



Part A SET IT UP

1. What does 'to spoof somebody' mean in this context of hacking?	1. To impersonate someone's identity using their personal information.
2. What is the convention made up of many 'white hat hackers'?	2. Defcon.
3. What can the 'Briefcase of Doom' do and how is it done?	3. It can clone your credit cards just by placing the briefcase near your bag.
4. What information is dangerous to put online?	4. Date of birth, home address, email address.
5. What information did the man get from Asha's cellphone link?	5. Photos of her, her calendar, instant messages, and her banking details.

Step 1 INVOLVING THE STUDENTS

Ask them what they have that can be hacked into and how it could be done.

Step 2 INTRODUCE THE VIDEO

Say that the next part of the video is about hackers and what they can do.

Step 3 PRETEACH VOCABULARY

Give the students the handout and go over the vocabulary.

Step 4 SET THE TASK

Do Question 1, asking the students what it means to spoof someone.

VOCABULARY LOOK

a flaw    to up the ante    to lock sb out (of st)    a throwaway email    to drain st

Q1	New window	What does 'to spoof somebody' mean in this context of hacking?
Ask the students if they know what it might mean. Then show them by opening a new window to find <a href="http://www.thefreedictionary.com/spoof">http://www.thefreedictionary.com/spoof</a> (You can search for it using the key words: free dictionary)		
Students read & look at the appropriate definition. (With the exception of very high levels and in the interests of saving time, it isn't recommended to go over the other definitions.)		
3. <u>Computers To assume or emulate the identity of another (user or device) in order to gain access to a system.</u>		
Q2	6:40 – 6:55	This convention is made up of many 'white hat hackers'. Who are they?
Play the section about Defcon, the largest hacker convention in the world and elicit answers. <i>They hack for the greater good to expose flaws in the industry.</i>		
Q3	7:15 – 7:39	What can the "Briefcase of Doom" do and how is it done?
Play section and elicit answers. <i>It can clone your credit cards just by placing the briefcase near your bag.</i>		
Q4	7:40 – 9:47 (7:56 – 9:20)	GAP-FILL: Chris and Michelle are human hackers. They can hack somebody by simply using information that was shared online and from that, take on the identity of the victim to gain access to more information by pretending to be that person. They use Asha, the presenter, as an example. <i>Fill in the gaps as they do their work:</i>
Play section and elicit answers.		
1. They <u>spoof</u> Asha's number so it looks like she's calling from her phone.		
2. They get her phone balance and what she owes on a recording from typing in her <u>phone number</u> .		
3. They get Asha's <u>account number</u> by pretending to be her while speaking to the company's representative on the phone.		
4. They next get her <u>banking</u> details.		
5. They add a <u>new name (her fiance's name)</u> to the account.		
6. Then they do a <u>password reset</u> on that same bank account so Asha no longer can access her own bank account.		
Q5	7:40 – 9:47 (9:32 – 9:38)	What information is dangerous to put online?
Play section and elicit answers. <i>date of birth, home address, email address</i>		
Q6	9:50 – 10:55 (10:37 – 10:42)	Asha was sent a link to her cellphone, which she clicked onto, & this provided the man to get photos of her. Besides the photos, he mentioned he can easily access three other things. <i>What were they?</i>
Play section and elicit answers. <i>1- her calendar 2- instant messages 3- even her banking details</i>		

Part B  
WATCH VIDEO

1 step PLAY THE VIDEO

Have the students watch the video section by section, a few times if necessary, and compare answers before going over it in class.

Part C DISCUSS

1 step DISCUSSION

Place the students into groups of 3 or 4 to discuss the issues. Encourage them to develop their arguments and to respond to what others say.

DISCUSS 1 Was there anything in the video that surprised you?

DISCUSS 2 Do you think you'll start doing things differently?