TEACHER GUIDE

Teacher Guide and Pacing

The lesson takes three 45-minute periods. The timings are what the lesson was written to. If you run short, protect the hands-on part in the middle.

Day 1 — Cybersecurity Protects Data, Devices and Networks

Min	What happens	Print / open
5	Bell ringer: What's on Your Phone?	Day 1 bell ringer, PAPER
12	Slides with the guided notes, Day 1 section	Deck, guided notes packet, PAPER
23	Activity: Whose Job and What Needs Protecting. Part A: students circle cybersecurity or information assurance for 10 tasks and write why for two (about 8 minutes). Then you go over a few answers (about 2 minutes). Part B: partners read six cases and write the data, device or network that each one must protect (about 8 minutes). Then you go over it (about 2 minutes). That leaves about 3 free minutes.	Day 1 activity sheet, PAPER (computers closed)
5	Exit ticket	Day 1 exit ticket, PAPER

Deck: start at slide 1, the lesson cover, then the Day 1 slide.

What students turn in today: the bell ringer, the Whose Job and What Needs Protecting sheet and the exit ticket.

Day 2 — How Information Security Grew into Cybersecurity

Min	What happens	Print / open
5	Bell ringer: Phones Go Online	Day 2 bell ringer, PAPER
15	Slides with the guided notes, Day 2 section	Deck, guided notes packet, PAPER
20	Activity: Then and Now. Students write numbers to put 10 events in order, then write what the internet changed for three of them (about 12 minutes). Then you go over the answers (about 5 minutes). That leaves about 3 free minutes.	Day 2 activity sheet, PAPER (computers closed)
5	Exit ticket	Day 2 exit ticket, PAPER

Deck: start at slide 13, the Day 2 slide.

What students turn in today: the bell ringer, the Then and Now sheet and the exit ticket.

Day 3 — Quiz: What Cybersecurity Protects and How It Grew

Min	What happens	Print / open
5	Bell ringer: Name Them All	Day 3 bell ringer, PAPER
10	Slides with the guided notes, Day 3 section: the recap before the round (about 3 minutes). After the round, go over the eight cases on the same case slides (about 7 minutes).	Deck, guided notes packet, PAPER
10	Applied task: Practice Round. Students work alone on cases 1 to 8, one screen at a time, and write each answer in a box. Collect the sheets before you go over the cases. These minutes cover handing out the sheets, the work and collecting them.	Day 3 practice round sheet, PAPER
15	Quiz: Lesson 1.1 quiz, on paper with computers closed	Lesson 1.1 quiz, PAPER
5	Exit ticket	Day 3 exit ticket, PAPER

Deck: start at slide 26, the Day 3 slide.

What students turn in today: the bell ringer, the Practice Round sheet, the guided notes packet, the lesson quiz and the exit ticket.

The lesson quiz: 12 points, about 15 minutes. Part A has 8 three-choice questions worth 1 point each. Part B has 2 written questions worth 2 points each. You grade the written answers by hand. Give it after Practice Round. Collect that sheet first. The key is 06 Answer Keys/1.1_Lesson_Quiz_Answer_Key.pdf.

What to print, and how many

Page	Copies	Note
Guided notes packet (all three days)	1 per student	Print it once, for Day 1
Vocab slip	1 per student	Day 1. Students keep it in their notebook.
Bell ringers, Days 1-3	1 per student per day	Or project it and have students answer on paper
Whose Job and What Needs Protecting (Day 1)	1 per student	Students write on it. Partners share ideas in Part B, but each student fills in a sheet. Computers stay closed.
Then and Now (Day 2)	1 per student	Students write on it. Computers stay closed.
Practice Round (Day 3)	1 per student	Students write on it. Computers stay closed. Collect it before you go over the cases.
Exit tickets, Days 1-3	1 per student per day	At the end of each day
Lesson quiz	1 per student	Day 3

Grading at a glance

Each written question says how many sentences to write, but you grade the idea, not the number of sentences. The keys give a sample answer and what to look for. Give full points when an answer has the sample's idea, in any words, and part of the points when it is partly right.

Piece	Points	How to grade it fast
Bell ringer	2 a day (6 in all)	1 per question. Give it when the answer has the key's idea, in any words.
Guided notes	6-8 a day (22 in all)	1 per blank: 8 on Day 1, 8 on Day 2 and 6 on Day 3. Only the blanks earn points, and the word bank is on the page. Collect the packet at the end of Day 3.
Activity or lab	8-18	Each sheet prints its own points. The sample answers are in 06 Answer Keys/Activity_and_Lab_Keys.pdf.
Exit ticket	3 a day (9 in all)	1 per multiple-choice item, plus the written answer's points
Lesson quiz	12	8 multiple choice, 2 written at 2 points each

What students usually get wrong

Students often believe these four things. Name them out loud before students meet them.

Students think...	Actually...
Cybersecurity is only about stopping hackers.	Cybersecurity protects computers, networks and data from attacks, damage and access without permission. A storm, a mistake or a lost phone can harm an asset, too.
Cybersecurity and information assurance are the same thing.	Cybersecurity stops attacks on computers, networks and data. Information assurance uses rules, plans and checks so information can be trusted, and it covers paper files, too.
Only big companies need cybersecurity.	Anyone with a phone, a laptop or a Wi-Fi network has assets worth protecting.
Security problems started with the internet.	Offices locked up paper files long before the internet, and computers used passwords before the internet existed. The internet made attacks spread faster and farther.