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Intel® Transforming Learning Facilitation Guide

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Optional Module

Cyber Safety and Online Responsibility Facilitation Guide

This Facilitation Guide provides information to successfully facilitate Cyber Safety and Online Responsibility in a face-to-face group session or in a self-study format.

The module focuses on teaching the content and skills students need to keep themselves and their information safe in digital spaces. As participants complete optional and required activities, they will learn important concepts and apply their learning to develop resources and tools to use with their students.

Planning Your Course Schedule

All course Learn, Apply, and Share and Reflect sections require 75 minutes of delivery time. Refer to the core module Facilitation Guide for general information on how to manage these sections, including course readings and discussions. All Try It activities are optional and are not included in the total module time estimate. However, it is recommended that participants complete some Try It activities to solidify and extend module learning.

Use the following table to plan for module delivery. Times for all included Try It activities must be added to the total time required for delivery.

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Education

Course Timing

Optional Module: Cyber Safety and Online Responsibility	Estimated Time
Overview	5 min.
Try It: Student Technology Use Concept Map Create a visual representation of how students use technology including technology types, activities, and potential danger areas.	10 min.
Lesson 1: Cyber Safety Fundamentals	**25 min.**
LEARN	5 min.
Try It: Testing Password Strength Explore strategies to strengthen passwords using a Web site that tests passwords.	5 min.
Try It: Analyze a Privacy Policy Examine the privacy policy of a popular education social networking site with a series of guiding questions.	5 min.
Try It: Assess a Web Site Use a form to evaluate the quality of a Web site and its information	5 min.
SHARE AND REFLECT	5 min.
Lesson 2: Online Responsibility	**65 min.**
LEARN	5 min.
Try It: "Let's Fight It Together" Watch a movie showcasing one concrete example of cyber bullying and reflect on or discuss the prevalence of cyber bullying.	10 min.
Try It: Online Responsibility Scenarios Analyze a series of situations involving students and irresponsible technology behaviors.	10 min.
Try It: Explore Resources Explore three online resources to support teaching of digital citizenship topics.	10 min
APPLY Develop and prepare lesson ideas and materials to teach a cyber safety or online responsibility topic to students.	25 min.
SHARE AND REFLECT	5 min.

Planning Your Delivery

The Cyber Safety and Online Responsibility module can be delivered in a face-to-face or self-study format. Choose which format best suits the needs of you and your participants. If you choose to facilitate the module in a face-to-face group session, plan for a space that will accommodate the size and needs of your group. In addition, review the module and facilitation guide thoroughly ahead of time to ensure that you have all required materials and technology prepared.

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If you are choosing to facilitate the module in a self-study format, plan how you will communicate efficiently with participants before, during, and after the completion of the course. Consider adopting some of the following ideas to successfully facilitate the module:

- [ ] Schedule a brief face-to-face meeting before beginning the module. Cover the course objectives, course schedule, and course expectations.
- [ ] Create an email list to streamline communications with course participants.
- [ ] Set up an online discussion forum where participants can share learning and questions.
- [ ] Designate a physical space (i.e. white board in the staff room) for communications about the module.
- [ ] Place participants into pairs for additional learning support.
- [ ] Plan a face-to-face meeting after participants complete the module to share results from the Apply activity and determine next steps for their classrooms and school.

Course Facilitation

Overview

In the module overview, participants are introduced to the module content and learning objectives. If necessary, demonstrate to participants how to add notes to Classroom Connection document while exploring course content.

Overview Facilitation Notes

Try It: Student Technology Use Concept Map

In this activity, participants reflect on how their students use technology and build a concept map outlining potential danger areas for students in digital spaces.

- [ ] Decide if your participants will complete the concept map with the technology or offline option.
- [ ] Try creating your own concept map to identify possible trouble spots for your participants. This will also gather ideas to offer to your participants if they have trouble thinking of ideas when starting the activity.
- [ ] For self-study participants, plan a way for them to share their concepts maps with others.
- [ ] Tell participants to save their concept maps for the final Share and Reflect activity.

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FACILITATION TIP

The concept map activity is an excellent opportunity to generate interest in the module content and access participants' prior knowledge about digital citizenship topics. The module learning will be more meaningful and relevant to participants if they can connect it to their schools, classrooms, and students.

Lesson 1: Cyber Safety Fundamentals

In this lesson, participants examine a series of steps technology users can take to minimize online threats to their information and safety. The presented information is valuable to all users of technology, not just students. Encourage your participants to reflect on and discuss their own technology practices while also considering how to best deliver the content to their students.

The Try It activities in the lesson can also be used as learning opportunities for students. Consider asking participants to review the optional Try It activities later with their students in mind if you are not allotting time during the module.

- [ ] Carefully read over the lesson, noting any areas you would like to emphasize.
- [ ] Select the optional Try It activities you want participants to complete.

Lesson 1 Facilitation Notes

LEARN

Try It: Testing Password Strength

Participants use a Web site that tests password strength to try out strategies for creating more secure passwords.

- [ ] Prior to facilitating the Try It, preview howsecureismypassword.net to see how it works.
- [ ] Consider navigating to 10,000 Most Common Passwords for some background information to share with participants.

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Try It: Analyze a Privacy Policy

In this activity, participants examine the privacy policy of Edmodo, a popular education social networking site, using a series of guiding questions.

- [ ] Review the Edmodo privacy policy ahead of time to prepare for participant questions.
- [ ] Consider extending the activity by comparing Edmodo's privacy policy to a non-education social media site's privacy policy. Two possible options are:
  - Facebook
  - Twitter

> **FACILITATION TIP**
>
> Many participants may have personal connections to social media privacy issues. If the conversation steers in that direction, allow participants to share and reflect on their own stories while encouraging them to consider how their students might be grappling with similar experiences.

Try It: Assess a Web Site

Participants use a form to evaluate the quality of a Web site and its information.

- [ ] Explore the Web site ahead of time. The Web site contains false information on biomes. Encourage your participants to think like their students during this activity and consider whether or not students would be able to discover the hoax on their own.
- [ ] Consider giving participants extra time to find hoax Web sites for their own subject areas to use with students.
- [ ] Extend the activity further by having participants use the evaluation form to assess a Web site they commonly use containing more reliable information.

SHARE AND REFLECT

In this reflection and discussion exercise, participants relate what they have learned about staying safe online and how they can best transfer this learning to their students.

- [ ] Plan to give participants time to review their notes and the Steps to Cyber Safety Checklist.
- [ ] Encourage learners to save the Steps to Cyber Safety Checklist for quick reference and to share with students.
- [ ] Consider asking self-study participants to share with learning partners or add to an online discussion forum.

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Lesson 2: Online Responsibility

In the second part of the module, participants learn how to use technology responsibly. The lesson first focuses on cyber bullying and then explores other irresponsible online behaviors. At the conclusion of the Learn section, participants explore strategies to promote responsible technology use before exploring online curricular support resources.

- [ ] Carefully read over the lesson, noting any areas you would like to emphasize.
- [ ] Select the optional Try It activities you want participants to complete.

Lesson 2 Facilitation Notes:

LEARN

FACILITATION TIP

This module dedicates more time to cyber bullying than to the other topics. Before the facilitation begins, anticipate the needs of your participants and their students and think about any of the other irresponsible behaviors that might require additional attention.

Try It: "Let's Fight It Together"

Participants watch a movie showcasing one concrete example of cyber bullying and reflect on or discuss the prevalence of cyber bullying in their classrooms and student community.

- [ ] Preview the video.
- [ ] Plan time to allow learners to reflect on or discuss how they might use the video in their classrooms.

Try It: Online Responsibility Scenarios

Participants read through a series of situations involving irresponsible technology behaviors and think of actions that could prevent the scenario from occurring or deal effectively with the scenario in its aftermath.

- [ ] Preview Online Responsibility Scenarios [Resources/Online-Responsibility-Scenarios]. The document is interactive. If necessary, model how to take notes in the designated areas.
- [ ] Decide if participants will complete the activity individually, in pairs, or in groups.
- [ ] Many scenarios don't have a clear solution. Plan to give teachers ample time to share their ideas and learning from each scenario.
- [ ] Consider asking your self-study participants to share their documents with learning partners.

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Try It: Explore Resources

Participants explore three online curricular resources to support teaching of cyber safety and online responsibility topics to their students.

- [ ] In addition to the three sites listed in the module, consider other digital citizenship resources that might be made available to your participants.

APPLY

Teaching Cyber Safety and Online Responsibility

In the apply section of the module, learners develop and prepare lesson ideas and materials to teach a cyber safety or online responsibility topic to students.

- [ ] Give your participants sufficient time to review their notes and choose a topic that is most concerning to them.
- [ ] Prompt participants to record notes from their learning in the Classroom Connection document.
- [ ] Decide whether you want participants to work independently, in pairs, or in small groups.
- [ ] Preview the three online resources. If one is more applicable to your participants, choose the resource you want your students to utilize. Choosing the resource ahead of time will also shorten time needed for exploration.
- [ ] Plan for how participants will share their lessons. Consider scheduling a brief face-to-face session for self-study participants to share and get peer feedback on their ideas.

SHARE AND REFLECT

Participants review the initial concept map they created at the beginning of the module and reflect on and discuss module learning.

- [ ] Plant to give participants time to review their concept maps.
- [ ] Participants may bring up questions or concerns that were unanswered. As a group, consider steps to make sure all topics are fully addressed.
- [ ] With your participants, create a list of take-away actions to try in their classrooms and schools.
- [ ] Consider scheduling a follow-up meeting for participants after they have had the chance to implement course learning in their classrooms.

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