

Malware Lesson plan

| Learning Content phase                                       | Learning outcome  | Teaching /Learning objectives   | Learning Activities (actions and teaching methods to meet the objectives)   | Teacher/trainer activities<br><br>(What is the role of the teacher/trainer and what is he/she going to do?)   | Communication and Collaboration form   | Resources, tools, and media |
|--|---|---|---|---|--|-----------------------------|
| <b>Introduction and orientation</b><br><br><b>20 minutes</b> | Understand the concepts and types of malware  | -Define malware and its basic characteristics.<br>-Identify different types of malwares<br>-Explain how malware can infiltrate systems and devices  | -Use AR technology to watch malware attacks.<br>-Use AR technology to interact with the different types of malware attacks.<br>-Discussion (Questions and Answers, brainstorming) | Guide them through AR interactions and discussions, ensuring clarity and addressing misconceptions.   | Verbal and Guided Communication and collaboration form: teacher - student, student-student; remote or on site, synchronous or asynchronous .                     | AR glasses<br>LMS           |
| <b>Lesson Execution -15 minutes</b>                          | Analyze the impact and behavior of malware<br><br>Evaluate the effectiveness of malware detection and prevention strategies | - Analyze real-world examples of malware attacks and their consequences<br>- Study the propagation methods of different types of malware<br>- Evaluate different antivirus and anti-malware software solutions<br>- Analyze the role of firewalls, intrusion detection systems, and other security measures in preventing malware infections<br>- Compare and contrast different malware detection and removal techniques | -Discussion (Questions and Answers, brainstorming)  | Present real-world malware examples, moderate discussions, ensuring knowledge is practically applied and understood.  | Verbal and Guided Communication and collaboration form: teacher - student, student-student; remote or on site, synchronous or asynchronous                       | LMS                         |
| <b>Evaluation – 10 minutes</b>                               | Evaluation of students / lesson / teacher   | Evaluate what is malware and whats not.<br>Compare different types of attacks   | Students will answer an online evaluation assessment / lesson feedback in the LMS and they will get the results   | Clearly instruct on evaluation and feedback procedures, assist with any issues, and encourage honest feedback while ensuring all responses are collected for future reflection. | Written Evaluation<br>Verbal and Guided Communication and collaboration form: teacher - student, student-student; remote or on site, synchronous or asynchronous | LMS/Quiz                    |

