V1.0

	Cyber Choices Lesson Plan ◆ Cyber Champion ◆	Key Stage 3 Years 7 & 8

❓ Why Teach the Computer Misuse Act?

Teens more likely to hack (5%) than smoke (3%) or have sex (2%) [1]

Teens more likely to hack (5%) than be in a gang (2%) [1]

1 in 4 Teenagers admitted having tried to compromise someone's account [2]

~1% of teenagers sent a virus at least once in previous 12 months [1]

17 Average age of arrest for cybercrime [3]

61% Of hackers started before 16 yrs old [3]

✓ **This is a Safeguarding Issue for Education**

✓ **This is an Ethics and Online Harms subject**

[1] Risky behaviours - Centre for Longitudinal Studies – UCL January 2018

[2] Tufin Teenage Hacking Habits

[3] NCA / CREST Pathways into Cyber Crime

Learning Objectives

1. To have an understanding of cybercrime, the Computer Misuse Act 1990 and the consequences of breaking the law
2. To learn about careers in Cyber Security

Safeguarding

1. Ensure you read the accompanying Delivery Notes before starting
2. Ensure you understand School Policy and who to speak to if concerned

Learning Outcomes

By the end of the lesson students should:

- Explain the Computer Misuse Act 1990 in simple terms to someone else
- Demonstrate decision making and risk assessment skills in relation to cybercrime
- Know where to go for help and guidance
- Understand some career pathways

Resources Required

1. This Lesson Plan + Presentation
2. Large TV or Projector with Audio
3. Printouts of Case Studies (if desired)
4. Whiteboard or Flipchart with pens

Keywords

Computer Misuse Act; Cybercrime; Hacking; DDoS; Blackhat; Whitehat; Cyber Security

https://serocu.police.uk/cyber-choices/

	Activity	Description	Timing (mins)
0	Pre-Lesson Preparation	Ensure you have the necessary resources, print the case studies if delivering that way. Check the tech works and space is suitable.	N/A
1	Introduction	Aims and Objectives.	2
2	Cybercrime	Discussion: Who, what, why… the causes and motivations.	10
3	Cyber Champion Game	Two versions: Static or Moving. Make ethical and legal decisions to help crack an international cybercrime case.	15
4	Case Studies	Group Activity: In 2s or 3s discuss a case, then present back to the class what you thought about the crime and sentence; or Class Activity: As a class, discuss a few cases and opinions as to the crime and the sentence.	5 then 15 - or - 20
5	Career Paths	Presentation: the various cyber careers and their benefits, skills required, pathways into a career and finding out more.	5
7	Close	Ensure understanding, canvas for improved knowledge, signpost to more information including defending yourself.	5
8	Post-Lesson Feedback	Complete brief online form to tell us you have done this.	N/A

The latest version of all material required is always available at:

https://serocu.police.uk/champions/

Pre-Lesson Preparation

This lesson is predominantly about the Computer Misuse Act 1990 and consequences of breaking the law. Ensure you have some understanding yourself. More information:

https://serocu.police.uk/computer-misuse-act/

Cyber Champion: Moving Version – you will need a hall or empty classroom in which students can run around. You need to risk assess how many pupils you have to safely move in the space. We recommend a length of minimum 10 metres to ensure there is sufficient challenge to participants.

Cyber Champion: Static Version – you can ask the questions in a number of ways depending on your setup… a show of hands works, or you can print black hat (illegal) / white hat (legal) cards so students can hold up their options. Ensure you explain the concept.

Case Studies: If working in groups, print Case Study handouts for groups of 2 or 3 max.

Introduction

Show Slide 2 of the presentation PowerPoint with Learning Objectives and Outcomes.

Slide 3 & 4: Explain that this lesson is about what is legal and illegal with computers. Highlight that this is NOT e-safety or about other online harms such as cyber bullying.

Ensure a climate for learning and that questions are encouraged.

Explain that if anyone wants to, you will be able to take questions after the end rather than in front of the group, but point out that others are likely wondering the same thing.

Cybercrime

Show Slide 5, 6 & 7 on the PowerPoint.

Intent: to explore the ideas of students as to what cybercrime is, thinking about:

      a. What do you think cybercrime is?

      b. Who are the victims of cybercrime?

      c. What harm do they suffer?

      d. Who is committing cybercrime?

      e. What are the aims of cyber criminals?

      f. What do you think would be illegal under the Computer Misuse Act?

Give students a chance to informally discuss for a few minutes and then draw ideas back to the front. Record key ideas on the whiteboard or flipchart for later reflection.

Cyber Champion Game: Static Version

Go to Slide 8 on the PowerPoint. On moving on to **Slide 9 the game will start.**

Students will remain static where they are sat. They need to be able to show choices by raising their hand or showing a black hat (illegal) or white hat (legal) card. Explain:

- They are about to take part in a cybercrime incident based on real world incidents
- They will be asked to make decisions as to whether the described activity is LEGAL or ILLEGAL. Explain how they will be expected to show their choice.
- Explain that they may not understand everything but that they should think about the behaviour being described and make their decision based on that.
- Encourage independent thinking – highlight that their friends may get this wrong.
- Encourage them to note down anything they heard they were unsure about.

The game will stop after each question and again after each answer to allow discussion.

Cyber Champion Game: Moving Version

The ideal set up is to have a large open space (with no trip hazards) at least 10 metres long and at most 12-15 metres long. The width will depend on the number of students at one time. We recommend a limit of around 25. Consider the impact on students who may have difficulties with moving around and whether this is the most inclusive version. A large screen and speakers should be at one end. In the opposite corners, put up the black hat (ILLEGAL) and white hat (LEGAL) posters to demonstrate where to go to demonstrate choice.

Go to Slide 8 on the PowerPoint. On moving on to **Slide 9 the game will start.** Explain:

- They are about to take part in a cybercrime incident based on real world incidents
- They need to make decisions as to whether the described activity is LEGAL or ILLEGAL.
- They should walk quickly or run to the black hat (ILLEGAL) corner and wait if they think the activity is ILLEGAL.
- They should walk quickly or run to the white hat (LEGAL) corner and wait if they think the activity is LEGAL.
- Once the answer is shown they should return to the front quickly for further discussion. Consider having a line they should be beyond to stop cheating.
- Explain that they may not understand everything but that they should think about the behaviour being described and make their decision based on that.
- Encourage independent thinking – highlight that their friends may get this wrong.
- Encourage them to note down anything they heard they were unsure about.

The game will stop after each question and again after each answer to allow discussion. Think about asking – why did they choose that answer. There are some questions which may surprise them. **Reassure them that their ETHICAL and MORAL compass is good and their choice is not 'wrong' in that respect**. *It is just not ILLEGAL.*

Case Studies: Small Groups

Show Slide 19 on the PowerPoint.

Intent: to explore real world cases and consequences.

Assign students into natural groups of 2 or 3. Hand out a case study to each group, alternating. There are FIVE case studies to choose from, but limit this to three if there is not enough time for discussion on all. **Use case studies A, C and E as preference.**

Give students FIVE minutes to discuss the points on **Slide 19**. Then draw the class together and spend FIVE minutes discussing each case. Use **Slides 20 to 24** as appropriate. Cross-reference with their original ideas around cybercrime.

Case Studies: Class Led

Show Slide 19 on the PowerPoint.

Intent: to explore real world cases and consequences.

There are FIVE case studies, but limit this to **A, C and E** if you are short of time. Talk through each case study in turn for about 5 minutes. Consider the points shown.

Cross-reference with their original ideas around cybercrime.

Careers in Cyber Security

Show Slide 26 on the PowerPoint. This is a presentational piece with follow-up information for those who are interested to explore more.

Intent: To raise awareness of the opportunities in Cyber Security careers.

- 87 careers in Cyber Security
- Not all roles are technical – many just need a high-level overview
- Diversity in this field is poor because the perception is it is all technical
- A diversity of skills is needed – not just technical:
    - Problem solving
    - Project management
    - Organisational
    - Leadership and Crisis Management
- Lots of qualifications at GCSE are relevant – not just Computing!
- There is a massive shortage of people going into these careers
- As a result salaries are excellent, there is lots of training and varied routes in
- This is not all about a degree...apprenticeships and degree apprenticeships too!

Close

Show Slide 36 on the PowerPoint. Reflect on the aims and objectives.

Emphasise that the Computer Misuse Use Act 1990 prohibits UNAUTHORISED access to computer materials. This applies to any computer including smartphones.

With **authorisation** you can be a Cyber Security professional and there are many opportunities in that field. There are various pathways – not just a degree.

Defending yourself is important as this is a common crime type. Signpost resources.

Informal ballot (show of hands): how many have increased their knowledge of the Computer Misuse Act. Ensure all are aware they can discuss any concerns privately.

Post-Lesson Feedback

It is essential that we understand that this lesson is being used. We also seek feedback so that we can improve it. Please visit:

https://serocu.police.uk/champions/

And tell us:

- The number of participants
- Which year group they are in
- What setting this was delivered in (School name to avoid duplication)
- How successful this was in improving knowledge
- Any feedback obtained or suggestions to be made

Getting Support

Common Questions

We attach a list of questions we encounter frequently to the resources. Please share any you receive and CAN answer with us so we can update this list.

Questions you cannot answer

If someone has a specific question that you cannot answer it is important that we try to resolve the query. Explain that you are not sure but you know people who will. Agree that you will find out and contact their teacher to share the answer. Ideally, have the conversation jointly with their teacher, but if necessary take their first name only. Contact us and we will share the answer with you and the school.

Concerns about a specific pupil

There will be times that a specific pupil may show an aptitude to this world and this should clearly be encouraged. Highlight the pupil to teaching staff just in case they missed the signs. There are lots of extra resources for individuals on our website.

On the other hand, there will be some pupils whose language, behaviour or interests make you concerned they are getting it wrong in this space. Please share these concerns with the teaching staff and encourage them to get in touch with the Cyber Choices team. Please emphasise that our aim is to support and divert and avoid unnecessary criminalisation of young people. We want to reach them before it is too late!

There is a contact form on our website under:

https://serocu.police.uk/cyber-choices-educator/

or you can pass on our email address: CyberChoices@serocu.pnn.police.uk