

SET II

¿Cuánto sabes de ciberseguridad?

“How much do you know about cybersecurity?”



Ages: 16 - 20 years old and up



Difficulty: basic or intermediate



2 partners



Duration: 8 sessions



Tags: cybersecurity, internet addiction, media literacy, cybercrimes, critical spirit, active listening

DESCRIPTION OF THE ACTIVITY:

In teams, students make a glossary with terms related to cybersecurity. Teachers divide students into mixed international groups, and each group deals with a different aspect (social media, application use, etc.). Students make group recordings with advice about searching the internet. They upload both products (glossary and recordings) to the TwinSpace.

OBJECTIVES:

1. To analyze manipulation and possible online risks, providing opportunities for students to nurture their critical spirit
2. To use technological and digital tools to share information
3. To improve communication, social and interpersonal skills

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Linguistic competence
- Digital competence
- Social and civic competences
- Media education
- Equal opportunities without discrimination
- Health education

CURRICULAR CONTENT:

Use of grammatical devices to express advice (should, ought to, recommend, suggest, advise, etc.). Improvement of spoken and written communication, especially in English. Responsible digital citizenship. Use of ICT.

INCLUSIVITY:

In this activity, at-risk situations are detected among peers from different socioeconomic, cultural or religious conditions. Acceptance, openness to listening, respect for others and the integration of differences are favored.

EXPECTED FINAL PRODUCTS / RESULTS:

- A table/glossary (Google Docs, Powerpoint, etc.) that will be the result of combining all the participating inter-school team glossaries with terminology related to cybersecurity; all of which will be posted to the TwinSpace.
- Questionnaire/game with the tool
- Recordings made with Clyp.it with advice on internet “do’s and don’ts”

CARRYING OUT THE ACTIVITY



PREPARATION

Step 1

Teachers invite students to the TwinSpace.



Tutorial: [How to invite students to TwinSpace](http://etwinning.es/es/como-invitar-a-los-alumnos-al-twinspace/)
< <http://etwinning.es/es/como-invitar-a-los-alumnos-al-twinspace/> >

One of the participating teachers creates a TwinSpace page entitled “A glossary of terms about cybersecurity” and includes a link to a collaborative Google Docs document (or similar) with the distribution of the students in international teams. In each team, there should be at least one student from each partner school, and if possible, mixed genders. A teacher coordinates each group and encourages participation in the activity.



Tutorial: [How to create a page on TwinSpace](http://etwinning.es/en/nuevo-twinspace-como-crear-una-pagina-de-actividades)
< <http://etwinning.es/en/nuevo-twinspace-como-crear-una-pagina-de-actividades> >

INDEX WORD GLOSSARY ON SAFETY

**CLICK ON YOUR TEAM TO ACCESS
FASTER:**

TEAM 1

TEAM 2

TEAM 3

TEAM 4

TEAM 5

Image 1

Step 2

Teachers begin the activity by asking students about the different concepts (in English) related to cybersecurity. Then, each group of students browses the following internet links, and/or other resources, for more terms that they are unfamiliar with:



<https://www.cybintsolutions.com/20-cyber-security-terms-that-you-should-know/>



<https://www.globalknowledge.com/us-en/topics/cybersecurity/glossary-of-terms/#gref>



<https://spinbackup.com/blog/45-main-cybersecurity-terms-everyone-must-know/>



<https://comtact.co.uk/blog/cyber-security-glossary-of-terms-the-ultimate-list/>

Students from each partner school talk with their classmates about the concepts they have learned and decide on which are the most useful to combat cyberbullying and/or digital crime.

Step 3

Teachers create a collaborative document (using, for example, Google Docs) for each of the international groups created in **Step 1**, and include the link on the previously-created page to make student access easier.

A glossary of terms about cybersecurity

Create the shared glossary

Recommended web pages:

<https://comtact.co.uk/blog/cyber-security-glossary-of-terms-the-ultimate-list/>

Student / Groups Collaboration Links :

<https://docs.google.com/document/d/e/2PACQ-6880M7CvWw9tRnDZlYUgGjTzFmE9BjHqJfTg/edit#>

Students access the collaborative document assigned to their group and enter the terms they have selected into the collaborative table.

TEAM 1

TEAM 1	SCHOOLS AND STUDENTS	WORD	DEFINITION
	CIP Terms Assigned Words	Bug	A relatively minor defect or flaw in an information system or device.
	IES Zert Assigned Words	Credentials	The information used to authenticate a user's identity – for example, password, token, certificate.
	ROMSO Class Materials Assigned Words	Encode	The use of a code to convert plain text to cipher text.

Image 2

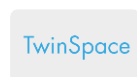
Step 4

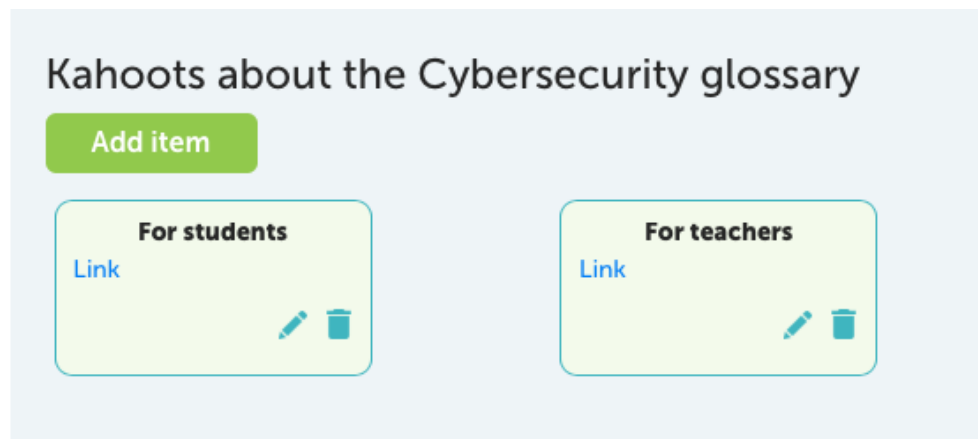
Each teacher prepares three questions based on the glossary that the students have prepared in **Step 3**, which can be found on the previously-created TwinSpace page. One of the teachers collects all the questions and prepares a questionnaire with Kahoot or a similar tool. This teacher includes links to the game in the TwinSpace (one for students and another one for teachers).

The teachers agree on a day and time for the international groups to simultaneously answer the questionnaire. If it is difficult to find a suitable day and time for all the students of the project, the students of each group can answer the questionnaire separately.



Tutorial: [Kahoot](#)





TwinSpace 3



Image 3

Image 4

Step 5

Teachers document student participation through photographs and screenshots, always respecting the privacy of the students.
Teachers create a TwinBoard to post these photos and screenshots.



[How to create a TwinBoard](#) (2nd part of video)

Step 6

The teachers of each classroom-group analyze the results of the questionnaire/game on the same TwinSpace TwinBoard where student participation in the activity was documented.

Step 7

One of the teachers creates a TwinSpace page with the instructions that the students (in the same teams used for the glossary teams) must follow to record advice on cybersecurity (“do’s and don’ts” using “should” and “shouldn’t”). Students can use a suitable application to record their voices (eg. Clyp.it). In addition, the teacher creates a TwinSpace page to post each team’s recordings.



Tutorial: [Clyp.it](https://clyp.it)



4

Security area: Recordings on advice



RECORDINGS ON ADVICE ABOUT CYBERSECURITY

TEAM 1

Atenea (10/10/2021)



0:06

TwinSpace 4

Step 8

Assessment: One of the teachers creates a TwinSpace page called “Assessment” and shares a questionnaire that they have created (using Quizizz or a similar tool) with questions about cybersecurity and how the project was carried out.



Tool: [Quizizz](https://quizizz.com)

On this same page, one of the teachers starts a debate to find out what students have learned during the activity.

Students access the TwinSpace, complete the questionnaire and comment in the discussion thread.

Teachers use the results to determine how well the students achieved the objectives and how the project was carried out in general.

Each teacher analyzes and comments on the results of their class (downloading, for example, a report from Quizizz) and publishes them on the same page.



TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: pages and TwinBoard.



Other tools

- [Google Docs](#)
- [Kahoot](#)
- [Clyp.it](#)
- [Quizizz](#)