

BE CYBERSMART

Understanding, Preventing, and Responding

Raising Awareness and Promoting Safety Online



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LEARNING GOALS

STUDENTS WILL

- Recognise risky online situations
- Practise safe decision-making
- Understand that being cybersmart means thinking, protecting, and being kind:



WARM-UP – “TRUE OR FALSE?”

ACTIVATE THINKING IMMEDIATELY



Show thumbs up for True,
thumbs down for False.”



1. It's safe to share your password with your best friend.
2. Once you delete something online, it's completely gone.
3. It's okay to tell a trusted adult if something online makes you uncomfortable.
4. Everyone online is who they say they are.

MAIN ACTIVITY – “REAL OR RISKY?”

Key message:

Being cybersmart = pause, think, choose wisely

- **What could go wrong?”**
- **“What is the cybersmart choice?”**

Short scenarios: Please rise up the real or risky side of the card



- Someone you don't know asks what school you go to.
- A friend sends you homework through a class group.
- A message says you won a free prize and must click a link.
- A classmate shares an embarrassing photo of someone.
- A game asks for your email and password



MINI CHALLENGE – PASSWORD BOSS

Which one is strongest password?
Why?



- 123456
- myname2013
- football12
- T7@kL9#p

A strong password formula:

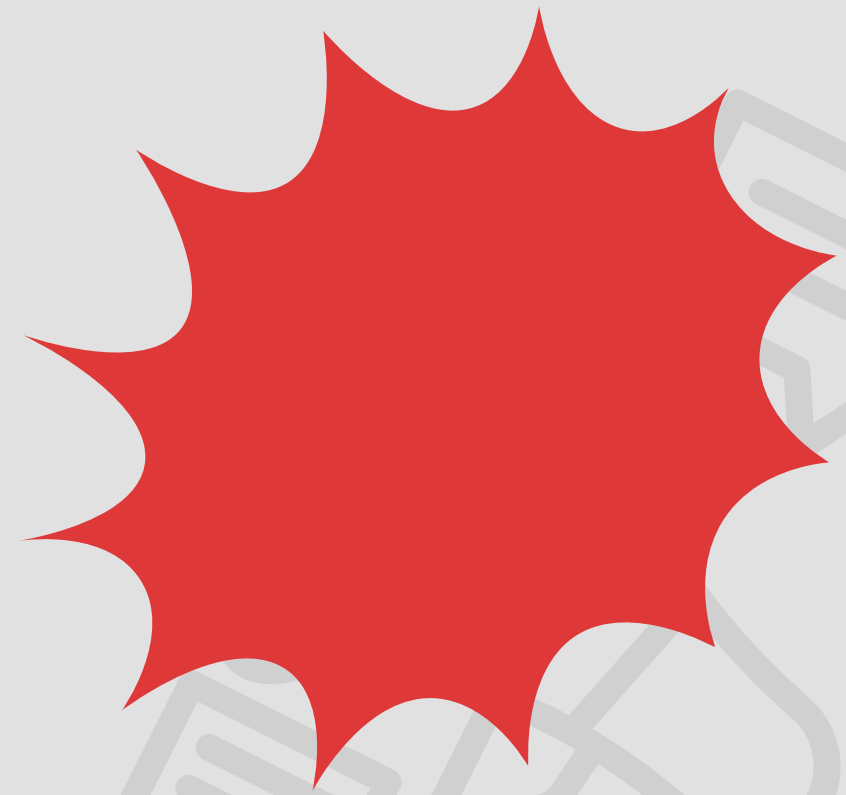


- Mix upper + lower case
- Numbers
- Symbols
- Not personal info

Strong passwords protect you.



Follow up activity: invent a strong password formula (not your real password).



REFLECTION

THE FIVE SEC RULE

05.

Before posting anything, you have 5 seconds.
Cybersmart people pause before posting.

What should you think about in those 5 seconds?

- Who will see this?
- Could it hurt someone?
- Would I say this face-to-face?
- Would I be okay if my family saw it?



AGREE ↔ DISAGREE ACTIVITY

See the signs on opposite sides of the room:
AGREE ↔ DISAGREE

GO AND STAND WHERE YOU FEEL FITS BEST — THEN EXPLAIN WHY.

- “I have nothing to hide online.”
- “Social media companies care about users’ safety.”
- “Once something is deleted, it’s gone forever.”
- “Adults understand the internet better than young people.”



REAL STORIES, NOT STATISTICS

TRUE STORIES HIT HARDER THAN NUMBERS

A cyberbullying incident / an online scam

Is it Cyberbullying? by [StopBullying Gov](#)

<https://www.youtube.com/watch?v=vtfMzmkYp9E>

Online Scams by NgeeAnnPoly Library

<https://www.youtube.com/watch?v=ICz89A0x0tc>

- *"Who was responsible?"*
- *"What could have been done differently?"*
- *"Could this happens happen to any of us?"*



JUST REFLECTION - NOT RULES

**STUDENTS REMEMBER WHAT
THEY DECIDE, NOT WHAT
THEY'RE TOLD.**

- One online habit I want to change.....
- One thing I'll think twice about before posting.....
- One way I can help make the internet safer.....





THANK YOU!

- CREATE A "SAFER INTERNET PLEDGE" WALL, SHOWCASING YOUR COMMITMENT TO BEING RESPONSIBLE, ALERT, AND KIND IN THE ONLINE SPACE

KAHOOT QUIZ: LEVEL UP YOUR INTERNET SKILLS

LESSON PROJECT

Teacher: Teodora Felicia Popa

Level: secondary

6th grade (2h/week)

Number of Students: 28

Topic: *Be Smart Online/ Be Cybersmart*

Main focus skills: Receptive (reading);Productive (writing and speaking)

Specific Competences:

- 2.1. Delivering a short presentation on a familiar topic;
- 2.2. Participating in brief verbal interactions with support from interlocutors;
- 2.3. Expressing an opinion about a familiar topic / a known situation;
- 2.4. Showing interest in taking part in verbal exchanges;

Learning objectives:

- to give the pupils practice in listening and speaking comprehension skills;
- to recognize and recycle vocabulary related to online situations;
- to revise phrases connected with cybersafety and online behaviour;
- to build on students' critical thinking skills ;
- to understand that being cybersmart means thinking, protecting, and being kind;

Lesson stages:

- 1. Warm up: true/ false questions**
- 2. Reading and writing task: Real or Risky?**
- 3. Reflection/choosing a side/explaining**
- 4. Video task+ follow-up discussion**
- 5. Final reflection+ assessment quiz**

Aids/ Materials: pictures , word cards, colouring pencils, audio file, student's book , task sheet;

Activity 1 Warm up / Questions

Aim: to get the students into the topic and establish a safe climate;

T. "I'm going to read some statements. Show  for True and  for False."

1. It's safe to share your password with your best friend
2. Once you delete something online, it's completely gone
3. It's okay to tell a trusted adult if something online makes you uncomfortable
4. Everyone online is who they say they are

After each, T. asks: "Why?" "What could go wrong?"

Activity 2 Reading and writing task real or risky?

AIM: to get students to *Pause – Think – Choose*; to become aware that strong passwords are the key of protection;

1. T. follows the canva display on <https://canva.link/8vfajhf1vvu2a02>

2. T. distributes some cards: REAL | RISKY and reads the scenarios:

1. Someone you don't know asks what school you go to.
2. A friend sends homework in a class group.
3. A message says: "You won a prize! Click this link"
4. A classmate shares an embarrassing photo.
5. A game asks for your email and password.

Students have to raise the cards REAL or RISKY. After each, T. asks: "What could go wrong?" "What is the cybersmart choice?"

3. Challenge – *Password Boss*

T. shows passwords:

- 123456
- myname2013
- football12
- T7@kL9#p

T. asks: "Which one is strongest? Why?" Teacher teaches the formula of a strong password: Mix upper + lower case, use numbers, add symbols, avoid personal information.

4. Quick follow up activity: Students create a **strong password formula** (not their real password)

Activity 3 Reflection/choosing a side/explaining

AIM: to think before you post, to boost critical thinking;

1st task: Reflection – *The 5-Second Rule*

T. say: "Before posting anything, you have 5 seconds to think and ask yourself".

- Who will see this?
- Could it hurt someone?
- Would I say this face-to-face?
- Would I be okay if my family saw it?

2nd Task – *Agree / Disagree* T. sets up sides: **AGREE ↔ DISAGREE**

Then T. reads the statements:

- “I have nothing to hide online.”
- “Social media companies care about users’ safety.”
- “Once something is deleted, it’s gone forever.”
- “Adults understand the internet better than young people.”

Students have to choose a side and explain their opinion/choice.

Activity 4. Video task+ discussion

Aim: to demonstrate their reading comprehension to a text;

Cyberbullying Example-Is it Cyberbullying? by StopBullying Gov

<https://www.youtube.com/watch?v=vtfMzmkYp9>

Online Scam Example- Online Scams by NgeeAnnPoly Library

After watching, T. ask: “Who was responsible?” “What could have been done differently?”
“Could this happen to any of us?” <https://www.youtube.com/watch?v=ICz89A0x0tc>

Students remember what they decide, not what they are told to do. Real stories are more powerful than given rules.

Activity 5 Final reflection+ assessment quiz

AIM: to demonstrate their comprehension of the topic by doing the follow up activities; to come up with a conclusion;

1. Final Reflection: Students have to complete the lines:

- One online habit I want to change: _____
- One thing I will think twice about before posting: _____
- One way I can make the internet safer: _____

2. Lesson Conclusion: Being cybersmart means: **Think** before you act / **Protect** yourself / **Be kind** online. Students remember better what they decide themselves.

3. Assessment Quiz: *Level Up Your Internet Skills* WAYGROUND, formerly Quizzes

<https://wayground.com/admin/quiz/69dcfd61341051ccaf123227>

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