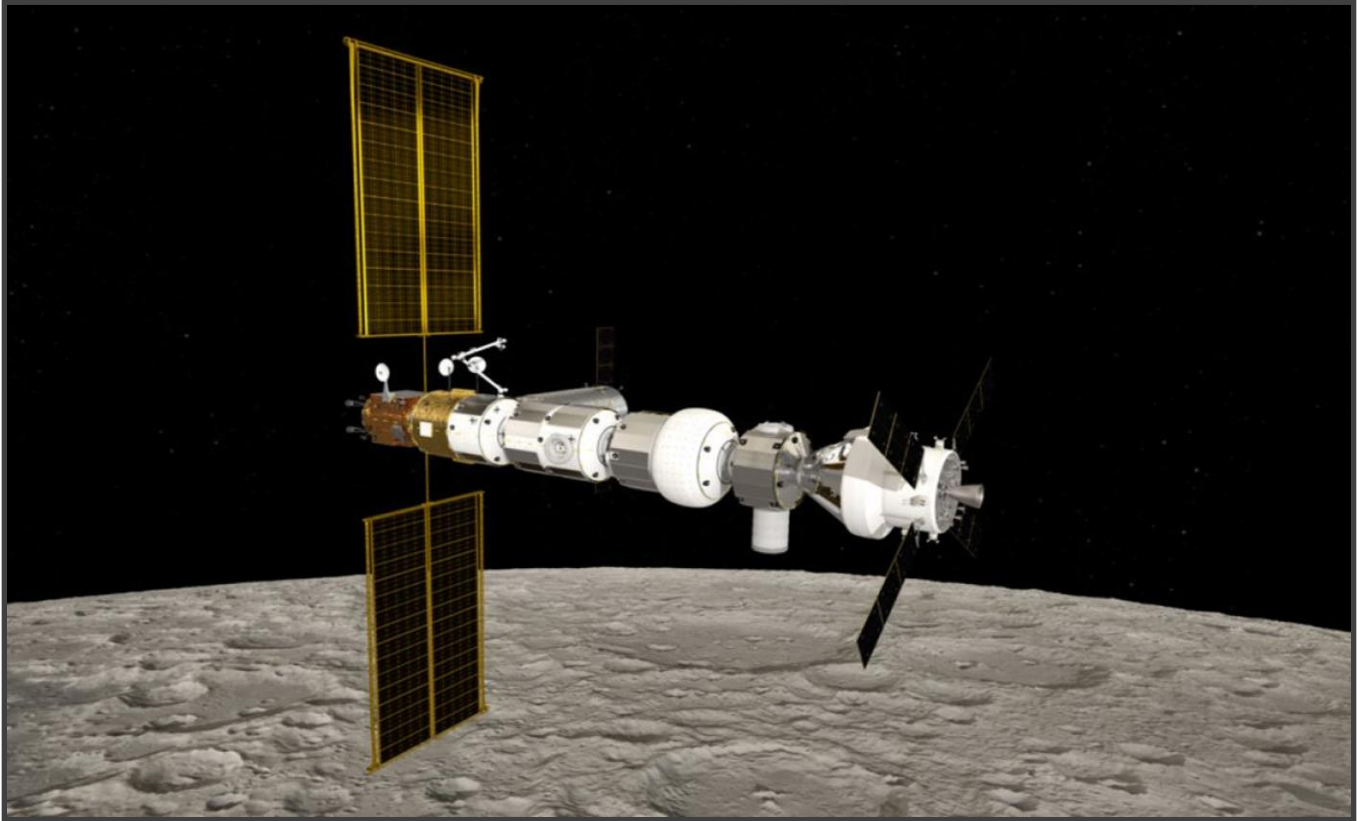


Spacegate Station Season 3

Episode 16



Security in Cyberspace

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Spacegate Station Episode 16

Security in Cyberspace

Word Bank

banking bullying computer virus cyber-attack cyberspace
data Facebook fake emails Identity theft internet
locked malicious software mobile device passwords
personal information phishing posting restricted information
screen name settings shopping Twitter
unfamiliar sites video games website Wi-Fi

Guided Notes

A _____ is a type of computer program that modifies other computer programs by inserting its own code. It is a type of _____ that attaches itself to other programs, self-replicates, and spreads to other computers. It is a term commonly used to refer to any kind of software created to be harmful.

The _____ is a global system of interconnected computer networks. Students commonly use the Internet to communicate and stay connected to their friends and family. It is also used to play _____, download music, and watch TV shows and movies after homework is done. Adults use the internet to conduct _____, _____ and other important everyday activities.

_____ is the term used to describe the global virtual environment, mostly on the internet, created by computer systems. A _____ is an attempt to disrupt, disable, destroy, or maliciously control a computing system via cyberspace to destroy the integrity of _____ or steal access-_____.

Cybersecurity

Cybersecurity is about protection of sensitive information, specifically those stored or accessed via the Internet, from cyber-attack.

- Student should keep their _____ private; avoid sharing their name, address, telephone number, birthday, passwords, and the name of their school when using the Internet.

- Students should think twice before _____ or saying anything online; once it is in cyberspace, it's out there forever.
- Student should always treat others like you want to be treated.
- Most importantly students should speak up. If they see something inappropriate, let the _____ know and tell an adult they trust. Never stand for _____ either online or off.

Cyber tips

_____ is the illegal use of someone else's personal information to steal money or credit. The main safety steps include:

- If they have their own email account, they should let parents know if they ever receive an email that asks for _____. Some emails look official, as if they were sent from a club or school, but they could be a trick to get your personal information. _____ usually seem urgent and ask you to respond with your private information.
- Students should choose a _____ or email address that isn't their real name to protect their identity.
- Create strong _____ with eight characters or more that use a combination of letters, numbers, and symbols and never share your passwords with anyone but their parents or guardian.
- Always think before you click, students should never open emails from strangers, and they should never click on links for _____.
- Students should always check their privacy settings on social networking sites like _____ and _____.

Cyber tips for students for their phones as well.

- Student should keep a close eye on their _____. They should never leave their devices unattended.
- Students should keep their device _____ when they are not using it.
- Students should use strong _____ to prevent others from accessing their device. They should never share them with someone other than their parent or guardian.
- They should check with your parents before you download an app and review the _____ with them.

- Student should also connect to the Internet when they need it, they should disconnect the device from the Internet when they are not using it and make sure the device isn't set to automatically connect to_____.

_____is the fraudulent practice of sending emails or other messages purporting to be from reputable companies to induce individuals to reveal personal information, such as passwords and credit card numbers.

Security in Cyberspace Activity

Cyberbullying – Class Discussion worksheet

- * What does cyberbullying mean to you (*Looks Like*)?
- * How do you think you would feel if you were being cyberbullied (*Feels like*)?
- * What can you do if you or someone you know is being cyberbullied (*What can I do...*)?

LOOKS LIKE	FEELS LIKE	WHAT CAN I DO TO MAKE IT BETTER?

WHAT DO YOU THINK? -Scenarios

Review the following scenarios and identify which behavior they think describes the behavior: Bullying, cyberbullying, not bullying, or undecided.

Scenario

1. A student creates a fake email address for a new classmate and uses it to send secret admirer emails to another classmate.
2. Every lunchtime a student tells their friends to play in an area away from a new student.
3. A student uses a phone to take a funny photo of a friend. They think the picture is funny, so they add an embarrassing comment and send the photo to everyone at school.
4. A student has a friend that loves horses. Before she gets to school you decorate her desk with pictures of horses and write 'Gina loves horses' on her pencil case. Gina is completely embarrassed when she arrives.
5. It is a casual dress day at your school. A student teases someone on the school bus, everyone joins in the name calling.
6. A student keeps sending anonymous text messages to someone they don't like. That student, the recipient, does not find them funny.
7. Someone posts a photo of a friend on their Facebook page without the friends' permission. The friend asks them to remove it, but they refuse.
8. A student tells their friends that a girl they don't like has kissed all the boys in the year above yours.
9. A new student starts at school and quickly becomes the most popular person at school. Someone created a 'We hate them' webpage and encourages their friends to post nasty messages on it.
10. A student tells a friend a secret but doesn't tell them not to tell others. The friend then posts this on their Facebook page and the other student is devastated.

Answers

1. **cyberbullying**
2. **bullying**
3. **cyberbullying**
4. **not bullying**
5. **bullying**
6. **cyberbullying**
7. **not bullying**
8. **bullying**
9. **cyberbullying**
10. **not bullying**

SOCIAL NETWORKING PROFILE GROUP ACTIVITY

Protecting personal information

Create a personal profile, suitable to be posted online. Discuss with your group what information they should include and exclude. Create the profile on the board using input from the group.

* Discuss what a suitable profile looks like and what advice you would give someone that has never set up a profile before.

* Each group member should create their own profile using the guidelines they developed. One member of the group will read each profile aloud to see if the rest of the class can guess who it is. If it's easy to guess who it is, are they revealing too much information?

Safe profiles could include:

- First name, nickname, or pseudonym
- Hobbies, interests with no specific details such as club name
- Only photos where specific details can't be identified such as school or sports uniform, location, time.
- Likes and dislikes such as movies or food.

Safe profiles should not include:

- Full name
- Full name of friends or family
- Birth date
- Name of school or clubs/teams
- Photos that can easily identify you e.g., school uniform.
- Home address, phone number

Activity extension

Invite students to compile and design their own list of trusted people they would contact if they were concerned about online harassment by a stranger or if they were being cyberbullied, etc.

Next Generation Sunshine State Standards (Florida)

- SC.1.N.1.4** Ask “how do you know?” in appropriate situations.
- SC.3.N.1.4** Recognize the importance of communication among scientists.
- SC.4.N.1.2** Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.
- SC.6.N.2.1** Distinguish science from other activities involving thought.
- SC.7.N.1.7** Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
- SC.8.N.4.2** Explain how political, social, and economic concerns can affect science, and vice versa.

Next Generation Science Standards (National)

- MS-ETS1-1:** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.