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| **Lesson Plan** | | | |
| **Programme / Course:** Protecting personal data and privacy online | | **Subject:** Staying Safe Online | |
| **Link to Scheme of Work / Training Schedule:** Session 1 of 1 | | **Duration:** 2 hours 10 minutes | |
| **Learning Level:** EQF Level 3 | | **Link to Matrix:** D15 | |
| **Learning Aim for the Lesson:**  Identify potential online threats to personal data and ways to keep personal details safe when using the internet. | | | |
| **Competencies / Learning Outcomes:**  1. List online threats to personal information  2. Identify ways to protect personal data and privacy in digital environments  3. Identify safe methods to digitally share personally identifiable information  4. Recognise basic content included in a privacy policy | | **Resources:**  Top ten online threats resource sheet  Flipchart paper and pens | |
| **Core Skills** | | | |
| **Green:** | **Digital:**  Safety. Protecting Personal Data and Privacy | | **Social:** |

Note: Web based links may only be temporary and are the intellectual property of the host source. From time to time they may remove or update content.

| **Timing (mins)** | **Learning Outcomes** | **Instructor Activity** | **Student Activity** | **Resources** | **Assessment** |
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| 5 mins | N/A | Display **PPT slides 1-2.**  Welcome students and introduce the learning outcomes.  Housekeeping, including any ground rules to be observed during the training.  If necessary, record the names of all attendees.  Allow students the opportunity to ask any questions. | **Whole group**  Confirm name for ‘Record of Attendance’.  Listen / Take notes / Acknowledge / Ask questions. | PPT slides 1-2 | N/A |
| 5 mins | LO1 | **Top ten online threats**  Display **PPT slide 3.**  Ask the group to suggest potential threats to devices and data when using the internet.  Record answers on whiteboard or flipchart. Once suggestions have been exhausted share the preprepared answers on the slide.  Outline the top 10 threats to users when using the internet or online services. | **Whole group**  Suggest potential web-based threats to devices and data. | PPT slide 3 | Formative judgment based on the quality of suggestions. |
| 15 mins | LO1 | **Activity: Defining the threat**  Display **PPT slide 4** and issue students with the ‘top ten online threats’ resource sheet.  Allow participants 10 minutes to complete the activity, then bring everybody back together as a group and ask them to share their thoughts.  Provide answers on **PPT slide 5** and ask the group to check if they were correct.  Were there any answers that people really struggled with? | **Individually**  Participants are required to match the online threat title to the correct definition.  They can either match the definition to the title by drawing lines or they can match the numbers with the requisite letters. | PPT slides 4 -5  Top ten online threats resource sheet | Self-checking to ensure they have selected the correct answers, amending accordingly where incorrect. |
| 10 mins | LO2 | **Activity: Protecting your data.**  Display **PPT slide 6** and introduce the premise of protecting your data.  **Explain:** Now that we have identified and defined the top 10 digital threats to people’s devices and data, we need to think about how we can minimise or mitigate against these threats.  Conduct a brainstorming activity asking the group – when working online - What can you do to protect your personal data? (or minimise the threat you your data and device).  At an appropriate moment summarise the groups answers and add share any additional suggestions from the preprepared list on **PPT slide 7**. | **Whole group**  Suggest ways they think might help to minimise the threats to people’s devices and data. | PPT slides 6 – 7 | Formative judgment based on the quality of suggestions. |
| 20 mins | LO2  LO3 | Display **PPT slides 8-11** and provide additional explanation and rationale about some of the key methodology for protecting your data. | **Whole group**  Listen / Take notes / Ask questions | PPT slides 8 – 11 |  |
| 10 mins | LO2  LO3 | **Activity: Protecting your data quiz.**  Display PPT slides 12 – 16 and conduct a multiple-choice quiz. Participants are given a number of scenarios and are required to select the correct answer that will protect their data. | **Individually**  Take part in the quiz | PPT slides 12 – 16 | Answer the questions as part of the quick quiz to check knowledge has been understood and applied appropriately. |
| 10 mins | LO2  LO3 | **Activity: Data breach.**  Display **PPT slide 17** and lead a discussion with the group – Ask the question - What should I do if I think my device has been compromised and my data has been breached? | **Whole group**  Contribute to discussion | PPT slide 17 | Formative judgment based on the quality of suggestions. |
| 20 mins | LO2  LO3 | **Activity: How will I know if I have been hacked?**  Display **PPT slide 18** and place students into small groups.  The groups are required to identify signs that may indicate their device or network has been compromised or hacked. Allow 10 minutes for this.  Invite groups to feedback their ideas. Once completed, display **PPT slide** **19** and explain some of the more frequent and obvious indications that your device or network may have been hacked or compromised.  How do the groups suggestions compare to the preprepared answers? | **Small groups**  The groups are required to identify signs that may indicate their device or network has been compromised or hacked.  Record answers on flipchart.  Elect a spokesperson to share answers with the group. | PPT slides 18 – 19  Flipchart paper and pens | Formative judgment based on the quality of suggestions from feedback presented to the group, with particular attention paid to how the small group observations compare to the preprepared answers. |
| 10 mins | LO2  LO3 | **Recovering from a data breach.**  Display **PPT slide 20** and ask the group to suggest what they should do in the event of a data breach, compromised account or hacked device.  Once the group have exhausted their suggestions share the preprepared answers, explain and discuss. | **Whole group**  Make suggestions, listen to preprepared answers and discuss | PPT slide 20 | Formative judgment based on the quality of suggestions. |
| 10 mins | LO4 | **What is a privacy policy?**  Display **PPT slide 21** and ask the group to suggest what they think a privacy policy is?  Once they have made some suggestions explain that a privacy policy is a document contained on a website that explains how a website or organisation will collect, store, protect, and utilise personal information provided by its users. | **Whole group**  Make suggestions, listen to preprepared answers and discuss | PPT slide 21 | Formative judgment based on the quality of suggestions. |
| 5 mins | LO4 | **What should a privacy policy include?**  Display **PPT slide 22** and summarise the basic requirements of a privacy policy. | **Individually**  Listen / Take notes / Ask questions | PPT slide 22 |  |
| 5 mins | LO4 | **Activity: Why are privacy policies important?**  Display **PPT slide 23** and ask the group to suggest why they think privacy policies are important to businesses?  Record answers on flipchart or whiteboard, then summarise preprepared answers. | **Whole group**  Make suggestions, listen to preprepared answers and discuss | PPT slide 23 | Formative judgment based on the quality of suggestions. |
| 5 mins | LO1  LO2  LO3  LO4 | **Recap session**  Display PPT slide 24 and allow participants the opportunity to ask any questions.  Close the session. | **Whole group**  Listen / Take notes / Ask questions | PPT slide 24 |  |
| **Recap / Summary:** | | This session has highlighted some of the key threats to personal data when using the internet and online services, some basic strategies and to minimise the threats and to safely share information using digital platforms. There is also an introduction to what a privacy policy is, why it is important for businesses to have one and what should be included in a privacy policy. | | | |