



PASSPORT TO DIGITAL

UNIT 2: CYBER SECURITY

ELEMENT 3: KEEPING SAFE ONLINE



Worcestershire
Local Enterprise Partnership

THE CAREERS &
ENTERPRISE
COMPANY



worcestershire
county council

CYBER SECURITY**ELEMENT 3: KEEPING SAFE ONLINE****PASSPORT TO DIGITAL****DURATION: 4 SESSIONS****YEAR GROUP: KS3/4 OR 5****STUDENTS WILL:**

- > Recognise key features of online safety
- > Be able to understand and identify fake news
- > Know how to spot a scam and what to do if you are scammed
- > Practice and develop skills directly related to Digital
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

NOCN QUALIFICATION:**NOCN Links:**

- > Cyber Security Y/651/1085

- Learning Outcome 1
- Learning Outcome 2
- Learning Outcome 3

You can gather evidence through using teacher observation and assessment, photos and activities.

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Aiming High
- > Staying Positive
- > Problem Solving
- > Teamwork

KEY WORDS:

- > Digital
- > Cyber security
- > Online safety
- > Privacy
- > Security
- > Safe

RESOURCES FOR ALL LESSONS:

- | | |
|---|---|
| > Computer and internet access | > UN2E305 - What is a scam? |
| > Paper and pens | > UN2E306 - How to spot a scam |
| > Whiteboard | > UN2E307 - What should I do? |
| > UN2E301 - Tips for online safety | > UN2E308 - Network security engineer apprentice job description |
| > UN2E302 - Fake news | |
| > UN2E303 - How to spot fake news | |
| > UN2E304 - Spot the fake news | |



SESSION 1: KEEPING SAFE ONLINE

ACTIVITIES TO SUPPORT LEARNING

1. With the students, recap on their learning from element 1 - Online safety. It might be helpful to look back at previous resources to help remind students of the key features to keeping safe online.
2. Using the 'tips for online safety' resource, support learners to look at the information and suggestions on the flashcard. As a group, ask the learners to reflect on their own online safety. Have they changed the way they behave online? Have they adopted any of these tips since starting the unit? Have they been able to share their knowledge with family and friends and change their approach to online safety?
3. Where possible, allow the students to have access to either a computer or digital device. Encourage the students to play [Interland](#) starting with Tower of Treasure. This interactive game will help reinforce what they have learnt about online safety. *There are other zones: Mindful Mountain, Kind Kingdom and Reality River which you may like to use through each unit of Passport.*

TASK VARIATION: Your learners could lead a class presentation or whole school presentation to other students on how to stay safe online.

PMLD TASK VARIATION: Play the interland game on a large screen within the room, engaging the learner through the visual and sound experiences.

LEARNING OUTCOMES

- > Share their understanding of online safety
- > Recognise key features of online safety
- > Reflect on their personal development with online safety
- > Complete the Tower of Treasure online game

NOCN links:

- > Cyber Security Y/651/1085
- Learning Outcome 1
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > Computer and internet access
- > Digital devices - tablets, laptops or smart phones
- > **UN2E301** - Tips for online safety



SESSION 2: FAKE NEWS



ACTIVITIES TO SUPPORT LEARNING

1. The internet can be a really useful tool at work. With so much information at our fingertips, it can be difficult to know where to start and how to make sure the information is reliable and true. Ask the students if they have heard of the term fake news. Are they able to describe what fake news is? Share the definition with them: **Fake news is false news stories that are designed to influence how you think, act or vote.** Use the 'fake news' resource to look at the different types of fake news and how each type of fake news has a different intention.

2. The news you see online or on social media isn't always going to be accurate, and it can be hard to tell what's real and what's fake. With the 'how to spot fake news' resource, discuss each point with the group of learners to help them understand why these would help you spot fake news from real news.

3. As AI swiftly develops, so has the increase in AI generate fake news, making it easy for nearly anyone to create content. Discuss as a group how hard it might be to identify AI fake news from real news. You can explore examples online but these may not be suitable for your learners.

4. Do your students think they would be good at spotting fake news? Using the 'spot the fake news' resource either individually, in pairs or as a group in discussion, ask the students to tick the fake news stories they think are fake. Search online afterwards and see how accurate the learners were. Did anyone spot them all?

TASK VARIATION: Depending on your students, you could ask them to create their own fake news to show how easily it can be created. Can they fool anyone within your setting?

LEARNING OUTCOMES

- > Understand the term fake news
- > Recognise how to spot fake news
- > Know that some fake news will be AI generated
- > Identify fake news from real news

NOCN links:

- > Cyber Security Y/651/1085
- Learning Outcome 3

DIFFERENTIATION AND RESOURCES

- > Pens
- > **UN2E302** - Fake news
- > **UN2E303** - How to spot fake news
- > **UN2E304** - Spot the fake news



SESSION 3: SCAM AWARENESS

ACTIVITIES TO SUPPORT LEARNING

1. What is a scam? Do the learners know what is meant by the word scam? Encourage the learners to share any words or definitions and descriptions of what they associate with a scam and record these on a whiteboard or a large piece of paper. Use the 'What is a scam?' resource and look at the definition of a scam and the types of scams people fall victim to.

2. It's not always easy to spot a scam and they are becoming harder to spot. The key message is '**If it's too good to be true, it probably is**', is very appropriate when thinking about scams. Use the 'how to spot a scam' resource to look at the key features of a scam and what you need to look out for.

3. Ask the students what they think they can do to prevent being scammed. They should refer to key principles of online safety such as not sharing their personal details, install anti-virus protection onto digital devices, keeping passwords strong and secure etc.

4. Do learners know what they should do if they get scammed? Ask them to write down their initial thoughts as to what they would do personally if they got scammed. Ask them to hide their answer for the time being. Use the 'what should I do?' resource and share it with the group and ask the students to compare their answers.

TASK VARIATION: Students could create a poster that could be shared within the local community, to encourage others to be aware of scams.

LEARNING OUTCOMES

- > Understand what the word scam means
- > Know how to spot a scam
- > Recognise what they can do to prevent being scammed
- > Know what to do if they are scammed

NOCN links:

- > Cyber Security Y/651/1085
- Learning Outcome 3

DIFFERENTIATION AND RESOURCES

- > Paper and pens
- > **UN2E305** - What is a scam?
- > **UN2E306** - How to spot a scam
- > **UN2E307** - What should I do?



SESSION 4: JOB DESCRIPTION EXPLORATION



| ACTIVITIES TO SUPPORT LEARNING | LEARNING OUTCOMES | DIFFERENTIATION AND RESOURCES |
|--|---|---|
| <p>Allow the students to look over the job description: See if they have met any of the skills through the sessions? Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job? For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Digital sector.</p> <p>Use the Your Future Opportunities job directory to search for relevant job profiles within the sector. You might like to encourage learners to identify and look at:</p> <ul style="list-style-type: none"> • Different job roles • Qualifications required • Local job vacancies | <p>Skill identification</p> <p>Linking activity to careers and subject learning</p> <ul style="list-style-type: none"> > Speaking > Listening > Reading | <p>> UN2E308 - Network security engineer apprentice job description</p> |