

## REVIEW LESSON

MTA Course: 98-367 Security Fundamentals

Lesson name: Internet Security 1.3

Topic: Understand Internet security principles

(One 50-minute class period)

File name: SecurityFund\_RL\_1.3

### Lesson Objective

**1.3:** Understand Internet security. *This objective may include but is not limited to:* browser settings; zones; secure websites.

### Prerequisite student experiences and knowledge

This MTA Certification Exam Review lesson is written for students who have learned about security fundamentals. Students who do not have the prerequisite knowledge and experiences cited in the objective will find additional learning opportunities using resources such as those listed in the Microsoft® resources and Web links at the end of this review lesson.

### Instructor preparation activities

- Make copies of Student Activity SecurtyFund\_SA\_1.3

### Resources, software, and additional files needed for this lesson

- SecurityFund\_PPT\_1.3
- SecurityFund\_SA\_1.3

## **Teaching Guide**

### **Essential Vocabulary**

**Internet zone**—a zone (which on a LAN [local area network] is a subgroup of users within a larger group of interconnected networks) contains websites that are not on your computer or on your local intranet, or that are not already assigned to another zone. The default security level is medium.

**secure site**—a website with the capability of providing secure transactions, ensuring that credit card numbers and other personal information will not be accessible to unauthorized parties.

**Web page**—a document on the World Wide Web. A Web page consists of an HTML file, with associated files for graphics and scripts, in a particular directory on a particular machine (and thus identifiable by a URL).

**website**—a group of related HTML documents and associated files, scripts, and databases that is served up by an HTTP server on the World Wide Web.

## **Lesson Sequence**

### **Activating prior knowledge/lesson staging (Anticipatory Set: 10 minutes)**

1. As indicated on PowerPoint® slide 3, prompt the students:  
Searching the Internet, find at least 5 different websites that are secure sites. How do you determine which are secure and which aren't? Record your findings.
2. Give students a few minutes to research, allowing them to work until they have finished.
3. As time permits, call on a few students to report to the group with their responses.

### **Lesson activity (40 minutes)**

1. Teacher Instruction (20 minutes)
  - a. Use the included PowerPoint slideshow to review the different website and browser settings.
  - b. Investigate the different types of secure zones in a website. Small-group discussions may be beneficial.
    - i. Show the different types of secure zones and give the students a few minutes to process the findings and come up with answers.
    - ii. Then give the students 2 minutes to discuss answers with a partner.
    - iii. Finally, have each pair of students share their answers with the whole group.

- iv. Repeat for each additional review point.
- 2. Guided Practice (20 minutes; please see SecurityFund\_PPT\_1.3 for a key regarding this assignment)
  - a. Students complete the worksheet (SecurityFund\_SA\_1.3), identifying the different types of Windows® secure point-to-point communications.
  - b. If time allows, you may review all or part of the worksheet, discussing student responses to the questions.
  - c. Have the students suggest reasons why a school district or business would block certain sites. Have the students create a pros-cons dialogue on website blocking.
  - d. If time allows, you may review all or part of the worksheet, discussing student responses to the questions.

### **Assessment/lesson reflection (10 minutes)**

The last slide in the PowerPoint facilitates this exercise:

1. On the same paper they used for the Anticipatory Set, tell students to summarize the importance of Web page security.
  - Be sure to give ample time for students to write their summaries.
  - If time allows, pick a few students to read their summaries.
2. At the bottom of the page, tell students to write down any questions they have or any topics about which they would like more assistance
3. After class, look through the student responses and follow up with any student requiring additional help.

### **Microsoft resources and Web links**

- **Microsoft Support:** How to use security zones in Internet Explorer®  
<http://support.microsoft.com/kb/174360>

### **Suggested best practices**

- It may be helpful to think of examples of websites the students are familiar with, and use those to point out differences between secure and nonsecure sites.
- Try to find examples that your students can recognize and associate with the different security zones.