

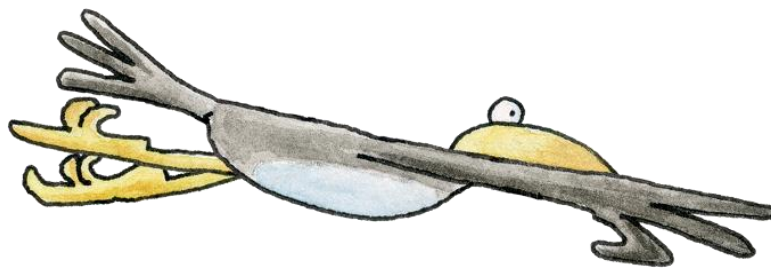
## The Bongles and The Crafty Crows

### Learning Activities

Links to the Scottish Curriculum for Excellence

Age Range: Early and First Level Curriculum for Excellence

Technologies: Digital Literacy - Cyber resilience and internet safety



### Resources for the Learning Activities

A pdf & animation of the book can be found here: <https://www.thebongles.com/thecraftycrows>  
Activity resources can be found here: <https://www.thebongles.com/learningactivities> and this link is provided throughout the document.

#### Practitioner Guide

There is an overview document for teachers and parents summarising the activities and offering support and advice on how to make the most of the activities.

#### Factsheet

There is a subject matter factsheet to help prepare teachers and parents, giving them a slightly broader understanding of cyber security, so they feel comfortable answering any questions that the children may have.

#### Online Interactive Resource

There are online interactive resources on [www.thebongles.com](http://www.thebongles.com) with animation and games for teachers and parents to use as a group activity. If children have their own devices, they can access this individually.

Section 1

## Keeping Treasure Secure

### Activity 1 - Read and Respond

Timings: 10 mins

Before you start the story have a look at the cover and the character introductions.

Here are some ideas for questions for the children.

- What do you think the story might be about?
- What do you see on the front cover?
- What does "crafty" mean?
- Who are the characters?
- Do you have a favourite character yet?

Read the book and/or watch the animation up to page 12

- What are the crows up to?
- Bubba hides his crate in a bush - what do you think might happen to the crate now?

Read the book and/or watch the animated book up to page 16

- Why does Pet need a plan?
- Can you come up with a plan for Pet?

### Activity 2 - Treasure Activity

My Crate of Treasures

Timings: 20 mins

What will the children do?

- come up with a new Bongle character of their own creation
- describe their character's personality
- come up with ideas of what sort of treasure their character would like to find in a crate
- think about how the Bongle character could keep their treasure secure

What will the children learn?

- The children will understand that there is a need to keep treasured items secure.

Materials

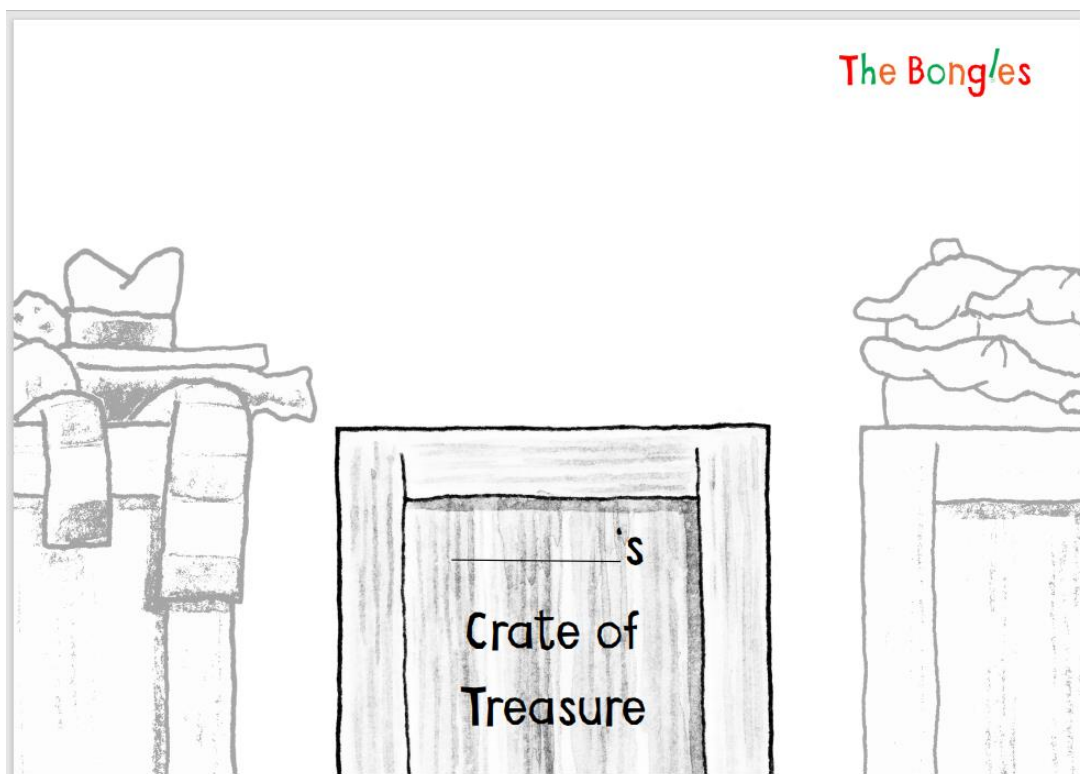
- coloured pencils or markers, paper
- Crate worksheet - <https://www.thebongles.com/learningactivities>

## Instructions

1. Give out the paper and pencils
2. Ask the children to create their own character and describe their personality
3. Ask the children to think about what they would like to find in their Bongle character's crate, and draw three items of Bongle treasure for the crate.

## Discussion

- What does secure mean?
- Why is it important to keep the character's treasure secure?
- What should their character do to stop the crows from stealing the treasured items in their crates?
- Ask the children to describe some of their own treasure items and what they might do to keep their own items secure.



## Activity 3 – Alternative Treasure Activity

Children's Own Treasured Items

Timings: 20 mins

What will the children do?

- Children draw their own treasured items, the ones that they would keep in a crate.
- Children will think about how they would keep their treasured items secure.

What will the children learn?

- The children will understand that there is a need to keep treasured items secure.

Materials

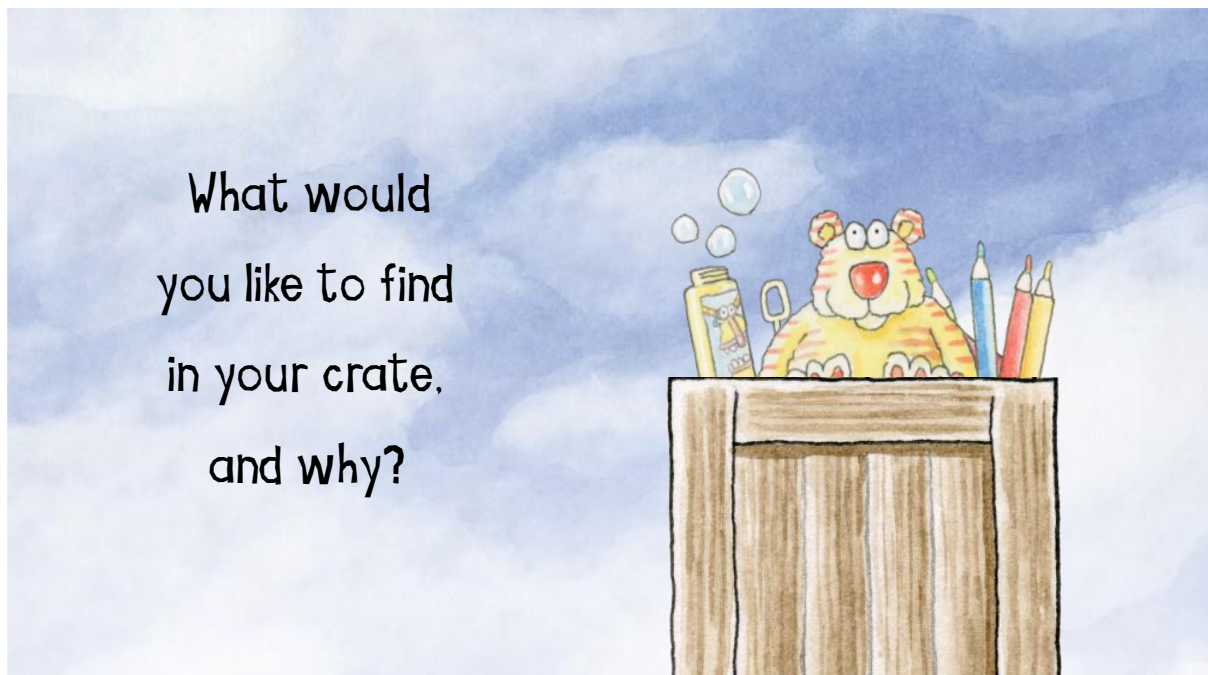
- PowerPoint (optional) - [thebongles.com/learningactivities](http://thebongles.com/learningactivities)
- Crate worksheet - [thebongles.com/learningactivities](http://thebongles.com/learningactivities)

Ask the children:

- to pick three of their own special belongings that they would like to put in their crate
- to draw their own special belongings on the crate. Items might include a favourite teddy, story, special photograph, toy.

Discussion

- What does secure mean?
- Why do they think that it's important to keep their treasure secure?
- What can they do to keep their treasure secure?



## Activity 4 - Alternative Treasure Activity

Treasure Hunt Game

Timings: 20 mins

What will the children do?

- The children will find treasured items in the classroom or at home and put these in their crate.
- Children will think about how they would keep these treasured items secure.

What will the children learn?

- The children will understand that there is a need to keep treasured items secure.

Instructions

1. go on a treasure hunt around the house or classroom to find items that they love
2. select three items to place in their crate
3. explain why they love the items they have chosen

Discussion

- What does secure mean?
- Why do we need to keep our treasure items safe and secure?
- Any ideas for how we can keep our treasure secure?

Extension activity

- Ask children to come up with ideas for the ways they could protect their treasured items in different environments, for example, at home, in school, at the park.

Section 2

## Understanding and Using Passcodes

### Activity 5 - Read and Respond Activity

Timings: 15 minutes

Read the book and or watch the animated book from Pages 17 - 26.

#### Questions

- What does 'scoffed' mean?
- How did Bubba feel about what the crows had done?
- Why was Bubba's password not secure?
- What numbers would you have chosen?
- What does the word 'breach' mean?
- What was the crow doing up in the trees?
- What does a 'shoulder surfer' do?

### Activity 6 - Numerical padlocks and numerical codes

Timings: 20 mins

What will the children do?

- Children will look at padlocks and numerical codes to understand:
  - how a numerical padlock works
  - what a passcode is
  - when a passcode is used
  - how we can keep our physical belongings secure using numerical padlocks and passcodes
  - how we keep our online belongings secure using passcodes

What will the children learn?

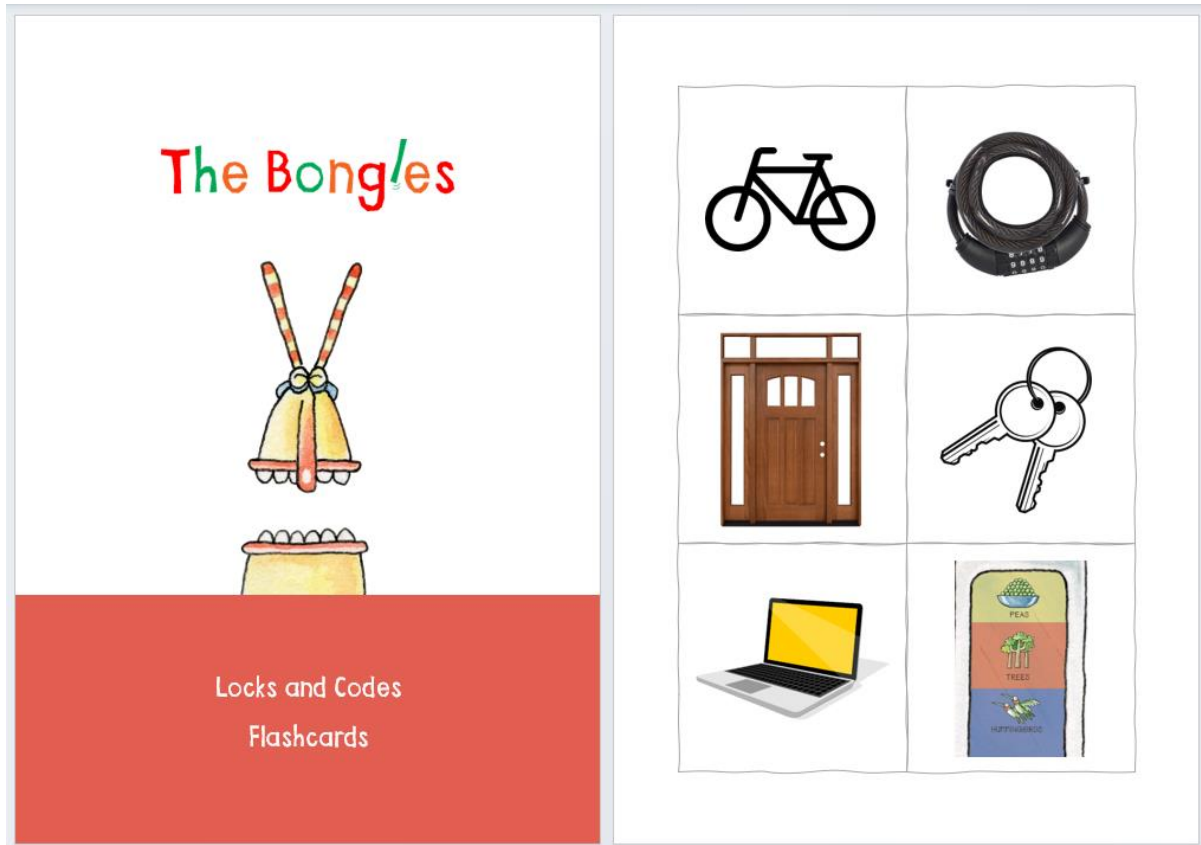
- Children will learn how we keep belongings secure in lots of different ways.

#### Questions

- How does a numerical padlock work?
- What is a passcode?
- When is a passcode used?
- How can we keep our physical belongings secure using numerical padlocks and passcodes?
- How we keep our online belongings secure using passcodes?

## Materials

- Physical padlocks with numerical codes – provided by the teacher
- Locks and Codes Flashcards printable - [thebongles.com/learningactivities](http://thebongles.com/learningactivities)



## Instructions

1. Ask the children why we need to protect our physical belongings
2. Give children numerical padlocks and let them try to work out the correct key for each padlock.
3. Explain that just as we protect our physical belongings, we also need to protect our online belongings.
4. Show the matching cards with the objects to be protected and ask the children to identify the objects and things that are on the cards.
5. Ask the children to match the numerical locks and passcodes to the pictures.

## Activity 7 - Passcode Activity

Timings: 20 mins

What will the children do?

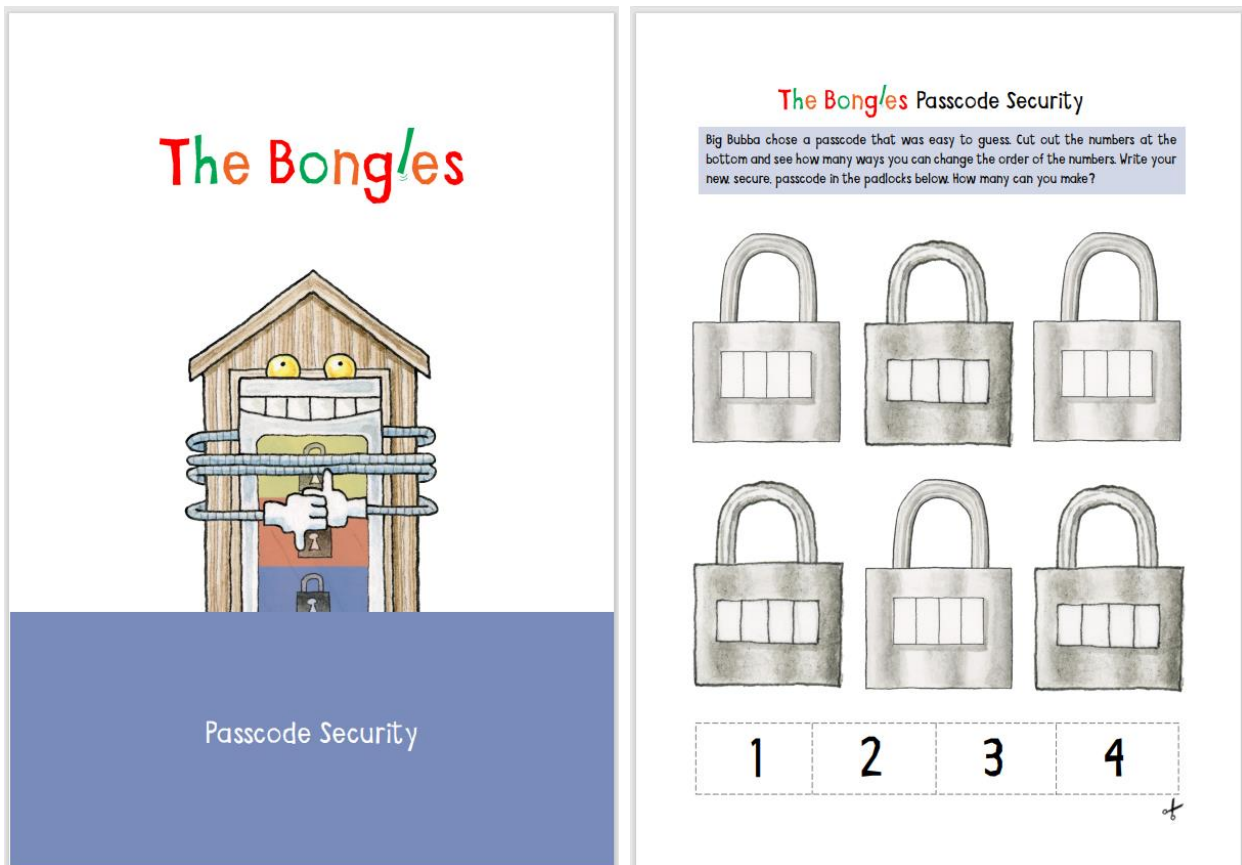
- Children will practice ways of making a passcode more secure by:
  - changing the order of numbers
  - shielding their passcode from 'shoulder surfers'

What will the children learn?

- Children will learn ways to create a secure passcode, and understand the importance of not sharing their passcode with others

Materials

- Passcode Security worksheet - [thebongles.com/learningactivities](http://thebongles.com/learningactivities)



The image shows a worksheet titled "The Bongles Passcode Security". On the left, there is a cartoon illustration of a character named Big Bubba, who is a smiling face with yellow eyes and a wide grin, wearing a blue shirt and a red tie. He is standing in a wooden house with a gabled roof. The house has a door with a lock and a window with a lock. The text "The Bongles" is written in a colorful font above the character. Below the illustration, the text "Passcode Security" is written in white on a blue background.

The right side of the worksheet is titled "The Bongles Passcode Security" and contains the following text: "Big Bubba chose a passcode that was easy to guess. Cut out the numbers at the bottom and see how many ways you can change the order of the numbers. Write your new secure passcode in the padlocks below. How many can you make?". Below this text are two rows of three padlocks each, each with a four-digit display. At the bottom, there are four dashed boxes containing the numbers 1, 2, 3, and 4, which are to be cut out and used to create new passcodes.



## Instructions

1. Ask the children to discuss when we would use a passcode in real life scenarios.
2. Ask the children why Bubba's passcode was so easy to guess?
  - Example answers:
    - numbers in a consecutive order
    - predictable pattern
    - Bubba didn't shield his password when entering it
3. Explain the meaning of 'shoulder surfers'.
4. Give each child a passcode worksheet each and get them to cut out the numbers at the bottom of the worksheet.
5. Ask children to reorder the cut-out numbers to create 6 new potential passwords for Bubba. The children then write out each set of passcode combinations on the padlock.
6. Ask the children to shield their passcodes and then ask their classmates to try and guess one of their passcodes.
7. Explain that children should only ever share their passcode with a trusted adult.

### Did you know?

- There are 256 combinations using numbers one, two, three and four.
- If children were to use numbers between zero and nine to create a four-digit passcode, they could create up to 10,000 combinations.

## Section 3

**Three Random Word Strong Passwords****Activity 8 - Read and Respond Activity**

Timings: 10 mins

Read the book and or watch the animated book from Pages 27 – 44

## Questions

- How did Jessie shield the password from the crows?
- Compare and contrast the two ways the passcode and the passwords were created.
- What does 'three random words' mean?
- Which words indicate the Bongles thoughts?
- Can you invent a way of creating music using kitchen equipment?
- What is the theme of this book?

**Activity 9 - Identify Password and Passcodes**

Timings: 20 mins

What will the children do?

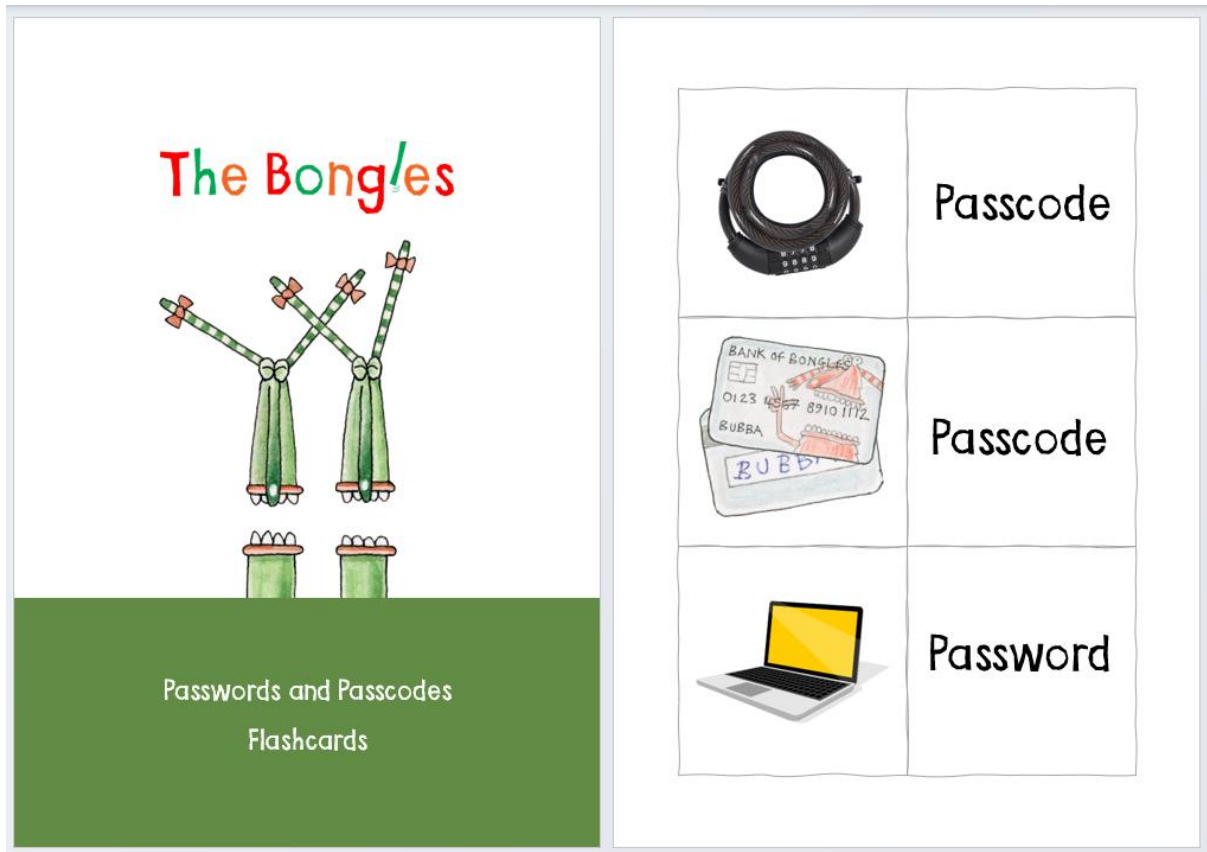
- The children will:
  - define the difference between passcode and passwords
  - give examples where each is used in real life and in the story
  - draw / take pictures of examples of different security methods at home and at school, e.g. bike locks, lockers, computers screens.

What will the children learn?

- The children will learn the difference between passwords and passcodes and their applications in real life scenarios.

Materials and resources

- A set of flashcards outlining different security methods - [thebongles.com/learningactivities](http://thebongles.com/learningactivities)



- Either use the whiteboard with Password and Passcode option that children can tick or something tactile for the children to hold, as in Password / Passcode labels.
- A timer

## Discussion

In the story *The Bongles and The Crafty Crows* identify the systems used by the Bongles to keep their belongings protected.

- Bubba hid his precious pies in a bush (page 18)
- Bubba hid the pies in a cabin with a lock and a passcode (page 22/23)
- Bubba secures the shed with a three random word password on Pet's tummy screen (page 30-32)

## Instructions

1. Explain that a passcode is numbers and a password is a series of characters.
2. Divide the children into groups of four.
3. Give sets of flashcards and 'password' and 'passcode' labels.

4. Ask children to identify the devices on the flashcard and determine whether they need passwords or passcodes.
5. Set up a timer.
6. When the time is up, show the correct pairing of security methods and labels.
7. Keep scores of how many correct pairings the groups have made.

## Activity 10 - Interdisciplinary Links

If you wish to incorporate this activity into a physical education lesson, you will also need two hula hoops per groups of children.

If you wish to include the activity as part of a P.E. lesson, you should:

1. Follow original steps 1 and 2.
2. Split the class in two and ask them to form a queue at one end of the gym.
3. Place two hula hoops at the opposite end of the gym.
4. Place the 'password' and 'passcode' label in the two different hula hoops.
5. Give to each group a set of flashcards.
6. Ask pupils to identify the devices on the flashcard and determine whether they need a password or passcode.
7. One pupil at the time will run to the hula hoops and place the flashcard inside the correct hula-hoop. Pupils can start only when their classmate has returned to the queue.

## Activity 11 - Extension activities

- Ask pupils to draw examples of security methods they have encountered at home or at school.
  - This activity could also turn into a treasure hunt on school ground.
- Ask pupils to take pictures of example of different security methods, such as bike locks, lockers, computers screens.
  - When they come back to class – show their pictures and say whether it needs a Password or a numerical Passcode.

## Activity 12 - Three Random Words with Objects

Timings: 30 mins

What will the children do?

- The children will:
  - generate their own 'three random word' passwords using three random objects pulled from a feely bag
  - recognise that the harder a password is to guess, the more secure it is

What will the children learn?

- The children will learn how to generate a secure password.

Materials

- A bag that you can't see through
- A selection of household objects

Instructions

1. Find any bag that you can't see through. This will be the feely bag.
2. Collect lots of recognisable household objects such as spoon, toy car, apple. Aim to have around 20 small objects.
3. Explain that Bubba used 'three random words' to make a password; peas – trees – hummingbirds.
4. Tell the children that Pet used the screen on his tummy to make a password and today you will use a feely bag.
5. Fill the bag with all of the random objects.
6. Let the children take turns to pull out three objects to create their own passwords.
7. Children can lay out their objects in any order. How many passwords can their three objects make?
8. Explain to the children that they should only share their password with a trusted adult.
9. The adult should then put only three objects in the bag, without children seeing, and tell children this bag contains their secure password. Give the children three chances to guess what three things might be in the bag, without looking. This should demonstrate that the password is hard to guess. Even if children guess an item correctly, they might not say the items in the right order to get the password right.

10. Allow the children to take a turn at hiding a three random words password in the feely bag. You might want to hold up a sheet hiding the child in order to keep the password selection hidden from other children.
11. Let the other children try to guess the password. If they cannot guess, then this demonstrates a difficult to guess password. Difficult to guess passwords are more secure.

## Activity 13 - Three Random Words with illustrated sheets and dice

Timings: 30-40 mins

What will the children do?

- use word cards to create passwords with three random words
- discuss why we use random words rather than information people may already know about us

What will the children learn?

- The children will learn how to create a memorable and random passwords

Materials

- Dice
- Passwords and Passcodes PowerPoint - [thebongles.com/learningactivities](http://thebongles.com/learningactivities)
- Dice Generator Worksheet - [thebongles.com/learningactivities](http://thebongles.com/learningactivities)



## Instructions

1. Start with a class discussion:
  - Why do we need passwords?
  - When might you use a password?
  - What do you think makes a good password?
2. Book Discussion - Remember **The Bongles and The Crafty Crows** story?
  - What was good or not so good about some of the passwords and passcodes that were created in the story?
  - Bubba picked 1234, why was this not a good passcode? Why was it not secure?
  - Bubba then picked three random words; peas, trees and hummingbirds. Why was this a better password?
  - What does random mean? Why were these random words more secure?
3. Provide an explanation: why using random words, rather than words people can easily guess, makes a password more secure.
4. Give each child a password generator illustrated sheet.
5. Ask the children to:
  - roll the dice for each category to randomly find 'three random words'
  - ask them to write or draw the words on the blank side of the illustrated sheet
  - ask them to memorise the words
  - now turn the sheets over so that they can't see the words anymore
6. Explain why it is important not to share their passwords. They can only share their password with a trusted adult.
7. At the end of the lesson or the next day, ask the children to:
  - remember their three random word password by using the illustrated sheet as a prompt
  - turn the sheet to where they had written or drawn their three random word password to see if they are correct
  - if they have not remembered the words, they can memorise again and test themselves at the end of the next lesson

## Activity 14 - Origami Chatterbox – Three Random Word Generator

Timings: 30-40 mins

What will the children do?

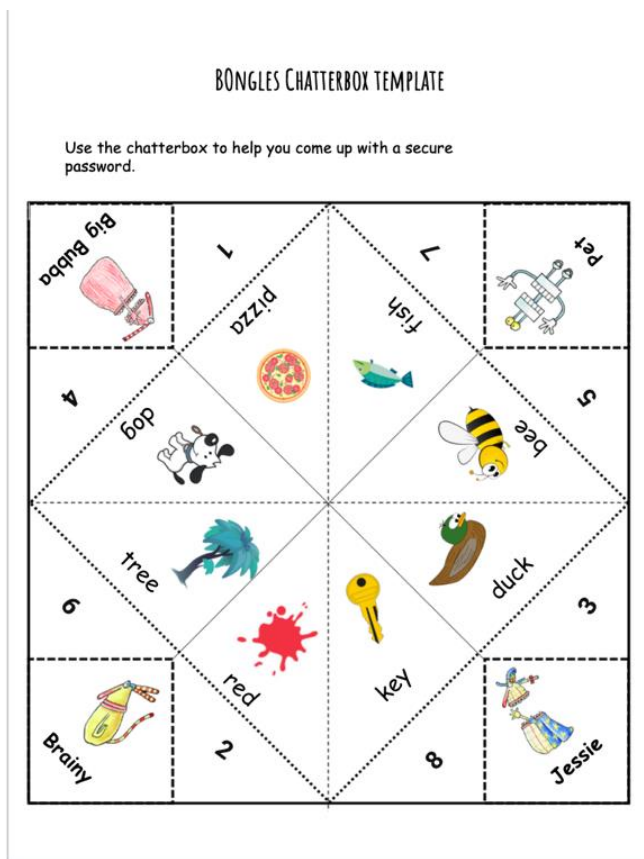
- The children will use an origami chatterbox to create their own 'three random word' passwords.

What will the children learn?

- Children will learn how to create secure passwords and understand the importance of this.

Materials and resources

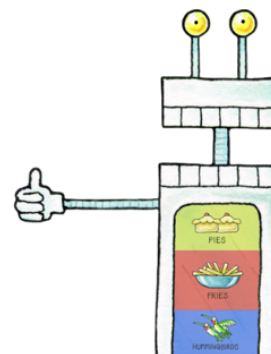
- an origami template for each child – [thebongles.com/learningactivities](http://thebongles.com/learningactivities)



### Instructions



- Ask a partner to pick a Bongle. Open and close the chatterbox whilst spelling out the name of the Bongle your partner has chosen.
- Next, ask your partner to pick a number.
- Open and close the chatterbox as you count aloud this number.
- Ask your partner to select another number. Underneath this number will be a picture of their first random word.
- Repeat this 3 times to create the three random word, password.



Instructions

- Ask the children to consider why Bubba's password was hard to guess.
- Introduce the keywords 'secure', 'memorable', 'random' and 'private'.
- Give each child an origami template.



4. Show the children how to fold the origami template.
5. Divide the children into pairs. They are ready to create their own password.

Detailed instructions - how to create a password using the origami:

1. Taking turns, one child (A) uses the origami and their partner (B) gets to pick a password.
2. Child B starts by picking a Bongle.
3. Child A opens and closes the origami whilst spelling out the name of the Bongle.
4. Child B picks a number of their choice between 1 and 20.
5. Child A opens and closes the origami while counting aloud.
6. Child A stops moving the origami when they reach the number chosen by child B.
7. Child B picks a number.
8. Child A unfolds the corner of the number selected to reveal a picture. This is child B's random word.
9. Child B writes the word down.
10. The pair will repeat the exercise two more times to create the three random word password.
11. Finally, children exchange roles and start from the beginning.

At the end of this exercise, both children should have a 'three random word' password.

Explain to the children that they should only share their password with a trusted adult.

## Activity 15 - Extension Activities

Reflect on **The Bongles and the Crafty Crows** story.

Prediction exercise.

- What could have happened to the Bongles if they hadn't changed their passwords to something more secure?
- Encourage pupils to retell the story by writing it or drawing it.
- Ask pupils to write or draw a more detailed description of a Bongle of their choosing using the information included in the book.
- Ask pupils to create their own Bongles and their own stories.

*The development of The Bongles and The Crafty Crows was supported by the Scottish Government in partnership with Education Scotland.*



supported by

National Cyber  
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