

Cybersecurity



Facilitator Guide: How to Prepare for This Lesson



Lesson 12 – Ethical Hacking

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About this Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Ethical Hacking – What is Ethical Hacking?**

Instructions for using the SCORM files in Blackboard and Canvas can be found at this [link](#). Instructions for using Flipgrid can be found in this guide.

While this lesson is designed for online learning, you will find information in this guide about In-Person Learning Adaptations to help you facilitate your students who may be completing this lesson in the classroom instead of online. Call-outs will provide guidance on how to adapt various activities for in-person learning.

Before You Get Started

Before you get started with this lesson, please be sure to:

- Read through the facilitator guide.
- Download SCORM. (You will only need to add SCORM once. After that, you will be set to use SCORM for any remaining lessons.)
- Review the Rise lesson.
- Prepare any resources needed for the lesson.
- Set up Flipgrid.

Flipgrid Instructions – Setting up Flipgrid

Both educators and students will need to set up Flipgrid for use.

Educator Step-by-Step Guide

Set up your free educator account at [Flipgrid.com](https://flipgrid.com) and create a **Topic** for the class. Please copy and paste the heading from the facilitator guide that pairs with the Flipgrid so that the topic aligns with student expectations. A Topic is a discussion prompt for students. Students respond to the Topic with a short video using our fun, social-media-style camera. Students can watch and comment on videos from peers, with the educator in complete control.

1. Create a Topic

Topics start the conversation in Flipgrid. Just write a prompt and include anything for students to review before responding, such as videos and links.

When you create a new Topic or Group, a Join Code is automatically created for it. To share the Join Code to your Topic or Group, login to your educator account and select the blue Share button to access your Join Link and Code, as well as other ways to share your discussion.



The Join Code also creates a link. Copy/paste the link in emails, texts, social media, Google Classroom, or other websites to invite your students to join! You can download/print QR codes for students to scan on the Flipgrid app. The Flipgrid app and flipgrid.com offer a QR scanner on the homepage.

The student receives the Join Code in the form of a link, a code, a QR code or a guest username and password. The student can then enter a student username, or a password.

2. Set Access and Share

After creating the Topic, choose how students will access it. If they have email addresses, add the domain (everything after the @ symbol in their email address). If students do not have email addresses, create usernames for each student. Invite families and guests by adding a guest password.

Share the Topic by using one of the Share buttons or copy and paste the unique Join Code wherever you connect with your community.

3. Students Respond

After entering the Join Code, students gain access by logging in via email or username.

Students can share their voices by recording a short video with Flipgrid's fun, simple, and powerful camera. It's packed with everything they need to tell their story, including text, emoji, inking, boards, screen recording, and the ability to upload clips!

References:

[Educator Step-by-Step Guide](#)

[Educators: A Teacher's Guide to Flipgrid \[YouTube\]](#)

[Educator Guide to Flipgrid](#)

Student Step-by-Step Guide

A student can create a video to submit to the educator in a few easy steps!

1. Locate the Join Information from Your Educator

Your educator would have given you one of these ways to join the discussion:

- A Join Code (e.g., FGrid3567, a591dc5d) or a QR code
- A Join Link (e.g., <https://flipgrid.com/FGrid3567>, <https://flipgrid.com/a591dc5d>)
- If you don't have a school-provided email, then a unique username or guest password

Flipgrid works on most web browsers and mobile devices. Microsoft Edge or Google Chrome is recommended for the best web experience. For easy access to Flipgrid, download the Flipgrid extension. On mobile devices, download the free Flipgrid app for iOS and Android devices.

2. Join the Discussion

Get the educator's discussion by using the link or code provided by your educator in Step 1.

- If you have a Join Link, click on that link.
- If you have a Join Code,
 - Go to your web browser and enter <https://flipgrid.com>. You'll see an area to enter a Join Code. Type the Join Code and press Enter on your keyboard.
 - On a mobile app, enter the code.
- If you have a QR code, scan the QR code with your device camera or the Flipgrid mobile app.

You'll see a prompt to log in. Enter a student username or a password. If your student username or password is not working, be sure to double-check the case and space sensitivity.

Tip: If you're prompted to log in, choose Google if your school uses Google Classroom, Docs, and Drive. Choose Microsoft if your school uses Word, OneDrive, or Microsoft Teams.

3. Record and Submit

Once you've joined, you'll see your educator's Topic, or discussion prompt. Follow the instructions and when you're ready to record, click the red Record a Response button or the Flipgrid logo for the camera to start.

When you're using the Flipgrid camera, you can record a video in these three easy steps:

- Tap to record: Tap the record button on the bottom to start. Add fun stickers, filters, text, and more. Tap the arrow on the bottom-right to advance.



Review your video: Trim, split, rearrange, or add more. Tap the arrow on the bottom-right to advance.



Submit your video: Edit your cover image and name, add a title, or attach a link. Then submit!

The Flipgrid camera offers a lot of fun and creative ways for you to share your ideas and voice! [Check out all the camera features here](#). Learn [how to import a custom video](#) or [how to include a screen recording](#).

References:

[Getting Started: Students](#)

[Getting Started with Flipgrid - Students \[YouTube\]](#)

Using Editable PDFs

Most lessons include the use of an editable PDF for students to capture responses to questions and other activities.

Guiding language is included in the lesson to help students access and use the editable PDFs where they appear.

For students who will be using Chromebooks, students will need to use the Print to PDF function to save their editable PDFs to their device. Here's how to do this:

- 1) Open the editable PDF and select CTRL +P.
- 2) Open the file destination where the file will be saved to.
- 3) Select Save as PDF.
- 4) Select Print. Your document is now "printed" as a PDF file which will save your work.

PDFs cannot be submitted via the Rise activities. If you plan to collect these documents for career planning portfolios or grading, you will need to coordinate that with your students.

To view a video on using Flipgrid and editable PDFs in the lessons, select [this link](#).

Ask an Expert Interviews (Optional)

You may choose to include an "Ask an Expert" interview in this lesson.

An interview provides an opportunity for students to talk with and ask questions of experts who work in various professions to learn about their career journeys, current job roles and responsibilities and glean valuable insights.

Additionally, interviews also provide the following benefits:

- Real-world information about careers.
- An awareness of the workplace habits and interpersonal skills needed to succeed in any job.
- Further encouragement to go to college or post-secondary training, apprenticeship etc. and get ready for the career of their choice.
- An understanding of the fact that each person's career journey is unique and that most people encounter obstacles and challenges that they must overcome to reach their goals.

When selecting experts to participate in the small group interviews, look for “down to earth” people who you think are good speakers and who would be comfortable talking to young students, ages 12 to 14. An ideal ratio is one expert per every five students.

There are two options that can be used if you choose to use an Ask an Expert Interview:

- Schedule a Zoom/Skype call with an expert in the field.
- Find an existing YouTube video of an expert to share with students.

In-person Learning Adaptation: For in-person learning, project/share the Zoom/Skype call with an Expert with your class. YouTube videos may also be projected/shared in-person. You can consider facilitating further discussions on the key takeaways from the session and/or a specific topic discussed in the session.

Review the following resource for additional information:

[Career and College Exploration Experiences: Planning for Success](#)

How to Implement this Unit

For students to get the most value from this unit, please plan on implementing all lessons in this unit, in sequential order.

When it may not be possible to implement the entire unit, we recommend implementing the following lessons to support optimum student learning based on time available:

- Best Practice: All 12 lessons in order
- Mini unit: Lessons 1 through 4 (5 is an optional addition)
- Standalone lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 12
- Trios: Lesson 9, 10 and 11

Alignment of Learning Outcomes

The program learning outcomes for Possible Futures 2.0 are:

- A. Gain awareness of and exposure to a wide array of careers.
- B. Increase self-awareness and begin to form their potential occupational identity.
- C. Develop employability skills.
- D. Develop foundational technical skills as appropriate.
- E. Be positioned to make more informed educational choices.
- F. Transition to high school with an actionable plan for next steps.

The curriculum learning outcomes for the Cybersecurity unit are:

1. Students learn the basics of digital life and cybersecurity.
2. Students explore career options within the cybersecurity industry.
3. Students identify their strengths and interests in the field of cybersecurity.
4. Students connect their strengths and interests in the field of cybersecurity to potential careers.
5. Students explore local labor market data and education opportunities for careers in the field of cybersecurity.

The Arizona Career Literacy Standards for grades 5 through 8 can be found at this [link](#).

The Arizona Computer Science Standards can be found at this [link](#).

This lesson's learning outcomes align with the program learning outcomes (PLOs), curriculum learning outcomes (CLOs), Arizona Computer Science Standards (CSSs), and Arizona Career Literacy Standards (CLSs) as follows:

CLOs	Lesson Learning Outcomes	PLOs	CLSs	CSSs
1	Define a hacker.	D	2.0, 5.0	NI.C.2 IC.SLE.1
1	Identify different types of hacking.	D	2.0, 5.0	NI.C.2 IC.SLE.1
1	Understand ethical hacking.	D	2.0, 5.0, 6.0, 7.0	NI.C.2 IC.SLE.1

1	Evaluate why ethical hacking is important.	B, C, D	2.0, 5.0, 6.0, 7.0	NI.C.2 IC.SLE.1
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Tracking Completion of Lessons

If you are using SCORM Cloud or Canvas with the lessons in this unit, completion tracking options are available. If you are not using either platform, please determine if and/ or how you plan to track completion of lessons by students.

Lesson 12 Components

Guiding Question

The guiding question is intended to provide a focal point for each lesson. This lesson's guiding question is:

- **What is Ethical Hacking?**

Lesson Overview

In this lesson, students learn what ethical hacking is and its importance. First, the students watch a video that shows different types of hackers. Then, they participate in an activity to learn the difference between white, black, and gray hats. Finally, the students reflect on why it's important to know the difference between the three and why ethical hacking is important.

Learning Targets

By the end of this lesson, students will be able to:

- Define a hacker.
- Identify different types of hacking.
- Understand ethical hacking.
- Evaluate why ethical hacking is important.

Vocabulary in this Lesson – Flip Card Activity

Students should use the flip card activity to familiarize themselves with key vocabulary terms and definitions for this lesson.

- **Ethical Hacking:** Hacking for a greater cause or to do good.
- **White Hat:** A hacker who hacks for a company or with non-malicious intent.
- **Black Hat:** A stereotypical hacker who hacks to cause harm.
- **Gray Hat:** Hackers who still break the law to break into systems but do not do it for malicious purposes, only to see if they can.
- **Script Kiddie:** A new hacker who doesn't understand codes or scripts.

Introduction to Hacking – Video

In this section, students are introduced with the concept of hacking. They watch a video titled [The Secret Lives of Hackers](#) to learn the true meaning of hacking and comprehend some of the reasons why hackers hack. After watching the video, the students are encouraged to think whether they would consider themselves a hacker or not.

In-person Learning Adaptation: For in-person learning, the facilitator can show the video via a projector or a Smart board and ask students to discuss any queries or observations on the video.

The facilitator can also conduct a poll by asking the students: Would you consider yourself a hacker having watched the video?

NOTE: You can do this by show of hands or use of a polling tool, such as Survey Monkey or Poll Everything.

Types of Hacking

In this section, students are introduced to the three categories of computer hackers - white hats, gray hats, and black hats.

The students learn that:

- White hat hackers are hired and employed by companies to ensure cyber safety and find vulnerabilities in their systems.
- Bad hackers are called black hats.
- Gray hats are computer security experts who sometimes break the ethical standards and laws but don't have the malicious intent of a black hat hacker.

The students then review an article titled [Hacker Hat Colors Explained: Black Hats, White Hats, and Gray Hats](#) to understand the difference between white hats, black hats, and gray hats in detail. The students are prompted to take notes on what they have learned about each group of hackers in the **White Hats, Black Hats, and Gray Hats** section of this lesson's editable PDF.

In-person Learning Adaptation: For in-person learning, the facilitator can first share the article via a projector or a Smart board. Then divide the class into three groups.

The first group will be assigned the white hat section.

The second group will be assigned the black hat section.

The third group will be assigned the gray hat section.

The facilitator can then ask students to complete the activity given in the PDF.

What is Ethical Hacking? – Video

In this section, students learn about the important role of white hat hackers who fight against bad hackers and strengthen our online security. The students learn what ethical hacking entails and how ethical hackers follow good moral standards and look for vulnerabilities in a system to test and improve its security but do not exploit it with malicious intent.

The students then watch a video titled [Why Companies like Google and Facebook Pay Hackers Millions](#) to review why some companies hire ethical hackers or white hat hackers to protect themselves from black hat hackers or criminals.

In-person Learning Adaptation: For in-person learning, the facilitator can share the video via a projector or a Smart board and ask students to discuss any queries or observations on the video.

The facilitator can also do the following:

- Divide the board into three sections and distribute sticky notes to the students.

- Label the far-left section of the board with the word “ethical.”

- Label the middle of the board with the word “hacker.”

- Label the far-right section of the board with the words “ethical hacker.”

- Divide the class into groups and assign half the groups to brainstorm what they think “ethical” means. Have the other groups brainstorm what they think “hacker” means.

- Instruct the students to write ideas on their sticky notes.

- Direct a few volunteers from the different groups to add their ideas to appropriate sections of the board.

- Explain that:

- A hacker can refer to a person who uses technical skills in computers and networking to overcome technical problems.

- Most of the time a hacker refers to a person who exploits vulnerabilities in a computer or network (such as from a password or firewall) to gain unauthorized access.

- Ethical refers to a person who follows good moral standards.

- Instruct the class to brainstorm the question “What is an ethical hacker?” using the two previous brainstorms for guidance.

- Write their responses in the “ethical hacker” section of the board.

- An ethical hacker is a person who looks for vulnerabilities in a system, to test and improve its security, rather than exploit it with malicious intent.

- Discuss why ethical hackers are important.

Closing Reflections

In this section, students are asked to watch a video titled [Meet a 12-year old hacker and cyber security expert](#) where a 12-year old hacker is raising awareness on increasing cyber threats and how to protect digital information. The students are then prompted to answer the following questions in the **Closing Reflection** section of this lesson's editable PDF.

- Do you think you'd like to be an ethical hacker?
- What would be appealing about it?
- How could/would you help people?

Thinking About Your Future

At the end of the lesson, students will see the following statement in Rise: "In this lesson you learned about hacking and ethical hacking. Think of your digital life. How would you feel if someone had access to it without your knowledge? Black hats access people's personal data as well as business data for their own gain. If there were no White hats, we would have no defense against Black hat hackers."

Before the next lesson, think about how you might respond to these questions:

- Have you or anyone you know ever been the victim of a hacker? What happened?
- Do you think ethical hacking will be more or less important in the future?

Career Pathways

Share the following with your students: "It's never too soon to start exploring future career options!"

Students can access the resources at this link, [PipelineAZ Information Technology](#).