



Lesson Plan 8: Strong and Weak Passwords

Lesson Overview: In this lesson, students will differentiate between strong and weak passwords and dictate, transcribe, and type passwords consisting of uppercase and lowercase letters, numbers, and symbols.

Lesson Objectives

Students will:

- differentiate between strong and weak passwords.
- dictate, transcribe, and type passwords consisting of uppercase and lowercase letters, numbers, and symbols.

Materials and Setup

Technology/Equipment

- An Internet- and audio-enabled computer, projector, and screen
- Student smartphones

Supplies/Teacher Materials

- Whiteboard and markers

Student Handouts

- Handout 1: Clarifying Questions
- Handout 2: Password Role Play

Online Resources

- YouTube Playlist: [Strong and Weak Passwords](#)
 - Video 1: Strong and Weak Passwords
 - Video 2: Is the Password Strong or Weak?

Instructional Tips

- **Key Vocabulary:** You may want to ask students to label a page in their notebooks for the lesson's key vocabulary and have them write down each of the words as you explain them as they are used in the context of the lesson. Ask students to write down the meaning of the word in their own language.
- **Keyboarding Practice:** Sometime during the class, ask students to text the following to your Google voice number or to themselves. They need to format the text as 3 lines just as it appears below:

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Standards

Adult English Language Proficiency Content Standard(s)

- 8.1. Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

CASAS Content Standard(s)

- L2.9: Comprehend specialized vocabulary (e.g., technical, academic)
- S2.9: Use specialized vocabulary (e.g., technical, academic)
- R2.1: Interpret common symbols
- W4.5: Use specialized vocabulary

Seattle Digital Equity Initiative Skill(s)

- EF.10: Create Safe Passwords

Northstar Digital Literacy Standards for Essential Computer Skill(s)

- Internet Basics Skills 7: Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites)

Key Vocabulary

- clarify/ clarifying/ clarification
- Did you say...
 - B as in boy? / V as in victory? / P as in plant?
 - D as in dog? / T as in Texas?
 - F as in fish? / S as in Sunday?
 - A as in apple? / H as in horse?
 - M as in Mary? / N as in nice?
- Can you repeat that, please?
- Can you repeat that more slowly, please?
- Can I repeat that back to you?

Reinforced Vocabulary: password, ! question mark @ at # number/pound/hashtag \$ dollar

*asterisk/star . period or dot , comma / slash ? question mark

ENGAGEMENT

- **Say:** Most people have passwords on their phones. Those passwords are called PINS, or personal identification numbers (write PIN=Personal Identification Number on the board).
- **Ask:** How many of you have a PIN on your phone? My pin is 6 numbers. How long is your PIN? (Take responses.)v
- Write these 3 PINS on the board: 123456 000000 081778.
- **Ask:** Which PIN is the best? Why?
- **Say:** Today we are going to see good passwords and bad passwords. Bad passwords are weak (write bad = weak on the board). Good passwords are strong (write good = strong on the board).

NOTES

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EXPLORATION

- Write the following password on the board and ask students if it is strong or weak: **1234Mary**.
- Ask them why. Ask them how they can make a password stronger (adding symbols, not using numbers in a row, not using a person's name).
- Write this password on the board: **!to3forM@ry**. Ask students why it is a stronger password (it has symbols, the letters and numbers are not together, etc.)
- **Ask:** What kind of letters are in the strong passwords (uppercase and lowercase)? Do strong passwords have numbers? Do strong passwords have symbols?
- **Say:** Strong passwords have uppercase and lowercase letters, numbers, and symbols. Sometimes it is difficult to understand when someone tells us a password. It can also be difficult to type a password on the keyboard. We are going to practice how to say passwords and write them down. We are also going to practice how to type them on the keyboard.

EXPLANATION

- **Say:** Let's watch 2 videos about strong and weak passwords. (Open the YouTube Playlist: [Strong and Weak Passwords](#) and play both videos. For beginners, you may want to play each video 3 times; the first time just listen. The second time, show the captions but turn off the volume so students read the captions. The third time, play the audio and the captions.
- **Say:** Strong passwords have uppercase letters, lowercase letters, numbers, and symbols. We are going to practice telling each other strong passwords and writing down what we hear.
- **Say:** First, let's look at questions we can ask if we do not understand.
- Pass out **Handout 1: Clarifying Questions**.
- **Say:** We need to ask people to clarify if we do not understand what they tell us. Clarify means to make something so we can understand it. Look at your handout. There are questions you can ask. Repeat each question after me. (Go through the handout.)
- **Say:** Now please practice asking these questions with a partner. (Circulate to see if students need assistance practicing the phrases.)

ELABORATION

- **Say:** Let's review the symbols. How many can you remember?
- Write the following symbols on the board. As you write each one, ask students what its name is and write down the name of the symbol beside it. Symbols and symbol names to write on the board are:
 - ! question mark @ at # number/pound/hashtag,
 - \$ dollar *asterisk/star . period or dot,
 - , comma / slash ? question mark : colon

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- **Say:** You will need to know these symbols for our next activity.
- Pass out **Handout 2: Password Role Play**.
- Model the role play:
- Provide a more advanced volunteer with the following password to give you as you call to get the password in the role play: **J#64yS@p3t\$** (you can also create your own 11-character password that has at least 2 uppercase letters, 2 lowercase letters, 2 numbers, and 3 symbols.)
- **Ask:** What did (the student's name) do to make sure I understood? What did I do to make sure that I understood?
- Switch roles.
- **Ask:** What did I do to make sure that (the student's name) understood? What did (the student's name) do to make sure that she/he understood?
- **Say:** Get with a partner and practice the role play. Use your **Clarifying Questions** handout to help you. Look at the board if you need help with the names of the symbols.
- Put students in pairs.
- Tell one student to follow the directions for Student A and one student to follow the directions for Student B.
- Once students have each given the password to their partners, they will review the passwords they wrote down. If they made mistakes, ask them to discuss what clarifying questions can help them. Then they should try again.

EVALUATION

- Read at least 5 of the passwords below to your students. Tell students to write down the password they hear. Tell them to ask you clarifying questions to help them write it correctly.
 - 1234@Tys0n!
 - imB2deB0n!!(
 - Qu!ckMilk87?
 - La\$yBuny51?
 - R3dR0\$3@TX
 - 21Guudch!kn\$
 - H3ll0Fr!3nd\$
 - 2021me@tYs0nFooDz
- Review the answers at the end to see how many passwords students wrote down correctly.
- You can write the passwords on the board or show a list you have already created on your document camera or computer display.

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Differentiation Resources to Meet Diverse Learner Needs

- **Handout 1: Clarifying Questions** Extension: A fun optional activity is to have the class create list of words to represent letters. First, write the alphabet on a whiteboard. Put students in small groups so that more advanced students can help those with lower literacy skills. Assign each group a range of letters. As a group comes up with a word that matches a letter, a student from the group writes the word by the matching letter. Encourage them to use common names when they can for their words. Also, check that the words start with the letter as well as the letter sound. Have students repeat the word in the list after you pronounce each word. Ask students to write the alphabet with the matching words on their own paper to use when they need to spell out their names or addresses on the phone.
- **Symbols Review:** Beginning and even intermediate ESL students may still struggle remembering the names of the symbols. Use the [Wordwall Symbols](#) (and [Wordwall More Symbols](#) for advanced students) quiz from Lesson 6 as a whole class review.
- **Beginning English Literacy Students**
 - When copying down passwords, beginning literacy students will have more difficulty looking back and forth between the whiteboard or screen and their own paper. If they are in a physical classroom, it is better for these students to have a printed copy of the passwords with space under each for them to copy the password down. After they are proficient using one piece of paper, they should move to practicing copying from 2 different places, such as from one piece of paper to another and especially from an overhead screen or whiteboard.
 - The role play will be difficult for these students. In a mixed-level classroom, you can have more advanced students working on other materials and provide additional structured practice with the role play with your beginners. Or you can pair up a more advanced student with a beginner so that the advanced student can assist the beginner with the role play.
- **Advanced Students**
 - Although the DART curriculum covers how to make a strong password in a later lesson, advanced students can independently access resources on how to create strong passwords using a customized [Skillblox.org](#) playlist. Type the access code **76329I** in the student box to access online e-modules and video tutorials.