
Vocabulary in this Lesson – Flip Card Activity	11
Passwords – Video Block	11
Passphrases – Process Block	12
Closing Reflections	12
Thinking About Your Future	13
Career Pathways	13
Lesson Completion	13

About this Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Passwords – How do you make a strong password?**

Instructions for using the SCORM files in Blackboard and Canvas can be found at this [link](#). Instructions for using Flipgrid can be found in this guide.

While this lesson is designed for online learning, you will find information in this guide about In-Person Learning Adaptations to help you facilitate your students who may be completing this lesson in the classroom instead of online. Call-outs will provide guidance on how to adapt various activities for in-person learning.

Before You Get Started

Before you get started with this lesson, please be sure to:

- Read through the facilitator guide.
- Download SCORM. (You will only need to add SCORM once. After that, you will be set to use SCORM for any remaining lessons.)
- Review the Rise lesson.
- Prepare any resources needed for the lesson.
- Set up Flipgrid.

Flipgrid Instructions – Setting up Flipgrid

Both educators and students will need to set up Flipgrid for use.

Educator Step-by-Step Guide

Set up your free educator account at [Flipgrid.com](https://flipgrid.com) and create a **Topic** for the class. Please copy and paste the heading from the facilitator guide that pairs with the Flipgrid so that the topic aligns with student expectations. A Topic is a discussion prompt for students. Students respond to the Topic with a short video using our fun, social-media-style camera. Students can watch and comment on videos from peers, with the educator in complete control.

1. Create a Topic

Topics start the conversation in Flipgrid. Just write a prompt and include anything for students to review before responding, such as videos and links.

When you create a new Topic or Group, a Join Code is automatically created for it. To share the Join Code to your Topic or Group, login to your educator account and select the blue Share button to access your Join Link and Code, as well as other ways to share your discussion.



The Join Code also creates a link. Copy/paste the link in emails, texts, social media, Google Classroom, or other websites to invite your students to join! You can download/print QR codes for students to scan on the Flipgrid app. The Flipgrid app and flipgrid.com offer a QR scanner on the homepage.

The student receives the Join Code in the form of a link, a code, a QR code or a guest username and password. The student can then enter a student username, or a password.

2. Set Access and Share

After creating the Topic, choose how students will access it. If they have email addresses, add the domain (everything after the @ symbol in their email address). If students do not have email addresses, create usernames for each student. Invite families and guests by adding a guest password.

Share the Topic by using one of the Share buttons or copy and paste the unique Join Code wherever you connect with your community.

3. Students Respond

After entering the Join Code, students gain access by logging in via email or username.

Students can share their voices by recording a short video with Flipgrid's fun, simple, and powerful camera. It's packed with everything they need to tell their story, including text, emoji, inking, boards, screen recording, and the ability to upload clips!

References:

[Educator Step-by-Step Guide](#)

[Educators: A Teacher's Guide to Flipgrid \[YouTube\]](#)

[Educator Guide to Flipgrid](#)

Student Step-by-Step Guide

A student can create a video to submit to the educator in a few easy steps!

1. Locate the Join Information from Your Educator

Your educator would have given you one of these ways to join the discussion:

- A Join Code (e.g., FGrid3567, a591dc5d) or a QR code
- A Join Link (e.g., <https://flipgrid.com/FGrid3567>, <https://flipgrid.com/a591dc5d>)
- If you don't have a school-provided email, then a unique username or guest password

Flipgrid works on most web browsers and mobile devices. Microsoft Edge or Google Chrome is recommended for the best web experience. For easy access to Flipgrid, download the Flipgrid extension. On mobile devices, download the free Flipgrid app for iOS and Android devices.

2. Join the Discussion

Get the educator's discussion by using the link or code provided by your educator in Step 1.

- If you have a Join Link, click on that link.
- If you have a Join Code,
 - Go to your web browser and enter <https://flipgrid.com>. You'll see an area to enter a Join Code. Type the Join Code and press Enter on your keyboard.
 - On a mobile app, enter the code.
- If you have a QR code, scan the QR code with your device camera or the Flipgrid mobile app.

You'll see a prompt to log in. Enter a student username or a password. If your student username or password is not working, be sure to double-check the case and space sensitivity.

Tip: If you're prompted to log in, choose Google if your school uses Google Classroom, Docs, and Drive. Choose Microsoft if your school uses Word, OneDrive, or Microsoft Teams.

3. Record and Submit

Once you've joined, you'll see your educator's Topic, or discussion prompt. Follow the instructions and when you're ready to record, click the red Record a Response button or the Flipgrid logo for the camera to start.

When you're using the Flipgrid camera, you can record a video in these three easy steps:

- Tap to record: Tap the record button on the bottom to start. Add fun stickers, filters, text, and more. Tap the arrow on the bottom-right to advance.



Review your video: Trim, split, rearrange, or add more. Tap the arrow on the bottom-right to advance.



Submit your video: Edit your cover image and name, add a title, or attach a link. Then submit!

The Flipgrid camera offers a lot of fun and creative ways for you to share your ideas and voice! [Check out all the camera features here](#). Learn [how to import a custom video](#) or [how to include a screen recording](#).

References:

[Getting Started: Students](#)

[Getting Started with Flipgrid - Students \[YouTube\]](#)

Using Editable PDFs

Most lessons include the use of an editable PDF for students to capture responses to questions and other activities.

Guiding language is included in the lesson to help students access and use the editable PDFs where they appear.

For students who will be using Chromebooks, students will need to use the Print to PDF function to save their editable PDFs to their device. Here's how to do this:

- 1) Open the editable PDF and select CTRL +P.
- 2) Open the file destination where the file will be saved to.
- 3) Select Save as PDF.
- 4) Select Print. Your document is now "printed" as a PDF file which will save your work.

PDFs cannot be submitted via the Rise activities. If you plan to collect these documents for career planning portfolios or grading, you will need to coordinate that with your students.

To view a video on using Flipgrid and editable PDFs in the lessons, select this [link](#).

Ask an Expert Interviews (Optional)

You may choose to include an "Ask an Expert" interview in this lesson.

An interview provides an opportunity for students to talk with and ask questions of experts who work in various professions to learn about their career journeys, current job roles and responsibilities and glean valuable insights.

Additionally, interviews also provide the following benefits:

- Real-world information about careers.
- An awareness of the workplace habits and interpersonal skills needed to succeed in any job.
- Further encouragement to go to college or post-secondary training, apprenticeship etc. and get ready for the career of their choice.
- An understanding of the fact that each person's career journey is unique and that most people encounter obstacles and challenges that they must overcome to reach their goals.

When selecting experts to participate in the small group interviews, look for “down to earth” people who you think are good speakers and who would be comfortable talking to young students, ages 12 to 14. An ideal ratio is one expert per every five students.

There are two options that can be used if you choose to use an Ask an Expert Interview:

- Schedule a Zoom/Skype call with an expert in the field.
- Find an existing YouTube video of an expert to share with students.

In-person Learning Adaptation: For in-person learning, project/share the Zoom/Skype call with an Expert with your class. YouTube videos may also be projected/shared in-person. You can consider facilitating further discussions on the key takeaways from the session and/or a specific topic discussed in the session.

Review the following resource for additional information:

[Career and College Exploration Experiences: Planning for Success](#)

How to Implement this Unit

For students to get the most value from this unit, please plan on implementing all lessons in this unit, in sequential order.

When it may not be possible to implement the entire unit, we recommend implementing the following lessons to support optimum student learning based on time available:

- Best Practice: All 12 lessons in order
- Mini unit: Lessons 1 through 4 (5 is an optional addition)
- Standalone lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 12
- Trios: Lesson 9, 10 and 11

Alignment of Learning Outcomes

The program learning outcomes for Possible Futures 2.0 are:

- A. Gain awareness of and exposure to a wide array of careers.
- B. Increase self-awareness and begin to form their potential occupational identity.
- C. Develop employability skills.
- D. Develop foundational technical skills as appropriate.
- E. Be positioned to make more informed educational choices.
- F. Transition to high school with an actionable plan for next steps.

The curriculum learning outcomes for the Cybersecurity unit are:

1. Students learn the basics of digital life and cybersecurity.
2. Students explore career options within the cybersecurity industry.
3. Students identify their strengths and interests in the field of cybersecurity.
4. Students connect their strengths and interests in the field of cybersecurity to potential careers.
5. Students explore local labor market data and education opportunities for careers in the field of cybersecurity.

The Arizona Career Literacy Standards for grades 5 through 8 can be found at [link](#).

The Arizona Computer Science Standards can be found at this [link](#).

This lesson's learning outcomes align with the program learning outcomes (PLOs), curriculum learning outcomes (CLOs), Arizona Computer Science Standards (CSSs), and Arizona Career Literacy Standards (CLSs) as follows:

CLOs	Lesson Learning Outcomes	PLOs	CLSs	CSSs
1	Define password.	D	2.0, 5.0	NI.C.2
1	Define a passphrase.	D	2.0, 5.0	NI.C.2
1	Evaluate what makes a good password and passphrase.	D	2.0, 5.0	NI.C.2
1	Understand why using passphrases is better than using passwords.	D	2.0, 5.0, 7.0	NI.C.2

Tracking Completion of Lessons

If you are using SCORM Cloud or Canvas with the lessons in this unit, completion tracking options are available. If you are not using either platform, please determine if and/ or how you plan to track completion of lessons by students.

Lesson 6 Components

Guiding Question

The guiding question is intended to provide a focal point for each lesson. This lesson's guiding question is:

- **How do you make a strong password?**

Lesson Overview

In this lesson, students define passwords and passphrases. First, they evaluate what makes a strong password by identifying the differences between a good password and bad password. Then, the students define passphrases and understand why they are better to use than passwords. Finally, the students can distinguish between good and bad passwords.

Learning Targets

By the end of this lesson, students will be able to:

- Define password
- Define passphrase
- Evaluate what makes a good password and passphrase
- Understand why using passphrases are better than using passwords

Vocabulary in this Lesson – Flip Card Activity

Students should use the flip card activity to familiarize themselves with key vocabulary terms and definitions for this lesson.

- **Password:** A secure way to protect accounts.
- **Passphrase:** A combination of numbers and letters in a phrase that is unique per account password.
- **Dictionary attack:** Uses words in the dictionary to easily guess your password when attempting to access your account.

Passwords – Video

In this section, students learn how passwords help in protecting online accounts from being hacked. They also learn about a few things that help in creating strong passwords.

The students are then prompted to watch a video titled [Keep Your Passwords Safe – What is a Password](#), which explains how to secure passwords from hackers by using passphrases and combinations of letters and numbers.

After watching the video, the students review some flashcards and think about why some passwords are not as strong as they seem to be. Flipping each card reveals the answer.

The students then learn what a passphrase is, review some examples, and understand when to use passphrases instead of passwords. The students then watch a video titled [What are Passphrases and How Can They Protect You from Hackers](#) to learn about the benefits of using passphrases and the difference between passwords and passphrases.

In-person Learning Adaptation: For in-person learning, the facilitator can show the video on securing passwords via a projector or a Smart board and ask students to discuss any queries or observations on the video. The facilitator can then show the flashcards to the students one by one and ask them to think about why some passwords are not as strong as they could be.

The facilitator can then show another video on the differences between passwords and passphrases and ask students to discuss any queries and observations on the video.

Passphrases – Process Block

In this section, students complete an activity to understand how to create a strong password. The students visit a website called “[How Secure Is My Password?](#)” to test out variations of a passphrase they create. The students follow the steps presented in a process block on how to complete the activity and record their responses in the **Passphrase** section of this lesson’s editable PDF. By clicking the arrows on the left or the right of the process block, the student can view each step.

In-person Learning Adaptation: For in-person learning, the facilitator can share the steps given in the process block via a projector or a Smart board and ask students to complete the activity given in the PDF.

The facilitator can also do the following:

Ask the students to take a colored index card with a password written on it.

Direct students to go to the website "[How Secure Is My Password?](#)" and enter the password on their index card to see how strong it is.

Instruct them to record how long it takes for the website to crack it.

Direct students to pair up with another student with the same color card to form a password with two index cards.

Instruct the pairs to visit the website "[How Secure Is My Password?](#)" again and enter their two words to see how strong the newly formed password is. Ask them to record how long it takes to crack the new password.

Direct the pairs to join with the rest of the students that have the same color index cards to form a group of six people. Ask them to use their cards to form a full sentence.

Instruct the group to visit the website again and enter the sentence to see how strong the newly formed password is. Ask them to record how long it takes to crack it.

Discuss the results.

Use the following sentences:

Color 1 sentence (one word per card): Hello, it's nice to meet you!

Color 2 sentence (one word per card): The teacher is in the classroom.

Color 3 sentence (one word per card): Let's go to the grocery store.

Color 4 sentence (one word per card): Did you play that new game?

Color 5 sentence (one word per card): I can't wait to go home.

Color 6 sentence (one word per card): Let's go to the party together!

Closing Reflections

In this section, students will reflect on what they have learned about password safety in this lesson and answer the following questions in the **Closing Reflection** section of this lesson's editable PDF.

- How often do you change your passwords?
- Why should you use a passphrase instead of a password?
- Make a list of your password-protected accounts. Consider changing your passwords to a passphrase and updating them regularly.

Thinking About Your Future

At the end of the lesson, students will see the following statement in Rise: “In this lesson you learned about creating strong passwords and passphrases.”

Before the next lesson, think about how you might respond to these questions:

- Why is it so important to use strong passwords that change regularly?
- Why do you think people neglect to update their passwords? What can you do to make updating passwords a habit?

Career Pathways

Share the following with your students: “It’s never too soon to start exploring future career options!”

Students can access the resources at this link, [PipelineAZ Information Technology](#).

Lesson Completion

At the end of the lesson, students will see the following message in Rise:

In future lessons, you will learn more about computer networks, online safety, and ciphers.