Cybersecurity Law

TOPIC: ETHICS

GRADES: 10-12

LESSON DURATION: 1-3 DAYS (TEACHER DISCRETION)

SOFT SKILLS: COMMUNICATION, RESEARCH, COLLABORATION, CRITICAL THINKING

Introduction:

- This lesson will allow student to research existing cyber law while also critically analyzing the need for more policy. The lesson can be modified as the individual teacher sees fit.

Learning Outcomes:

- Students will research and analyze existing cyber law in order to discuss, develop, and defend ideas for new policy.

Materials:

- Online access via a device
- A list of current cyber law and policy
- Student worksheet

Activities:

1. The teacher should assign students to small groups. Each group should be assigned one of the laws from the list. The CLOUD Act is include on the list even though it has not become law yet. Students should use online resources to find the answers to the list of questions on the student worksheet.
2. Once all groups are done, students should present their findings to the class. All groups should take notes on the existing laws as their classmates present.
3. When all groups are done, ask each group to work together to develop a list of ideas/policy of items they would like to see discussed by lawmakers. What topics are missing? The students should only develop a list of ideas at this stage.
4. Once all groups have a list, have each group share their ideas. Keep a list of all ideas on the board/projection screen.
5. When the list is complete, begin a discussion. How realistic are the ideas? Could a law be made to govern the idea? Do we want a law to be made? Are there laws/amendments that conflict with the addition of this law? Once the group has gone through the ideas, have them strike out the ones that they no longer support as possible laws. When the list is complete, put them back in the small groups and have them begin brainstorming the wording of the laws. Each group could be assigned one idea or if there are few ideas remaining, have several groups working on the same idea.

6. When the groups are done, have them exchange their work with another group for peer review. The group can give suggestions and feedback on the proposal.
7. Bring the class back as a whole and allow students to share and discuss their ideas.
8. As an assessment, have each individual student write one idea that they would like considered for new cyber policy/law. They should write a proposed law for the idea. Included in their work/research should be issues such as funding, government agency responsible for oversight, penalties (if applicable), as well as concrete information on the law itself.

Enrichment/Follow-up:

1. If done in English or a government class, students could be required or encouraged to write to their state or federal representatives to consider their idea. The teacher may also consider having student groups present their ideas to a volunteer adult audience in order to develop presentation skills as well as learning to defend an idea without knowing what the audience may think (both equally important life skills).