



HackShield Lesson Manual

Class Quest 3 - Cyberbullying and Hacking

Lesson duration

45 minutes

Which lesson do you want to do?

This class quest discusses the topics of 'Hacking' and 'Cyberbullying'. You can choose what to focus on. We've worked out both topics for you in this lesson. You can therefore play this quest twice with your class! The first part deals with Hacking and the second part is about Cyberbullying.

Target audience

Suitable for students between the ages of 8 and 12.

Learning goals

Cyberbullying

Students learn...

- online bullying, just like offline bullying, can have major consequences.
- that nasty messages can be spread very quickly to many different people using the internet.
- what they can do themselves when they are being bullied online.
- that the role of spectators is very important when it comes to online bullying, and that you also have a responsibility in this.

Hacking

Students learn...

- how to explain what cybercrime is.
- that as a hacker you can decide to join the good or the bad people.
- the parallel or link between online and offline crime (breaking into a house is illegal, breaking into a digital environment is also illegal).
- what consequences cybercrime can have for themselves and for victims.
- how they can train their digital skills safely and in a good manner.

Necessities

- Interactive board
- Teacher account for HackShield ([create it here](#)).

Concepts*:

- **Trolls:** Fake accounts used to harass one person with many accounts at the same time.
- **Bystanders:** People who witness a situation where someone is being bullied and not participate in it, but also not defend anyone.
- **White hat hacker:** As an ethical hacker you use your talent for good things. You're not trying to hack into systems to get money or data steal but you try to hack them to show how they can make the systems more secure.
- **Black hat hacker:** A criminal hacker who uses his skills to get information or steal money.
- **Firewall:** An online defense system that tries to keep your network and computer safe and virus & spyware free.
- **Malware:** A combination of 'malicious' and 'software', thus malicious software. It is a piece of code that is written for the purpose of stealing, damaging or disrupting data, networks or hosts.
- **Virus scanner:** A program that checks the computer for the presence of viruses.
- **Server:** Computer that provides services to other computers, such as sending messages, online searches, or store data.

General

In this class quest the students will find out what hacking is, what the consequences of cyberbullying can be and what choices you can make. Sanne goes on a warpath, because she is being bullied, and uses hacking for that. Together with the class, she finds out that this isn't the best way to combat bullying, but that she could use her hacker skills in a good way.

Nice to know

Take a look at the website [HackShield](#) so you can see what the game environment and the class quest look like, so you know what your students can expect. This takes about thirty minutes.. Don't forget you need a teacher account for this, which you can create [here](#) .

Elaboration Part 1 - Hacking

Introduction - 10 min

Explain to the students that you are going to talk about hacking. What is hacking? Why would you do it? And is that actually possible?

Introduction questions

- Has it ever happened to you or do you know someone who was hacked?
- What did you do to fix this?
- What do you do to prevent hacking of your account?
- Have you ever logged into an account that didn't belong to you?
- Have you ever hacked yourself? Why did you do that?

Core - 30 min

Start the quest on the interactive board. Inform the class you are now going to start the game and discuss rules that suit your class when you play a game on the interactive board as a class.

Tips

- You can decide to have the students read the text of a specific character (for example, child x reads André's text and child y reads Sanne's text).
- During the quest choices will have to be made. You can choose to use an active work form. Use standing/sitting, colored pencils/notes or different groups to visually clarify choices.

Answers to class activities in the class quest

The questions that you can discuss with the class are in the quest in the purple Queries (a kind of robot) that floats around. We recommend discussing these questions with your class to promote awareness of the online choices they can make. Of course you can choose to skip this or discuss it at another time.

The class activities with an emphasis on **Hacking** are in orange:

- **What do you think could be a reason for someone experiencing cyberbullying?**
Suggestions:
 - *Afraid of being bullied yourself and therefore joining the other 'camp'!*
 - *Being angry or sad and wanting to vent to feel better.*
- **Sanne hacks here because she is being bullied. But what could be other reasons to start hacking?**
Suggestions:
 - *To check whether a website is safe.*
 - *To steal money*
 - *Curiosity*
 - *Recognition or appreciation*
 - *Just very cool*
 - *"He must have hacked someone at one point or another"*
 - *"He had a bad password"*
 - *"It's not our fault he doesn't secure his computer/account"*
 - *"There are no victims anyway"*
 - *"There is no (financial) damage after all"*
 - *"It's not like we're breaking anything"*
 - *"He learns from this again"*

- *"It's just a joke"*
- *"I'm not doing anything wrong"*
- *"The whole class participates" (peer pressure)*
- **What could be the consequences of hacking? What can you expect?**
 - *Community service*
 - *Pay compensation*
 - *A fine! Can add up quite a bit..*
 - *Getting expelled from school*
 - *Appearing in court*
 - *Reported to the police: getting a criminal record*
 - *Not getting pocket money*
 - *Losing friends*
 - *House arrest*
 - *Made someone sad*
 - *A bad conscience*
 - *Account banned on xbox/PS/steam etc.*
 - *Apologize to victim*

Closing - 5 min

Ask the students what they have learned. Can they now tell what was wrong with Sanne?

Final questions

- **What can you do to make sure you can't be hacked easily?**
Answers:
 - *Make sure you have a good password, or better yet, a passphrase!*
 - *Provide different passwords for different accounts*
 - *Ensuring two-step verification*
 - *Never share your password with anyone!*
 - *Using a virus scanner*
 - *Using a firewall*
- **What are you allowed to do if you are good at hacking? What can you do with those skills?**
Answers:
 - *Become an ethical hacker / White hat hacker to ensure that companies or individuals know where they are not properly protected and can do something about it.*
 - *Create an account at HackShield.*

Elaboration Part 2 - Cyberbullying

Introduction - 10 min

Explain to the students that you are going to talk about cyberbullying. How does cyberbullying differ from other forms of bullying, what consequences can it have and what can you do about it?

Introduction questions

- How do you think cyberbullying differs from other forms of bullying?
- On what types of social media have you encountered cyberbullying?
- Should you give back if you are being bullied online?
- Was it easier in the past or now for parents and teachers to know when someone is being bullied?
- What could you do to prevent cyberbullying?

Optional

Have students take a piece of paper and calculate how quickly a nasty 'meme' about someone can spread if everyone in a class forwards it again, and those people forward it again... and those people forward it again... How fast do you think that will happen? ? Make the bridge to going 'viral' of a message, photo or video.

Core - 30 min

Indicate that you are now going to start the game as a class and discuss in advance the rules and divisions between students or groups that suit your class. Start the quest on the interactive whiteboard!

Tips

- You can decide to have the students read the text of a specific character (for example, child x reads André's text and child y reads Sanne's text).
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 - *Apologize to victim*

Closing - 5 min

Ask the students what they have learned. Can they tell what was going on with Sanne?

Final questions

- **What can you do if you are being bullied online?**

Answer: no matter how much you want it, it's not the best option to get back at someone, in the end the fight gets bigger and you don't feel better either. These are things you can do:

 - *Telling your friends or/and your parents; someone you trust. Then they can support and help you.*
 - *Telling the teacher/confidant at school can help you further.*
 - *Talking to someone about how you feel is a relief.*
- **What can you do if you see someone else being bullied online?**

Answer: The same if it happened to you. See the points above.

Shield & Points

When you complete the quest with the students, you will receive a code at the end. When students have created their own profile on joinhackshield.com (look at the appendix to know how you could guide them in this), they can fill in this code, which earns a shield and extra points.

Tips

- Write the code on the board or have students write the code themselves to take home. In this way, you encourage students to delve further into cyber security at home. What else do you want!?
- Do you want your students to play HackShield more in the classroom? That is of course also possible. The appendix explains step by step how you can guide the children to create an account.

Appendix

How to create a HackShield account with the students

The students can continue their cyber path in HackShield at home or at school, but they need their own account for that. By encouraging them to come up with a suitable username and password, you help them make safe choices online. Below are some tips:

(Do you only want to know how to create an account on joinhackshield.com? Then only read the bold text at point 4)

1. Take the password crack test as a class. Have students count the number of characters in their most commonly used password. So also ask whether it contains capital letters or numbers, for example. Enter a password on the website and you will see how many years or sometimes even seconds it takes to crack a password.
2. State that a passphrase is a good and safe option. Such a sentence does not have to be difficult. As in a written sentence, have them also use the spaces between the words as characters. Bet that a hacker can crack that difficulty? Hackers, as well as automated password crackers, have a hard time trying to figure out many consecutive characters. Just count the characters of a passphrase and fill it in on a password cracking test. Do you see the difference?
3. Hackers always check what they can already find about you online. So never use your name or date of birth in your username or passphrase!
4. **Show the students that they can click LOGIN/REGISTER at the top right of joinhackshield.nl. Then they have to click on the big blue REGISTER button and they can fill in all their details there. Have they created an account? Then they can click on the big orange PLAY button at the top right of the website.**
5. Before everyone gets started, you go through the first steps together. The game speaks for itself. Mention that this game is not about speed, but about answering most questions RIGHT. It contains tips and new insights that can come in handy to prevent hacking.
6. There are a lot of difficult words in it. Students can of course always Google them! It is useful if they write it down immediately, so that you can discuss a number of those concepts with each other at the end of the lesson (power of repetition).