

**ONLINE SAFETY
CONTENT
INFUSED INTO
COMPUTER STUDIES**

SS 1-3



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Performance Objectives

Students should be able to:

- ① identify possible cyber threats;
- ② discuss safety tips and guidelines for each cyber threats;
- ③ apply appropriate measures to prevent the occurrence of cyber threats.

Content

1. Examples

- Malwares (Virus, Worms, Trojan horses, etc.)
- Ransomware
- Bullying
- Phishing
- Cyber Predators
- Online Fraud and Scams
- Hate speech
- Extortion
- Hacking
- Stalking
- Trolling

2. Safety tips and guidelines:

- Avoiding inappropriate contacts and contents
- Making positive online networking
- Extortion
- Protecting personal information
- Fact checking
- Knowing when to turn GPS location button on and off.

Activities

Teacher

1. Guides student to:
 - Identify online threats
 - discuss incidences of online threats
 - discuss appropriate counter measure for online threats
 - formulate online safety tips and guidelines.
2. Demonstrates how to turn off/on GPS location on gadgets.

Students

1. Identify online threats.
2. Describe incidences of online threats.
 - Participate in discussing:
 - incidences of online threats
3. appropriate counter measures for online threat.
4. Formulate safety tips and guidelines for staying safe.
5. Turn On/Off GPS location button on digital devices and gadgets on and off.

Teaching and Learning Resources

- Internet Connectivity
- Computer Systems
- Internet enabled devices
- Online Safety text books
- e-resources: e.g. eBooks, videos, audios, pictures, etc.

Evaluation Guide

Students to:

1. mention five online threats;
2. list three online threats incidence and counter measures;
3. list three online safety tips and guidelines;
4. demonstrate how to turn on/off GPS location button on digital devices;
5. prevent the occurrence of online threats by applying appropriate safety measures.



Performance Objectives

Students should be able to:

- ① block unwanted contacts and contents;
- ② create user accounts and strong passwords;
- ③ install appropriate software for filtering online contents and websites
- ④ setup and use two-way authentication.

Content

1. Privacy setting:

- Blocking
- User Accounts
- Strong passwords
- Filtering of inappropriate contents and websites, etc.
- Two-way authentication.

Activities

Teacher

1. Guides student to:
 - identify and block unwanted contacts and contents online;
 - create user accounts and strong passwords;
 - install appropriate software for filtering online contents and websites.
2. Display an example of two-way authentication to protect information.

Students

1. Identify online threats.
2. Describe incidences of online threats.
 - Participate in discussing:
 - incidences of online threats
3. appropriate counter measures for online threat.
4. Formulate safety tips and guidelines for staying safe.
5. Turn On/Off GPS location button on digital devices and gadgets on and off.

Teaching and Learning Resources

- Internet Connectivity
- Computer Systems with up-to-date operating system
- Internet enabled mobile devices
- Social media accounts
- Software for filtering online contents and websites
- Two-ways authentication devices.

Evaluation Guide

Students to:

1. mention examples of unwanted contacts and contents;
2. block unwanted contacts and contents;
3. create user accounts and strong password;
4. install software for filtering online contents and websites;
5. give example of two-way authentication;
6. setup two-way authentication;
7. use two-way authentication to protect information online.



ONLINE RELATIONSHIPS AND COMMUNICATION

Performance Objectives

Students should be able to:

- ① explain online relationship;
- ② describe the types of online relationships;
- ③ outline the benefits and risks of online relationships;
- ④ discuss the dos and don'ts for staying safe in online relationship;
- ⑤ practise safe tagging of online contents and contacts

Content

1. Meaning of online relationship.
2. Types of online relationships:
 - Online friendship,
 - Online dating,
 - Chatroom
 - Social networking,
 - Online gaming
 - Professional online relationship;
 - Two-way authentication.
3. Benefits and risks of online relationships.
4. Dos and Don'ts in online relationships:
 - Self-reflect before self-reveal (Stop, THINK, Connect)
 - Tagging (to tag and not to tag)

Activities

Teacher

1. Guides student to:
 - explain cyberspace relationship,
 - describe the types of cyberspace relationships
2. Leads the class to review the Golden Rules and identify the dos and don'ts for staying safe online.
3. Guide class to examine and discuss the importance of the Stop, THINK, Connect rule for online relationships and communication.
4. Put the class in small groups to plan a Stop-THINK-Connect campaign.
5. Guides students to state the benefits and risks of cyberspace relationships.
6. Demonstrates and guide the class to tag contents and contacts safely.

Students

1. Explain online relationship.
2. Describe the types of online relationship.
3. Identify the Dos and Don'ts for staying safe in online relationships.
4. Design posts for **Stop-THINK-Connect** campaign.
5. 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.
6. Discuss the benefits and risks of cyberspace relationships.
7. Watch teachers' demonstration and tag contents and contacts safely.
8. Ask and answer questions.

Teaching and Learning Resources

- The 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 relationship;
2. describe the types of online relationships;
3. enumerate the benefits and risks of cyber space relationships;
4. list the Dos and Don'ts for staying safe in online relationships;
5. safely tag online contents and contacts.



Performance Objectives

Students should be able to:

- ① identify the basic requirements for becoming a digital citizen;
- ② access online contents, websites and platforms;
- ③ create secure personal e-mail accounts.

Content

1. Basic Requirements:

- Access to the Internet, Internet compliant devices and connectivity, etc.

Activities

Teacher

1. Takes students to computer laboratory and ensure that the computers are connected to the Internet
2. Guides Students to:
 - access secure websites
 - identify and download the basic requirements for becoming a digital citizen
 - discuss the requirements for digital citizenship
3. Demonstrates how to create personal e-mail account.

Students

1. Discuss and interpret the requirements for digital citizenship
2. Search secure websites and download requirement for becoming a digital citizen.
3. Create personal E-mail AccountDesign posts for Stop-THINK-Connect campaign.
4. Ask and answer questions

Teaching and Learning Resources

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

Evaluation Guide

Students to:

1. list the basic requirements for digital citizenship;
2. open secure e-mail accounts;
3. browse and download information online.



Performance Objectives

Students should be able to:

- ① search the web for the Golden Rules;
- ② deduce the characteristic behaviours of a digital citizen from the rules;
- ③ formulate a digital citizenship pledge.

Content

1. The Golden Rules:

- Self-image and identity
- Digital foot prints and reputation
- Appreciate and value privacy and security of online users
- Effectively utilize online services e.g.
 - e-mails,
 - News group
 - Online studies
 - Blogs,
 - Internet Banking
 - Tweet, Re-tweeting, sharing & forwarding, etc.

2. The Digital Citizenship Pledge

Activities

Teacher

1. Takes students to computer laboratory and ensure the devices are connected to the Internet.
2. Guides Students to:
 - search and download Golden Rules for digital citizenships;
 - examine 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 elicit the characteristic behaviours of a digital citizen portrayed in the rules.
3. Discuss given scenarios of good digital citizenship.
4. Ask and answer questions.
5. Develop 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. search and download the Golden Rules from the web;
2. state the characteristics of a digital citizen;
3. formulate a Digital Citizenship Pledge;
4. recite their Digital Citizenship Pledge.



Performance Objectives

Students should be able to:

- ① describe social media;
- ② identify popular social media platforms;
- ③ discuss the characteristics of social media;
- ④ create personal social media accounts;
- 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.
3. Responsible Use of Social Media.

Activities

Teacher

1. Explains the meaning of social media.
2. Guides the class to:
 - search for social media platforms
 - identify the characteristics of social media
 - create social media accounts
 - 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 platforms.
3. Create social media accounts and chat group.
4. Relate and communicate responsibly on social media
5. Participate in class discussions.

Teaching and Learning Resources

- The Computer Laboratory
- Internet connectivity
- Computer Systems
- Internet enabled devices
- e-resources: e.g. e-Books, 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;
5. use and relate responsibly on social media platforms.



GETTING INFORMATION FROM THE WEB

Performance Objectives

Students should be able to:

- ① use keywords to search for information on the web;
- ② search for information on the web using special characters and phrases;
- ③ state the benefits of advanced search techniques.
- ④ discuss the dos and don'ts for staying safe in online relationship;
- ⑤ practise safe tagging of online contents and contacts

Content

1. Advance search techniques e.g.
 - Using Keywords,
 - Special characters
 - Phrases, etc.
2. Benefits of advanced search techniques

Activities

Teacher

1. Takes students to the computer laboratory and ensure that the computers are connected to the internet
2. Guides the students to:
 - search for information on the web using keywords, special characters and phrases,
 - state the benefits of using keywords, special characters and phrases to search for information on the web.

Students

1. Search for information on the web using keywords, special characters and phrases.
2. Discuss the benefits of using keywords, special characters and phrases to search for information on the web.
3. Ask and answer questions.

Teaching and Learning Resources

- Computers, Laptops, Smart Mobile Gadgets, etc.
- Internet Connectivity
- Text Books
- e-resources: e.g. eBooks, videos, audios, pictures, etc

Evaluation Guide

Students to:

1. use keywords, special characters and phrases to search for information on the web;
2. explain the benefits of using keywords, special characters and phrases to search for information on the web.



Performance Objectives

Students should be able to:

- ① define the term cybercrime;
- ② identify various forms of cybercrimes;
- ③ discuss safety tips and counter measures for each cybercrime;
- ④ apply appropriate measures to prevent the occurrence of cybercrimes.

Content

1. Examples:
 - Identity theft
 - Auction Fraud
 - Credit/Debit card Fraud
 - Investment Fraud
 - Internet extortion.
2. Counter Measures and Safety Tips.

Activities

Teacher

1. Define cybercrime.
2. identify various forms of cybercrimes.
3. discuss the various counters measures and safety tips put in place against cybercrimes.

Students

1. Define cybercrime.
2. Lists various forms of cybercrimes
3. Ask and answer questions on the various forms of cybercrime
4. Participate in class discussion on various forms of cybercrimes, counter measures and safety tips.

Teaching and Learning Resources

- Internet enabled Computers, Laptops and mobile gadgets.
- Websites address
- Social media addresses
- 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 safety tips and counter measures for different cybercrimes;
4. use safety tips and appropriate cybercrime counter measures to stay safe online.



THEME: INTERNET SAFETY

CYBER SAFETY AND SECURITY MEASURES

Performance Objectives

Students should be able to:

- ① change privacy settings for email and social media accounts;
- ② identify online filtering software and applications for email and social media accounts;
- ③ install software for filtering social media contents.

Content

1. Security and Privacy Settings for:
 - emails
 - social media accounts, etc
2. Filtering

Activities

Teacher

1. Guides students to:
 - identify strong and weak passwords,
 - create email and social media accounts
2. Explains and leads students to:
 - navigate through their privacy settings,
 - change the privacy settings from default settings,
 - install online filtering software and applications on various gadgets.

Students

1. Create personal email and other social media accounts with strong passwords.
2. Navigate and change their privacy setting from default settings.
3. Participate in class discussion on various types and functions of online filtering software and applications.
4. Install online filtering software and application on various devices and gadgets.

Teaching and Learning Resources

- Computers and Laptops with updated operating systems
- Smart Mobile gadgets
- Internet Connectivity
- Websites address
- Social media accounts
- Filtering Software
- e-resources: e.g. e-Books, videos, audios, pictures.

Evaluation Guide

Students to:

1. describe ways to change privacy setting from default setting;
2. lists online filtering software and applications;
3. describe the uses and functions of each filtering software and applications;
4. correctly install software for filtering social media contents.



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

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. Genuine and fake opportunities

Activities

Teacher

Guide students to;

1. explore various types of social media network;
2. discuss opportunities and benefits on social media networks; navigate through their privacy settings
3. differentiate between genuine and fake opportunities

Students

1. Search and outline various benefits and opportunities found on social media networks.
2. Participate in class discussion on the:
 - various types and functions of each social media network,
 - opportunities and benefits of social media.
3. Differentiate between genuine and fake opportunities

Teaching and Learning Resources

- Computers, Laptops, Smart Mobile Gadgets, etc.
- Internet Connectivity
- Websites address
- Keywords
- Social media accounts
- e-resources: e.g. eBooks, videos, audios, pictures

Evaluation Guide

Students to:

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



CREATIVE CREDIT AND COPYRIGHT

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, copyright and fair use;
- ③ outline the guidelines for creative credit, copyrights and fair use;
- ④ identify forms of creative credits and copyrights abuses.

Content

1. Meaning, and Importance of Creative Credit, Copyright and Fair use.
2. Guidelines for Creative Credits, Copyrights and Fair Use;
Online friendship,
3. Forms of Creative Credits and Copyrights Abuses:
 - Plagiarism
 - Piracy, etc.

Activities

Teacher

1. Leads the students to define Creative Credit, Copyright and Fair use.
2. Guides the students to:
 - search and identify online contents which are for copyrights and fair use.
 - outline the guidelines for creative credits, copyrights and fair use.
 - discuss various forms of creative credits and copyright abuses.
3. Illustrates the various ways to credit contents of copyrighted materials.

Students

1. Listen to teachers' definition of Creative Credit, Copyright and Fair use and take note.
2. Listen to teachers' 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 Creative Credits, copyright and fair use;
 - various forms of creative credits and copyright abuses.
 - Credit copyright online contents.

Teaching and Learning Resources

- Internet Connectivity
- Computer Systems
- Mobile Devices and Gadgets
- e-resources: e-Books, videos, audios, pictures, blogs, etc.

Evaluation Guide

Students to:

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



THEME: DIGITAL CITIZENSHIP
**CYBERSPACE (ONLINE)
RELATIONSHIPS AND
COMMUNICATION SKILLS - SET**

Performance Objectives

Students should be able to:

- ① recite the golden rules for relating and communicating in the cyber space;
- ② deduce the skills-set for safe cyber space relationships and communication;
- ③ create contents that reflect the 4Rs of online safety.

Content

1. The **4Rs** of Online Safety:
 - Reasoning
 - Resilience
 - Responsibility
 - Respect

Activities

Teacher

1. Displays the Golden Rules for relating and communicating in the cyber space.
2. Guides the students to:
 - review the Golden Rules,
 - deduce the Skills-set for safe cyber space relationship and communication (i.e. the 4Rs)
 - explain the implications of the **4Rs**,
 - create contents that reflects the 4Rs of online safety.

Students

1. Recite the golden rules for relating and communicating online.
2. Participate in class discussion leading to the deduction of the **4Rs** of online safety from the Golden Rules.
3. Describe the implications of the 4Rs.
4. Create contents that reflect the 4Rs.
5. Ask and answer questions.

Teaching and Learning Resources

- Internet Connectivity
- Computer Systems
- Mobile Devices and Gadgets
- Websites address
- Keywords
- Social media addresses
- e-resource

Evaluation Guide

Students to:

1. state the Golden Rules;
2. extract the 4Rs of online safety from the Golden Rules;
3. state the implications of the 4Rs for online content development;
4. generate/create contents that reflect the 4Rs.



Performance Objectives

Students should be able to:

- ① develop safe and secure online platforms e.g. social media, APPs, Blog and Vlog sites; websites and Portals;
- ② make and upload videos and photos on YouTube and other social media web platforms and portals;
- ③ censor and upload information on Twitter, Facebook and Instagram;
- ④ make blog, chat room and vlog on social media safely.

Content

1. Online Platforms
 - YouTube
 - Blogs
 - Vlogs
 - Skits
 - APPS
 - Social Media Websites
 - Web portals

Activities

Teacher

1. Guides students on how to develop safe and secure social media APPs, Blog and Vlog sites; websites and web portals etc.
2. Leads students to make and upload videos and photos on YouTube and other social media websites and web portals.
3. Guides students to censor and upload information on Twitter, Facebook and Instagram, etc
4. Guides students to blog, chat and vlog on social media safely.

Students

1. Develop safe and secure social media APPs, Blog and Vlog sites; websites sites and Portals, etc.
2. Make and upload videos and photos on the YouTube and other social media web sites and portals.
3. Censor and upload information on Twitter, Facebook, and Instagram, etc.
4. Blog, chat and vlog on social media safely.

Teaching and Learning Resources

- Internet Connectivity.
- Computer Systems.
- Social Media Networks
- Web development Software.
- Text Books
- eBooks, etc.

Evaluation Guide

Students to:

1. list web development tools;
2. upload videos and photos on YouTube and other social media, websites and web portals;
3. censor and upload information on Twitter, Facebook and Instagram;
4. blog, chat and vlog on social media safely.



ONLINE THREATS MANAGEMENT SOLUTIONS

SS 3

Performance Objectives

Students should be able to:

- ① state the meaning of Intrusion Detection and Prevention System;
- ② identify the benefits of Intrusion Detecting and Preventing systems.
- ③ outline the guidelines for creative credit, copyrights and fair use;
- ④ identify forms of creative credits and copyrights abuses.

Content

1. Intrusion Detection and Prevention Systems:
 - Meaning.
 - Benefits.

Activities

Teacher

Guides students to:

1. find out the meaning of Intrusion Detection and Prevention System.
2. discuss the benefits of Intrusion Detection and Prevention System.

Students

1. Search for the meaning of Intrusion Detection and Prevention System.
2. Outline the benefits of Intrusion Detection and Prevention System.
3. Ask and answer questions.

Teaching and Learning Resources

- Internet connectivity;
- Computer Systems and other digital devices.
- e-resources: e.g. eBooks, videos, etc.

Evaluation Guide

Students to:

1. define the term, Intrusion Detection and Prevention System;
2. state the benefits of Intrusion Detection and Prevention Systems.



Performance Objectives

Students should be able to:

- 1 download online 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
- 4 identify forms of creative credits and copyrights abuses.

Content

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

Activities

Teacher

1. Guides the students to:
 - search and download online safety and security policies on the internet,
 - analyze the policy provision for safety and security of online users, contents and APPs,
 - identify the risks addressed by the policy provisions.
2. Moderates students' discussion.
3. Summarizes the risks addressed in the online safety policies on the board.

Students

1. Download online safety and security policies on the internet.
2. Examine 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.
5. Listen to explanations, ask and answer questions and take down notes

Teaching and Learning Resources

- Computer Systems and other devices
- Internet Connectivity
- Online safety policies documents.
- Nigerian Cyber Security Policy.

Evaluation Guide

Students to:

1. search and download online safety policies from different sources;
2. state online safety policies provisions for:
 - users;
 - contents;
 - mobile apps.
3. write down the risks addressed by the policy provision.



Performance Objectives

Students should be able to:

- ① search and download 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

Guide students to

1. search and download online safety laws from the web;
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 online safety laws from the web.
2. Participate in discuss and analyze the provision of the laws on the online users, contents and APPs.
3. Identify the major punishment for breaking the laws.
4. Ask and answer questions.
5. Take notes.

Teaching and Learning Resources

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

Evaluation Guide

Students to:

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



CREATIVE CREDIT AND COPYRIGHT

SS 3

Performance Objectives

Students should be able to:

- ① explain the provisions of creative 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 from the web
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 from the web.
2. Outline the punishments for the following copyright abuses:
 - plagiarism,
 - piracy.
3. Listen to teachers' explanation and take notes.

Teaching and Learning Resources

- Computer Systems and other internet enabled devices
- Internet Connectivity
- Creative Credits and Copyrights Laws.

Evaluation Guide

Students to:

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





www.disinigeria.org