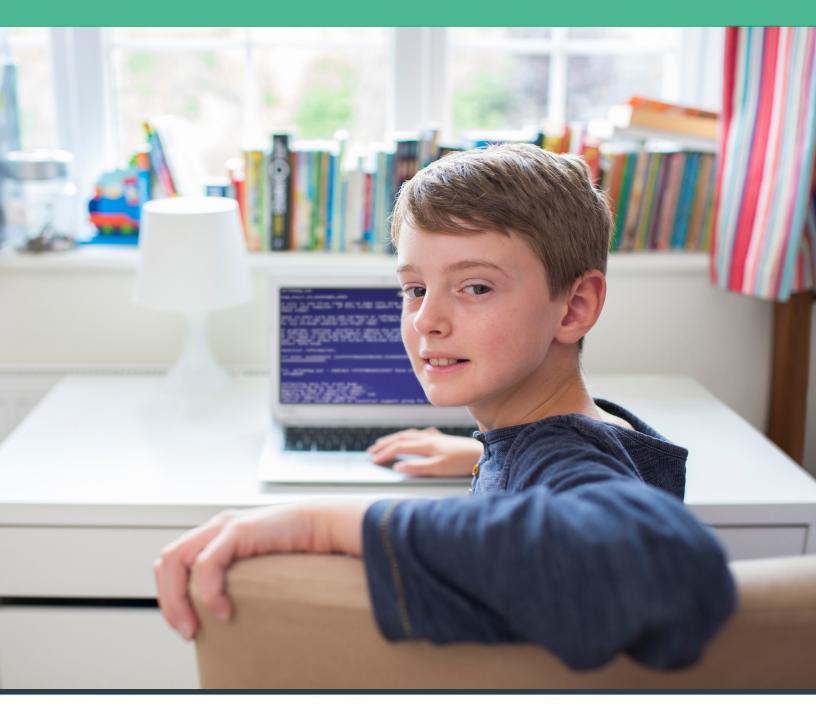# CYBER SECURITY
Staying safe while surfing the web

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UTEXTENSION
INSTITUTE OF AGRICULTURE
THE UNIVERSITY OF TENNESSEE

Cyber Security
Staying Safe While Surfing the Web

Skill Level
Beginner

Learner Outcomes
The learner will be able to:
- Understand the importance of being safe on the internet
- Identify possible dangers on the internet
- Create a list of internet safety rules

Educational Standard(s) Supported
4.SL.PKI.5
4.FL.VA.7c
5.SL.PKI.5
5.FL.VA.7c

Success Indicator
Learners will be successful if they:
- Recognize the importance of internet safety
- Create an internet safety poster
- Identify appropriate ways to deal with internet threats

Time Needed
45 Minutes

Materials List
Student Handout, Cyber Security
Poster Board
Markers, Colored Pencils, Crayons

Introduction to Content

This lesson focuses on the importance of being safe while online. Youth are spending more and more time online, and it is important for them to have a solid knowledge of how to deal with certain situations should they arise while surfing the world wide web.

Introduction to Methodology

In this lesson, students work through several situations that could arise while online. These situations are presented to the students, and they work in groups to determine the correct response to the situation. Students then share their responses with the class. The class then works to create a list of online safety rules before working to create an internet safety poster to be displayed in their school.

Author

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Terms and Concepts Introduction

Cyber Security- Measures taken to protect a person or computer system against unauthorized access or attack.

Setting the Stage and Opening Questions

Begin the class by sharing the following video with the students, https://www.youtube.com/watch?v=H0Qg1_-Xmr8

Say to students, "**Today, we are going to discuss cyber security and staying safe on the internet. The video we just watched was just one example of how someone could be attacked while on the internet. Before we jump into the lesson, we are going to make a word cloud of what you think of when you hear cyber security.**"
Allow students to share what they think of when they hear this phrase and capture their responses on the white board. After students have had a chance to share, say: "**By the end of today's class, you should be able to understand the importance of being safe on the internet, identify possible dangers you could face online, and create a list of internet safety rules.**"

Experience

Say to students, "**Today, you will work in groups to determine how you would respond to several online situations you could experience. To form our groups, I want everyone to line up based on the amount of time they spend on the internet. On one side, people who spend the least amount of time, and on the other, people who spend the most amount of time.**"
Allow students to form their line and then number the students off from 1 to 6. This allows for a good mix of students in each group. After the groups have been formed, pass out the student handout to each student.

Say to the class, "**We are going to work through the first scenario as a class. In this situation, Cindy has been talking to a girl named Julie for a couple of days. Julie has shared with Cindy where she lives, how old she is, and what she looks like. Julie asks Cindy where she goes to school. Is it ok for Cindy to tell her?**"

Allow the students to discuss this scenario and come up with an answer and explanation for this situation. Have the students write their response on their handout.

Say to the students, "**Now, in your groups, you will work through the rest of the scenarios to determine the appropriate response to each question. Be sure to discuss the situation in your groups and come up with an answer. We will share our responses with the class after everyone has completed the activity.**"

Share

After students have completed the activity, have groups share their responses to the scenarios with the class. As students share, correct any inappropriate responses.

Process

Ask students the following questions:

When you think about internet safety, where are some places online that we need to be the safest?

What are some of the top threats someone could face while online?

Generalize

After students have responded to the Process questions, say, "**Now, we are going to work to come up with a set of 6 rules for online safety.**"

Guide students in a discussion to establish these rules, and write them on the white board.

Apply

Say to students, **"Now that we have our six internet safety rules, you and your group will work to create a poster that portrays this rule."** Assign one of the rules to each group and have them work to create a poster. After the posters have been completed, have the students share their posters and then collect them to be displayed around the school.

Life Skill(s) from TIPPs for 4-H

4th Grade

Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)

Gather relevant information for decision-making. (Hands)

4.SL.PKI.5: Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.

4.FL.VA.7c: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

5.SL.PKI.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5.FL.VA.7c: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

1. Example: **Cindy has been talking to a girl named Julie for a couple of days. Julie has shared with Cindy where she lives, how old she is, and what she looks like. Julie asks Cindy where she goes to school. Is it ok for Cindy to tell her? Why or why not?**

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2. Michael is talking online to his friend from school, Chris. They are working on homework and studying for a test. Chris says they should meet before school to review for the test. Is this ok? Explain why or why not.

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3. Jennifer is talking to a friend online when she gets a pop-up message saying there is trouble with the computer and she needs to type in her online password again. What could happen if she did?

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4. Jake is talking to a friend he met on the internet. This friend offers to help Jake with his homework and asks for his phone number. Should Jake give out his phone number? Explain why or why not.

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5. Mark got an email from someone he doesn't know with a file attached. Should Mark open the email? Why or why not?

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6. Allison met Linda online and has been chatting with her for several months. Linda says that she is Allison's age and lives nearby. Linda wants to meet Allison at the mall and go shopping. Should Allison meet her?

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