ONLINE SAFETY CONTENT INFUSED INTO CIVIC EDUCATION

SS 1-3

TABLE OF CONTENTS

TOPIC: I

CREATIVE CREDIT AND COPYRIGHT

SS1

Performance Objectives

Students should be able to:

1 explain the meaning of digital citizenship;

2 identify the basic requirements for becoming a digital citizen;

3 create secure personal e-mail accounts;

4 create a strong password for securing personal email accounts;

5 access information from secure websites and social media platforms.

Content

1. Meaning of digital citizenship
2. Basic Requirements:
    - Access to the Internet,
    - Internet compliant devices and connectivity, etc
3. Creating secure personal email accounts.
4. Creating strong passwords
5. Accessing information from secure websites and social media platforms.

Activities

Teacher

1. Takes students to computer laboratory and ensure that the computers are connected to the Internet.
2. Guides students to explain the meaning of digital citizenship
3. Guides Students to:

    - access information from secure websites and social media platforms,Internet compliant devices and connectivity, etc
    - identify and download the basic requirements for becoming a digital citizen,
    - discuss the requirements for digital citizenship.

4. Guides students to create strong passwords for securing personal email accounts.
4. Demonstrates how to create secure personal email accounts.

Students

1. Search secure websites, social media platforms, and download requirement for becoming a digital citizen.
2. Guides students to explain the meaning of digital citizenship
3. Discuss and interpret the requirements for digital citizenship.
4. Create strong passwords for securing their personal email accounts.
5. Create secure personal email accounts.
6. Ask and answer questions

Teaching and Learning Resources

- Internet Connectivity
- Computer Systems
- Internet enabled mobile devices
- e-resources (e.g. eBooks, videos, audios, pictures, etc.

Evaluation Guide

Students to:

1. explain the meaning of digital citizenship;
2. list the basic requirements for digital citizenship;
3. create strong passwords for securing personal email accounts;
4. open secure e-mail accounts;
5. browse and download information online.

THEME 1: CITIZENS' RIGHTS, DUTIES AND RESPONSIBILITIES

TOPIC: **I**

DIGITAL CITIZENSHIP RULES

SS 1

Performance Objectives

Students should be able to:

1. search the Internet for the Golden Rules;

2. deduce the characteristic behaviours of a digital citizen from the rules;

3. formulate a digital citizenship pledge.

4. create a strong password for securing personal email accounts;

5. access information from secure websites and social media platforms.

Content

1. The Golden Rules:

   - Self-image and identity
   - Digital footprints and reputation
   - Appreciate and value privacy and security of online users
   - Effectively utilize online services e.g. e-mails, Online studies, Blogs, Internet Banking, Social media.

2. The Digital Citizenship Pledge.

Activities

Teacher

1. Takes students to computer laboratory and ensure that the computers are connected to the Internet.
2. Guides Students to:

   - search and download Golden Rules for digital citizenships;
   - interpret the Golden Rules and identify the characteristic behaviours of good digital citizenship.

3. Uses several scenarios and samples of Digital Citizenship Pledge to help the class formulate a Digital Citizenship Pledge.

Students

1. Search and download the Golden Rules for digital citizenship.
2. Interpret the Golden Rules to deduce the characteristic behaviours of a digital citizen from the rules.
3. Ask and answer questions
4. Formulate a Digital Citizenship Pledge for the class.

Teaching and Learning Resources

- The Computer Laboratory
- Internet connectivity
- Computer Systems
- Internet enabled devices
- e-resources: e.g. eBooks, videos, audios, pictures
- Samples of Citizenship Pledge

Evaluation Guide

Students to:

1. state the characteristics of a digital citizen;
2. formulate a Digital Citizenship Pledge;
3. recite their Digital Citizenship Pledge.

THEME 5: RELATIONSHIPS

ONLINE (CYBER) RELATIONSHIPS AND COMMUNICATION

SS 1

Performance Objectives

Students should be able to:

1   explain online relationship;

2   describe the types of online (cyber) relationships;

3   outline the benefits and risks of online relationships;

4   discuss the dos and don'ts in online relationships;

5   practice safe tagging of online contents with online contacts.

Content

1. Meaning of online (cyber) relationship.
2. Types of online relationships:
   - Online friendship
   - Online dating
   - Chatroom
   - Social networking,
   - Online gaming
   - Professional online relationship
3. Benefits and risks of online relationships.
4. Dos and Don'ts in online relationships:
   - Self-reflect before self-reveal (**Stop, THINK, Connect**)

Activities

Teacher

1. Guides students to:

   ▪ explain online (cyber) relationship,
   ▪ describe the types of online (cyber) relationships.
2. Leads the class to review the Golden Rules and identify the dos and don'ts for staying safe online.
3. Guides students to state the benefits and risks of online (cyber) relationships.
4. Guides the class to examine and discuss the importance of the Stop, THINK, Connect rule for online relationships and communication.
5. Puts the class in small groups to plan a Stop-THINK-Connect campaign.
6. Demonstrates and guides the class to tag online contents with contacts.

Students

1. Explain online relationship.
2. Describe the types of online (cyber) relationships.
3. Identify the Dos and Don'ts in online relationships.
4. Discuss the benefits and risks of online (cyber) relationships
5. Design posters for Stop-THINK-Connect campaign.
6. Plan and carry out a **Stop-THINK-Connect** campaign to sensitize the school community on the benefits and risks of online relationships and ways of staying safe in such relationships.
7. Watch teachers' demonstrations and tag contents and contacts safely.
8. Ask and answer questions.

Teaching and Learning Resources

▪ Computer Laboratory.
▪ Internet connectivity.
▪ Computer Systems.
▪ Internet enabled devices.
▪ e-resources: e.g. eBooks, videos, audios, pictures, etc.

Evaluation Guide

Students to:

1. explain online (cyber) relationship;
2. describe the types of online (cyber) relationships;
3. enumerate the benefits and risks of online (cyber) relationships;
4. list the Dos and Don'ts in online (cyber) relationships;
5. safely tag online contents and contacts

THEME 1: RELATIONSHIPS

SOCIAL MEDIA NETWORKING

SS 1

Performance Objectives

Students should be able to:

1. describe social media;

2. identify social media platforms;

3. discuss the characteristics of social media;

4. create personal social media accounts with strong passwords;

5. create a class chat group;

6. relate and communicate responsibly on social media.

Content

1. Basic Concepts:

   - Meaning of social media
   - Social media platforms
   - Characteristics of social media.

2. Creating social media accounts with strong passwords.
3. Responsible use of Social Media.

Activities

Teacher

1. Explains the meaning of social media.
2. Guides Students to:

   - search for social media platforms;
   - identify the characteristics of social media;
   - create social media accounts with strong passwords;
   - discuss recent political events in the country and highlight the supportive and disruptive roles played by social media, and the impact on society.
   - create a class chat group.

3. Creates scenarios and opportunities for the class to relate and communicate responsibly on social media platforms.

Students

1. Define and list different types of social media.
2. Visit different social media platforms and note the different characteristics of each social media platform.Ask and answer questions
3. Create social media accounts and chat group with strong passwords.
4. Relate and communicate responsibly on social media.
5. Participate in class discussions.

Teaching and Learning Resources

- Computer Laboratory.
- Internet connectivity.
- Computer Systems.
- Internet enabled devices.
- e-resources: e.g. eBooks, videos, audios, pictures, etc.

Evaluation Guide

Students to:

1. explain the meaning of social media;
2. list social media platforms;
3. outline the characteristics of social media platforms;
4. create social media accounts with strong passwords;
5. use and relate responsibly on social media platforms.

TOPIC: I

THEME 3: LAW AND ORDER

SOCIAL VICES: CYBER CRIME

SS 2

Performance Objectives

Students should be able to:

1   define cybercrime;

2   identify various forms of online crimes;

3   describe the characteristics of the different forms of cybercrime;

4   discuss counter measures for each cybercrime;

5   apply appropriate measures to prevent the occurrence of cybercrimes.

Content

1. Meaning of cybercrime.
2. Forms of cybercrimes:
   - Identity theft
   - Auction Fraud
   - Credit/Debit card Fraud
   - Investment Fraud
   - Internet extortion.
3. Characteristics of the forms of cybercrime.
4. Cybercrime counter measures.

Activities

Teacher

Guides students to:

1. describe cybercrime;
2. identify various forms of cybercrimes;
3. discuss the characteristics of the different forms of cybercrime;
4. discuss various cybercrime counters measures.

Students

1. Define cybercrime.
2. List the forms of cybercrimes.
3. Participate in class discussion on:
   - forms of cybercrimes,
   - the characteristics of the forms of cybercrimes, and
   - the cybercrime counter measures.

Teaching and Learning Resources

- Internet enabled Computers and other gadgets.
- Social media accounts.
- e-resources: e.g. eBooks, videos, audios, pictures.

Evaluation Guide

Students to:

1. list types of Cybercrimes;
2. describe the characteristics of each cybercrime;
3. explain the counter measures for the different cybercrimes;
4. use the cybercrime counter measures to stay safe online.

THEME 3: LAW AND ORDER

CREATIVE CREDIT AND COPYRIGHT

SS 2

Performance Objectives

Students should be able to:

1 explain the meaning of creative credit, copyright, and fair use;

2 discuss the importance of creative credit and copyrights;

3 justify the fair use of creative credits and copyrights;

4 outline the guidelines for fair use of copyrights;

5 identify forms of creative credits and copyrights abuses.

Content

1. Meaning, and Importance of Creative Credit, Copyright, and Fair use.
2. Guidelines for Fair Use of Creative Credits and Copyrights;
3. Forms of creative credit and copyrights abuses:
    - Plagiarism
    - Piracy, etc.
    - Internet extortion.

Activities

Teacher

1. Asks students to find the dictionary meaning of Creative credit, Copyright, and Fair use.
2. Guides students to:

   - search and identify online contents which are for fair use and copyrights,
   - outline the guidelines for fair use of the copyrights and creative credits,
   - discuss various forms of creative credits and copyright abuses.
3. Illustrates the various ways to credit contents of copyrighted materials.Guides students to state the benefits and risks of online (cyber) relationships.

Students

1. Find the dictionary definition of Creative credit, Copyright, and Fair use.
2. Listen to teacher's explanations and take notes.
3. Search and identify online contents with copyrights and those for fair use.
4. Outline and discuss the:
   - importance of Creative Credit, Copyright, and Fair use,
   - guidelines for fair use, copyright, and Creative Credits,
   - various forms of creative credits and copyright abuses.

Teaching and Learning Resources

- Internet Connectivity.
- Computer Systems and other gadgets.
- e-resources: e.g. eBooks, videos, audios, pictures, blogs, etc.

Evaluation Guide

Students to:

1. describe the concept: creative credits, copyright, and fair use;
2. explain the importance of creative credit and copyrights;
3. give reasons for the fair use of creative credits and copyrights;
4. state the guidelines for fair use of creative credits and copyrights;
5. describe the various forms of creative credits and copy rights abuses.

TOPIC:

ONLINE RELATIONSHIPS AND COMMUNICATION SKILLS - SET

SS 2

Performance Objectives

Students should be able to:

(1) recite the golden rules for relating and communicating online;

(2) deduce the skills-set (i.e. the 4Rs) for safe online relationships and communication;

(3) state the implications of the 4Rs for online content development;

(4) create contents that reflect the 4Rs of online safety.

Content

1. The Golden Rules.
2. The 4Rs of Online Safety:
   - Reasoning,
   - Resilience,
   - Responsibility,
   - Respect.
3. Implications of the 4Rs for online content development.

Activities

Teacher

1. Displays the Golden Rules for relating and communicating online.
2. Guides students to:

   - review the Golden Rules,
   - deduce the Skills-set for safe online relationships and communication (i.e. the **4Rs**)
   - explain the implications of the **4Rs** for online content development,
   - create contents that reflects the 4Rs of online safety.

3. Illustrates the various ways to credit contents of copyrighted materials.Guides students to state the benefits and risks of online (cyber) relationships.

Students

1. Recite the golden rules for relating and communicating online.
2. Participate in class discussion and deduce the **4Rs** of online safety from the Golden Rules.
3. Describe the implications of the 4Rs for online content development.
4. Create contents that reflect the **4Rs.**

Teaching and Learning Resources

- Internet Connectivity.
- Computer Systems and other gadgets.
- Websites address.
- Keywords.
- Social media platforms.
- e-resource

Evaluation Guide

Students to:

1. recite the Golden Rules;
2. deduce the **4Rs** of online safety from the Golden Rules;
3. state the implications of the 4Rs for online content development;
4. create contents that reflect the **4Rs.**

THEME 5: RELATIONSHIPS

SOCIAL MEDIA NETWORKING

SS 2

Performance Objectives

Students should be able to:

1 explore social media networks safely for opportunities e.g. competitions, scholarships, training and fellowships, etc.;

2 outline the benefits and opportunities of social media networks;

3 differentiate between genuine and fake opportunities on social media networks.

Content

1. Opportunities and Benefits of Social Media Networking:

   - Career/ Jobs,
   - Education and training,
   - Investment opportunities,
   - Health,
   - Legal,
   - e-commerce,
   - Skill Acquisition,
   - Entrepreneurship, etc.

2. Differences between fake and genuine opportunities on social media networks.

Activities

Teacher

Guides students to:

1. explore various social media networks for opportunities;
2. discuss the opportunities and benefits of social media networks;
3. differentiate between genuine and fake opportunities on social media networks.

Students

1. Explore various social media networks for opportunities.
2. Participate in class discussion on the opportunities and benefits offered by social media networks.
3. Differentiate between genuine and fake opportunities on social media networks.

Teaching and Learning Resources

- Computers and other gadgets.
- Internet Connectivity.
- Websites address.
- Keywords.
- Social media accounts.
- e-resources: e.g. eBooks, videos, audios, pictures.

Evaluation Guide

Students to:

1. outline the various benefits and opportunities found on social media networks
2. state the differences between genuine and fake opportunities on social media networks.

TOPIC:

THEME 3: LAW AND ORDER

CYBER SECURITY POLICIES

SS 3

Performance Objectives

Students should be able to:

(1) download cyber security policies from the internet;

(2) describe the policy provisions for ensuring the safety and security of users, contents, and APPs;

(3) deduce the risks addressed by the policy provisions.

Content

1. Meaning of Policy and Laws.
2. Cyber Security Policies.

Activities

Teacher

1. Guides students to:

   - search and download cyber security policies from the Internet.
   - analyze policy provisions for safety and security of online users, contents, and APPs,
   - identify the risks addressed by the policy provisions.
2. Moderates students' discussion on cyber security policies.
3. Summarizes the risks addressed in the cyber security policies on the board.

Students

1. Search and download cyber security policies from the internet.
2. Analyze the policy provisions for safety and security of online users, contents, and APPs.
3. Identify the risks addressed by the policy provisions.
4. Participates in class discussions on cyber security policies.
5. Listen to explanations, ask and answer questions and take down notes.

Teaching and Learning Resources

- Computer Systems and other gadgets.
- Internet Connectivity.
- Cyber security policy documents.
- Nigerian Cyber Security Policy.

Evaluation Guide

Students to:

1. search and download cyber security policies from different sources;
2. state cyber security policy provisions for:
    -   users,
    -   contents, and
    -   mobile APPs.
3. write down the risks addressed by the policy provisions.

THEME 3: LAW AND ORDER

NIGERIAN CYBER SECURITY LAW

SS 3

Performance Objectives

Students should be able to:

1   search and download the Nigerian cyber security laws from the internet;

2   state the provisions of the laws;

3   highlight the punishments for breaking the laws.

Content

Cyber Security Laws: The Nigerian Cyber Security Law.

Activities

Teacher

Guides students to:

1. search and download the Nigerian cyber security laws on the Internet,
2. analyze the provision of the laws in respect of
   - cyber threats, cyber risks, and cybercrimes;
   - safety and security of online users, contents, and APPs;
3. highlight the punishment for breaking the laws.

Students

1. .Search and download the Nigerian cyber security laws on the Internet.
2. Participate to discuss and analyze the provisions of the law on the online users, contents, and APPs.
3. Identify and highlight the punishment for breaking the laws.
4. Ask and answer questions.
5. Take notes.

Teaching and Learning Resources

- Computer Systems and other gadgets.
- Internet Connectivity.
- Nigerian Cyber Security Laws.

Evaluation Guide

Students to:

1. list major provisions of the Nigerian cyber security law on online users, contents, and mobile APPs.
2. write down the major punishments for breaking the laws.

CREATIVE CREDIT AND COPYRIGHT LAWS

TOPIC:

SS 3

Performance Objectives

Students should be able to:

1 explain the provisions of creative credit and copyright laws;

2 outline the punishments for the following copyright abuses:
- plagiarism
- piracy

Content

Creative Credit and Copyright Laws.

Activities

Teacher

1. Guides students to search and download various creative credit and copyright laws.
2. Leads students to outline the punishments for the following copyright abuses:
   - plagiarism,
   - piracy
3. Summarizes the punishments for violating creative credits and copyright laws on the board.

Students

1. Search and download various creative credit and copyright laws.
2. Outline the punishments for the following copyright abuses:
   - plagiarism,
   - piracy
3. Listen to teacher' explanations and take notes.
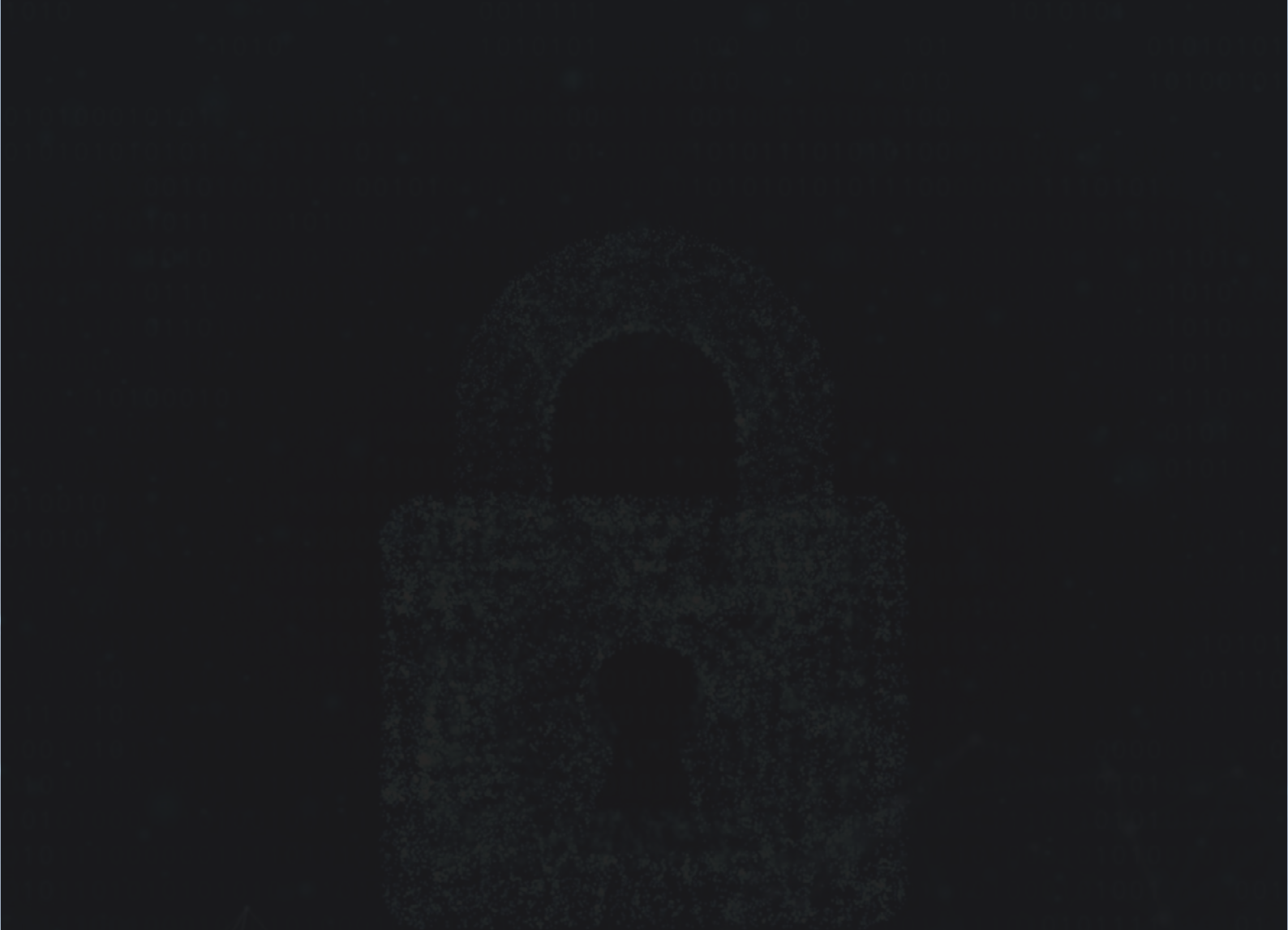
Teaching and Learning Resources

- Computer Systems and other internet enabled gadgets.
- Internet Connectivity.
- Creative Credit and Copyright Laws.

Evaluation Guide

Students to:

1. search and download creative credit and copyright laws from the Internet;
2. discuss the provision of creative credit and copyright laws;
3. itemize punishments for the following Copyright abuses:
   - plagiarism
   - piracy.