

# Find the Fakes

## SPOTTING AND AVOIDING SCAMS

### Objectives:

Students will be able to:

- Understand the four signs of a scam.
- Use three questions to determine if messages are fakes or scams.
- Take practical steps to spot, avoid, and report scams.

### Challenge Overview:

- **Intro:** The Claud has descended on the Youville campground, and scams pop up everywhere — in the cafeteria, at the canoe rental, in the camp store, in the game room. Even the sign has changed from Youville Campground to Youville Scampground!
- **Challenge:** Investigate the messages bombarding the Youbies.
- **Outcome:** Help the Youbies rid the campground of scams and fake messages. Once all groups complete the activity, the class gets a piece of the JumboFan.

### Materials:

- *Find the Fakes* slide deck
- *Secure the Grounds* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

**Time:** 45 minutes

### Instruction:

#### Warm-up (10 minutes):

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1. **Project slide 3 from the *Find the Fakes* slide deck, and say:** “Is everything you see online real?” [Wait for responses.] “It’s important to think and ask questions when you’re online — whether you’re on a phone, on a tablet, or playing a game. For this lesson, we’ll focus on scams and how to spot them. How many of you have heard of the word ‘scam’ before?” [Wait for responses.]
2. **Say:** “Scams are messages that try to trick you into giving up personal information or money. Scammers, the people sending those messages, might pretend to be someone you know, or offer you something you’re really interested in like a gift card, or a special

price on a tablet, or a prize. But then they ask you to do things like give them money or share personal information. You're most likely to see scams as pop-up ads online, in games, in videos, and in messaging or chat functions in these platforms."

3. **Ask:** "Have you ever heard about a strange email, text, direct message, or phone call that didn't seem right? Think about it and give me a thumbs up when you have something to share." [Provide one minute for students to think.]
4. **Ask:**
  - "Where did you see it?"
  - What made you think it was a scam?
  - How did it affect you?
  - What steps did you take afterward?"

### Mini Lesson (5 minutes):

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1. **Project slide 4, and say:** "Some scams might be easy to spot because they might have a weird greeting like 'Dear Hello,' or words that are spelled wrong, or logos from familiar brands that look fuzzy or wrong. Or they might be a little more difficult to spot. Scammers might pretend to be from a company you know. Or they might tell you there is a problem with your account, or that you won a prize. Or they might ask you to do something right away before you can think about it. Or they might ask you to pay now."
2. **Project slide 5, and say:** "It might be a scammer if they:
  - Pretend to be a person or a company you know.
  - Say there's a problem or a prize.
  - Pressure you to act immediately.
  - Tell you to pay, often in a specific way."
3. **Project slide 6, and say:** "Whenever you're dealing with a message — a text, an email, a comment, or a direct message in a game you're playing, here are three questions to ask yourself:
  - **WHO** is really sending me this message?
  - **WHAT** do they want me to do?
  - **WHY** are they asking me to do it?"
4. **Say:** "The other day I got a text message saying that a package from my favorite clothing store was waiting to get delivered. It said I had to click on a link to set my delivery preferences.
  - The first question I ask is **WHO** is really sending me this message? I haven't gone shopping in a while. So why is this text message from a number I don't recognize contacting me?
  - The next question I ask is **WHAT** do they want me to do? They're asking me to change my delivery preferences by clicking on a link.
  - Finally, **WHY** are they asking me to click a link? What will happen if I click it? Maybe

I should contact the delivery company directly to see if I really have a package.”

5. **Project slide 7, and say:** “The most useful responses to scams are to:
  - Pause.
  - Read the message out loud.
  - Keep personal information private.
  - Delete questionable messages.
  - Avoid clicking on any links.
  - Get help from a parent or trusted adult to contact the real company.”
6. **Say:** “You may not always be able to tell if a message is a scam. You may never really know. Which is why it’s important to ask questions. Most of the time scams look just like real messages and you might not find out it’s fake until after you’ve given away your personal information or lost money. If you make a mistake, it’s okay. Just make sure you let your parents or a trusted adult know so they can help you try to fix the problem and learn from it.”

### Challenge Activity (20 minutes):

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1. **Project slide 8, and say:** “Now, let’s move into our challenge activity — *Secure the Grounds*.”
2. **Project slide 9, and say:** “The Claud has descended on the Youville campground, and there’s a major rise in scams — in the cafeteria, at the canoe rental, in the camp store, in the game room. Even the name on the sign changed from Youville Campground to Youville Scampground! The Youbies need your help! Study these messages and help teach the Youbies about scams and fakes.”
3. **Divide class into small groups.** Pass out the *Secure the Grounds* activity sheet to each group, which includes four Scampground scenarios.
4. **Project slide 10, and say:** “Work together with your group. Discuss answers to the three questions for each Scampground site:
  - **WHO** is really sending me this message?
  - **WHAT** do they want me to do?
  - **WHY** are they asking me to do it?After discussing the questions, put a mark next to as many signs of a scam you see. You have 10 minutes to explore and write your answers.”
5. **Bring the class back together.** Once all groups complete the activity, ask some of the smaller groups to share and discuss their responses so each site is covered.
6. **Say:** “Always tell a parent or trusted adult about the scam, and tell your friends, too, because when people know about scams, it is easier for them to avoid them.”

### Wrap-up (10 minutes):

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1. **Return class into their small groups.**

2. **Project slide 11, and say:** “In groups, write a short — two-line or four-line — jingle or rhyme to help the class remember how to spot, avoid, and report scams.
3. Your jingle could cover any of the following topics:
  - The signs of a scam
  - The three questions to ask when a scam is suspected
  - Talking to a parent or trusted adult
  - Passing on information to your friend
    - » Example:
 

*“If you see a scam, tell a friend.  
You can help make these scams end.”*
4. **Bring the class back together.** Once all groups complete the activity, ask a few groups to share their creative concepts.
7. **Project slide 12, and reward the class** with a piece of the JumboFan, which they can decorate and glue or tape to the JumboFan sheet.
8. **Say:** “When we finish all the challenges and collect all the pieces of the JumboFan, we’ll take it up to the highest point in Youville and blow The Claud away for good.”

### **Assessment:**

- Monitor each student’s participation during the activities.
- Evaluate if each group’s creative concept meets the lesson’s objectives.

### **Learning Standards:**

#### International Society of Technology in Education Standards (ISTE)

**1.2 Digital Citizen:** Students recognize the rights, responsibilities, and opportunities of living, learning, and working, in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- **1.2.b.** Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- **1.2.d.** Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

**1.3 Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- **1.3.a.** Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

#### Common Core State Standards (CCSS)

##### **English Language Arts (ELA) Standards**

##### **College and Career Readiness Anchor Standards for Reading**

###### *Key Ideas and Details*

- R.CCR.1      Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### **College and Career Readiness Anchor Standards for Writing**

#### *Text Types and Purposes*

W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### *Production and Distribution of Writing*

W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **College and Career Readiness Anchor Standards for Speaking and Listening**

#### *Comprehension and Collaboration*

SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### *Presentation of Knowledge and Ideas*

SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **American Association of School Librarians (AASL) National School Library Standards**

**I. INQUIRE:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**C. SHARE:** Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.

**III. COLLABORATE:** Work effectively with others to broaden perspectives and work toward common goals.

**B. CREATE:** Learners participate in personal, social, and intellectual networks by:

2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

**V. EXPLORE:** Discover and innovate in a growth mindset developed through experience and reflection.

**D. GROW:** Learners develop through experience and reflection by:

1. Iteratively responding to challenges.

### **SHAPE America National Health Education Standards**

#### *Standard 2*

Analyze influences that affect health and well-being of self and others.

#### *Standard 3*

Access valid and reliable resources to support health and well-being of self and others.

#### *Standard 5*

Use a decision-making process to support health and well-being of self and others.