



Integrated Skill Focus – Reporting and Recovering

SuperCyberKids Lesson Plan

Lesson 2 Game Based Learning

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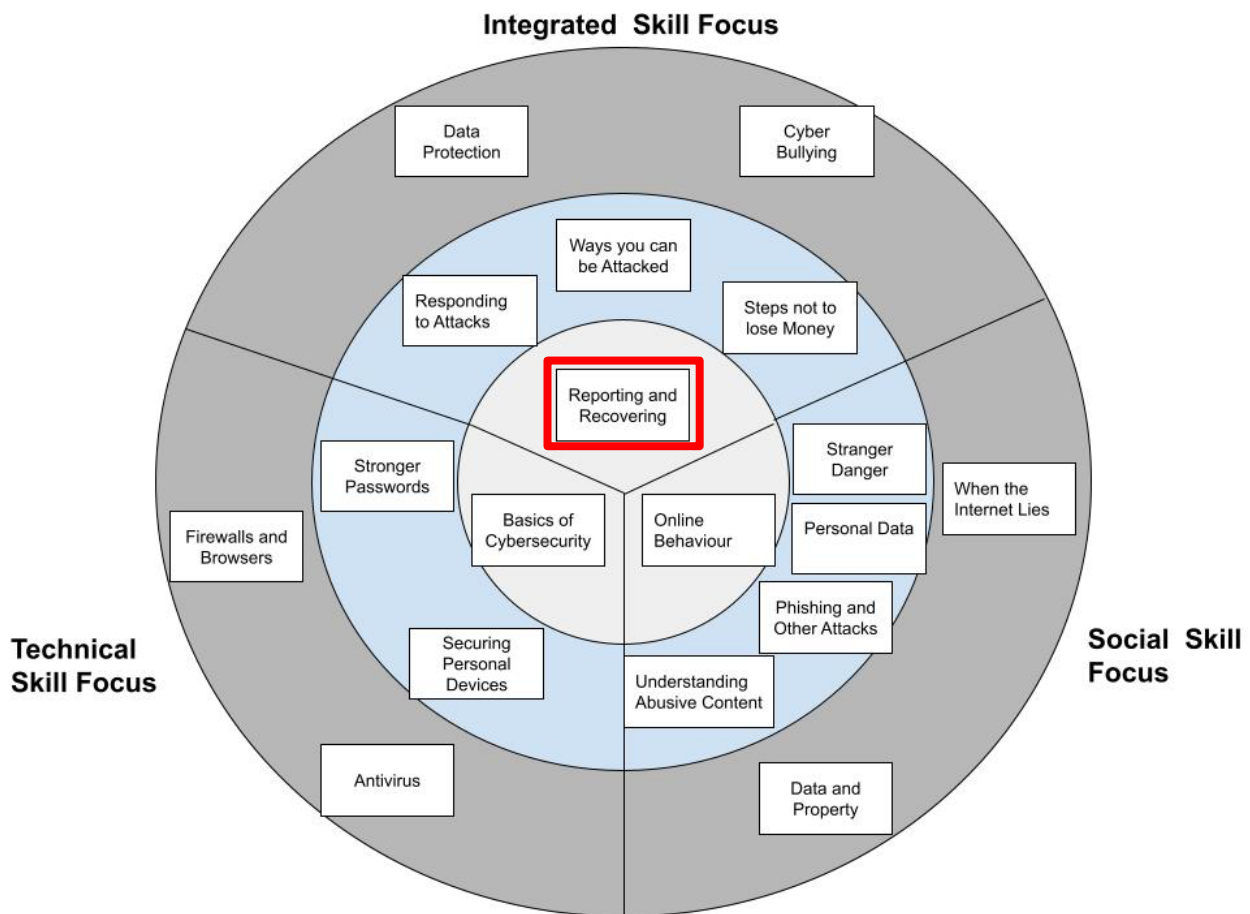
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1 Learning Context






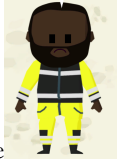
Main tool: Video game “Spoofy”



- Ages 8-13
- 10-25 students
- 50 minutes
- Location: classroom with projector or screen visible to all students
- Resources:
 - Internet-connected computer for instructor
 - *SPOOFY* game with lesson materials
 - Whiteboard
 - Paper and writing instruments for students


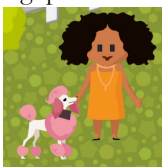
2 Objectives



3 Lesson Plan 2 – Game Based Learning

Activity	Time	Details	Learning Goal	Extras
Intro	5 min	<p>Announce to the class that the topic of discussion for the day will be a continuation of the class discussion on cybersecurity.</p> <p>Explain that the class will play through a level of a game on the projector today.</p> <p>The game takes place through a series of interactions, and, if you trust your students enough, you can let them play portions of the game in front of the class. You can use this as a reward for well-behaved Students if you like. If you’re worried about time, play through the game yourself while taking suggestions from the class.</p>	Introduce topic	
Play game First issue	3 min	<p>Issue 1: Navigate to the woman next to the cake and statue</p>  <p>to receive the <u>main quest</u> for this level: retrieve</p>     <p>these items</p> <p>Next, head to the left side of the screen until you see the man</p>  <p>in high-visibility work attire</p> <p>He will ask for a stop sign (located on the far right of the map). Deliver this, and he will complain that his company website was hacked during the night, and he needs help setting the pictures back in order.</p> <p>Upon setting the pictures in their proper places, you are awarded with the strawberries needed to complete the level, and the game gives you a bit of advice:</p> <p><i>Ask the cyber experts to make sure this hack doesn’t happen again!</i></p>	Reporting and recovering from attacks	

Discussion	10 min	<div>Take some time to discuss the “hack” with your class.</div> <table><tr><td>Younger students:<ul style="list-style-type: none">- Elicit who should be informed if a website is hacked- Elicit signs that a website has experienced a cyber-attack- Discuss why someone might wish to carry out an attack like this</td><td>Older students:<ul style="list-style-type: none">- Create a list of authorities to inform- In the case of higher-level hacks, students should know how to contact authorities- Discuss if this hack is more intrusive than it looks (It is, as the hacker had childhood photos of all of the staff.)- Discuss why someone might wish to carry out an attack like this- Discuss data protection</td></tr></table>	Younger students: <ul style="list-style-type: none">- Elicit who should be informed if a website is hacked- Elicit signs that a website has experienced a cyber-attack- Discuss why someone might wish to carry out an attack like this	Older students: <ul style="list-style-type: none">- Create a list of authorities to inform- In the case of higher-level hacks, students should know how to contact authorities- Discuss if this hack is more intrusive than it looks (It is, as the hacker had childhood photos of all of the staff.)- Discuss why someone might wish to carry out an attack like this- Discuss data protection	Reporting and recovering from attacks	
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Play game Second and third issue	7 min	<div>Issue 2: Navigate to just left of the statue to converse with the woman at the ice cream stand </div> <div>She states that she can’t buy ice cream because she doesn’t have money in her account, and she doesn’t know why.</div> <div>Elicit some possible explanations from students before continuing.</div> <div></div> <div>Find the woman’s daughter with a teddy bear at a nearby table and talk with her to continue the quest.</div> <div>She asks if she should buy anything else with her <u>mom’s bank card</u>. The game then gives the option to purchase something else or return the items in the cart.</div> <div>Upon completing this conversation, a speech icon will appear over the head of a shopkeeper who is selling teddy bears nearby.</div>	Learn about password strength and importance What could go wrong if your data is stolen			

		<p>Return the clothing to her, and she will kindly refund the purchase.</p> <p>Return the money to the mother, and she will give you the flowers you need for the main quest as well as closing out this story thread.</p>  <p>Issue 3: Find the man in a wheelchair and click on his speech bubble to reveal that he has found an unlocked device!</p> <p>Ask students if they’ve ever found an unlocked device before and what they should do if they do find an unlocked device.</p> <p>Note! The device opens to a personal page which allows us to locate the owner, but you should impress on students that there are other ways of ascertaining who the owner is, provided the device does not have the owner’s home page on display.</p> <p>After discussing with the class, navigate around the scene until you locate the dog pictured on the device and its owner</p>  <p>standing nearby.</p> <p>She says she’s lucky that an honest person found her device and asks how to better protect it in the future, and then asks what makes a good password.</p>		
Discussion	10 min	<p>Discuss with the class what could have happened if the person who had found the device was not nice. Try to connect the discussion with the misuse of funds by the daughter who had access to her mother’s credit card.</p> <p><u>What makes a good password?</u></p> <p><u>What are the dangers of not having a password?</u></p> <p>Elicit ideas from the class about what makes a good password and the dangers of not having one.</p>	Basics of Cybersecurity - Stronger Passwords	

		<p>Elicit reasons you would want a good password (why is the girl lucky an "honest person" found her device?).</p>		
		<p>Younger Students:</p> <ul style="list-style-type: none"> - Ask students if they know any ways to make a password strong - Discuss why it could be bad for someone to get access to your device 	<p>Older Students:</p> <ul style="list-style-type: none"> - Discuss the things that make a password stronger or weaker - Discuss why these measures are effective - Discuss why it could be bad for someone to get access to your device 	
Think-pair-share	10-min	<p>Have Students write down a number of things a bad person could do if they had access to their computer (steal money, credit card info, pictures, etc.)</p> <p>Pair Students up and instruct them to share their list with their partner. Then, partners should think up ways that these issues could be resolved.</p> <p>Switch partners and task new pairs with comparing results and coming up with new ideas that could be helpful.</p> <p>When finished, elicit ideas from the class.</p>	Analysis - data recovery	
Wrap-up and review	5 min	<p>Review what makes a good password and why. What are the dangers of lax online security? What should you do when you get hacked?</p> <p>Take any questions Students may have and answer them (if possible) before time is over.</p>		