NORTHSTAR DIGITAL LITERACY
A program of Literacy Minnesota

Using Email, Lesson 1: Making an Email Account

Northstar Digital Literacy Standards *This lesson aligns with the following standard/s.*	Vocabulary *This lesson focuses on the following digital literacy terms.*	
3. Register for a new email account, using a professional user name and a strong password. 4. Log into email. 13. Sign out of email, especially when using shared computers.	**account** **log in** **log out** **password**	**professional** **unique** **username**

Technology Concepts
Important lesson background and teaching tips for instructors

In this lesson, learners will register for email **accounts** using a **professional username** and a strong **password**.
Teaching Tips:
- Some email providers may require filling out a reCaptcha before making an **account**. To model how to fill out a reCaptcha, go to **this website** or search 'demo reCaptcha' in Google.
- Learners will practice making a new Gmail **account** in this lesson. If learners already have email **accounts** they will use for this lesson, encourage them to practice making **professional usernames** and **passwords**. Alternatively, they can help other learners set-up their **accounts**.
- Consider making a new teacher email **account** for this unit if you do not want to share your own personal/**professional** email with the class.
- Gmail **accounts** are used as examples throughout this unit. With small adaptations, this unit should work using other email providers.
- If learners need additional support with opening a browser and navigating a website these skills are taught in **Internet Basics, Lesson 1: Connecting to the Internet.**

Teacher Prep Guide
Follow these steps to prepare for teaching this lesson

General Prep	❑ **Prepare to project Reference A for Model & Explain 1, Reference B for Model & Explain 2, and Reference C for Pair Explore.** ❑ **Prepare to log in to an email account to project for the class.**
Do It Together 1 & 2	❑ **Copy Handout A for each learner (half sheet).**
Task	❑ **Copy, cut, and distribute cards on Handout B for learners.** ❑ **Copy the first page of the Making an Email Account resource for each learner.**
Vocabulary Work	❑ **Copy Handout C for each learner.**

Warm Up
Find out what learners know and prime them for the work ahead.

Pair/Small Group Work (Think-Pair-Share)**:**
➔ Give two minutes to <u>think</u> about questions projected on screen, then discuss in <u>pairs</u> for two minutes, and finally <u>share</u> together as a class.

◆ What things can you send and receive in the mail (physical mail)?
◆ Why is an address important to send and receive mail? What makes an address **unique** (different from others, the only one)?

We will Learn...
Sharing learner friendly objectives helps set goals for today's learning.

List objectives on board or project. Read through them together to set goals for today's learning.

We will learn to:

make an email **account** with a **professional username** you can use for work, school, and job applications.

make a strong and safe **password**.

log in and **log out** of email.

MODEL & EXPLAIN 1
Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

<div align="center"><u>**Email Usernames**</u></div>

➔ Say to learners:
◆ "Email is a way to send letters to people across the internet. In order to send and receive email, you need an **account**. An **account** is like your mailbox."
◆ "An email **account** needs a **username**. A **username** is the name for your **account**."
◆ "Today, we will make **usernames** that are **professional**. **Professional** means you can use it for work or school. It is important to have a **professional** email **username** if you will use your email **account** for work or school."
➔ Discuss with learners the characteristics of **professional usernames** by saying:
◆ "A **professional username** should have your name or the name of your business (for business **accounts**)."
◆ "Do not use the names of your kids or others in your family - people could think it is your name."

- ◆ "A **username** must be **unique**. **Unique** means it is the only one. You cannot use a **username** that another person or business currently uses."
- ◆ "To make your **username unique**, you can add numbers to your name, like your birth year. You also can abbreviate your name to make it **unique**."
- ➔ Project **Reference A** to show learners examples of **professional** and **unprofessional usernames** at the top of the page.
- ➔ Ask learners:
  - ◆ "What do you think makes the **username professional** or **unprofessional**?"

DO IT TOGETHER 1

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- ➔ Give learners **Handout A** (part one)**.**
- ➔ Learners work in pairs or small groups to circle **professional usernames** and cross-off **unprofessional usernames**.
- ➔ Then, learners discuss rationale in pairs or small groups.
- ➔ Review answers and rationale as a class.

MODEL & EXPLAIN 2

Teacher models and explains (thinks aloud) to complete a digital literacy task while learners observe. To help learners focus on the demonstration, they should not work on their own computers at this time.

Passwords

- ➔ Say to learners:
  - ◆ "Your **account** will also need a **password**. Your **password** is like a key to **log in** to your **account**. It should be easy for you to remember, but difficult for another person to guess."
- ➔ Discuss with learners characteristics of a strong **password**:
  - ◆ "A strong **password** includes numbers, upper-case and lower-case letters, and symbols (%^#)."
  - ◆ "A strong **password** is long - around 12-16 characters."
  - ◆ "A strong **password** does not include your name or family names (they're too easy to guess)."
- ➔ Project and show learners examples at the bottom of **Reference A**.
- ➔ Ask learners:
  - ◆ "What do you think makes the **password** strong or weak?"

Recovery Phone Number

- ➔ Say to learners:
  - ◆ "The last step to making an email **account** is adding information like your name, address, and phone number. Your phone number is important because if you forget your **password**, you can use your phone to **log in** to your **account**. Do not worry - the company will not call you and they will not give your phone number to advertisers."
- ➔ Show learners a picture of this step on **Reference B**.

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Logging in and Logging Out

- ➜ Say to learners:
    - ◆ "Every time you use your email **account**, you will need to **log in** and **log out**. It is very important that you **log out** if you use your email on a public, shared computer. If you don't **log out**, anyone can use your email **account**."
- ➜ Project and model for learners how to **log in** and **log out** of an email **account**.

DO IT TOGETHER 2

Teacher asks the class to restate the steps to complete the digital literacy skill modeled. This time, the teacher prompts with questions to learners.

- ➜ Give learners **Handout A** (part two)**.**
- ➜ Learners work in pairs or small groups, to circle strong **passwords** and cross-off weak **passwords**.
- ➜ Then, learners discuss rationale in partners or small groups.
- ➜ Review answers and rationale as a class.

PAIR EXPLORE

*Teacher has modeled the skills, and skills have been practiced together. Now, allow learners time to explore these skills with a partner **without step-by-step guidance from the teacher**. *Refer to the "How to Facilitate Pair Explore" for teacher support.*

- ➜ Give learners copies of the first page of the **Learning Resource: Making an Email Account (handout)**.
- ➜ Project **Reference C** on the board. With a partner, learners:
    - ◆ Write ideas for your **professional username**. Remember, **usernames** must be **unique**. You will need options because your first choice may already be taken!
    - ◆ 1) Write 3 **professional usernames** you could use for your email **account**.
    - ◆ 2) Once you have 3 different **usernames**, turn and share your **professional usernames** with a partner.

Task

Learners practice skills by completing an authentic task/s.

- ➜ Ask learners to follow the steps on the **Learning Resource: Making an Email Account (handout)** in order to make their own Gmail **accounts**.
- ➜ For additional visual support, use the projectable images in the **Making an Email Account** resource (pages 2-4).
- ➜ Give learners cut-outs from **Handout B** if they need a smaller place to write down their **username/password.**
- ➜ Once email **accounts** are made, have learners practice **logging in** and **logging out** of their email **accounts**.

Vocabulary Work

Learners practice vocabulary presented within the lesson.

- ➜ Give learners **Handout C.**
- ➜ Learners draw lines to match vocabulary words to their definitions.
- ➜ Check answers together as a class.

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➔ Answers:
◆ **Username**: The name of your email **account**.
◆ **Password:** The secret key to get into your email.
◆ **Professional:** Something that is ok to use at work or school.
◆ **Unique:** Something different from every other thing. There is only one.
◆ **Log in:** Open your email using your **password** and **username**.
◆ **Log out:** End your email session so no one can use your **account**.

Wrap-Up
A final check in with learners. An opportunity to review, reflect, or check for understanding.

➔ Ask learners:
◆ "What makes a **username professional**?" (has your name, is **unique**)
◆ "What makes a **password** strong?" (long, include letters, numbers, symbols, doesn't have family names, easy to remember)
◆ "What should you do when you are done using your email **account**?" (**log out**)

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Usernames

*Directions: What do you think makes these **usernames professional** or **unprofessional**?*

Professional Usernames	Unprofessional Usernames
mai.vang1983 grandstreetpizza	beerdrinker125 1353532

Passwords

*Directions: What do you think makes these **passwords** strong or weak?*

Strong Passwords	Weak Passwords
L!ttlech!cken@theBarn My0My1amhappY!	HOMECOMPUTER 12345

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Reference B

Google

Nurto, welcome to Google

Phone number (optional)

We'll use your number for account security. It won't be visible to others.

Recovery email address (optional)

We'll use it to keep your account secure.

Month ▲▼   Day   Year

Your birthday

Gender ▲▼

<u>Pair Explore</u>

Directions: Write ideas for your professional username. Remember, usernames must be unique. You will need options because your first choice may already be taken!

1. Write 3 **professional usernames** you could use for your email account.
2. Once you have 3 different **usernames**, **turn and share** your professional **usernames** with a partner.

Usernames

*Directions: Circle professional **usernames**. Cross-off unprofessional **usernames**.*

Discuss your answers with your partner or group.

johnsmith86	sirad.ali1973	flowergirl101
6125559123	chocolateking992	mai_vang16
rosagonzalez82	123456	rainbows2001

✂--

Handout A (part two)

Passwords

*Directions: Circle strong **passwords**. Cross-off weak **passwords**.*

Discuss your answers with your partner or group.

mypassword	chocolate	543210
Pr!nce$$onaThrone	TURTLEKING	computerpassword
99900	TheLioNsleepS2night!	Ro$esandDaises?

Email Account Info Cards

Teacher Directions: Copy, cut, and distribute cards to learners who may need a place to write down their username and/or password.

My Email Account

Username:

Password:

My Email Account

Username:

Password:

My Email Account

Username:

Password:

My Email Account

Username:

Password:

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Email Account Vocabulary

Directions: Draw a line to match vocabulary words to their correct definitions.

Word	Definition
username	The secret key to get into your email.
password	Something that is ok to use at work or school.
professional	The name of your email account.
unique	End your email session so no one can use your account.
log in	Open your email using your password and username.
log out	Something different from every other thing. There is only one.

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