How To Avoid Phishing Scams

SPOTTING AND AVOIDING SCAMS

Objectives:

Students will be able to:

- Describe what phishing is.
- Identify how a phishing scam works.
- Take practical steps to spot and avoid phishing scams.
- Practice keeping their personal information to themselves.

Challenge Overview:

- **Intro:** The Youville Aquarium has a problem. Some of its fish are acting funny: swimming in circles, not eating, and sleeping odd hours. The Claud has corrupted them, turning them from fish to phish.
- **Challenge:** Help the Youbies spot the phishing messages and remove them from the tanks.
- **Outcome:** Once the Youbies remove the phishing messages from the tanks, The Claud moves on to another part of Youville. Once all groups complete the activity, the class gets a piece of the JumboFan.

Materials:

- *How To Avoid Phishing Scams* slide deck
- *Who's Phishing?* cards
- *Who's Phishing?* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

Time: 45 minutes

Instruction:

Warm-up (10 minutes):

1. **Project slide 3 from the *How To Avoid Phishing Scams* slide deck, and ask:** "What do you think of when you hear the word 'fishing'?" [Call on students to share their

answers with the class.]

2. **Ask:** "Do you know what phishing is?" [Write out the word on the board.]

3. **Say:** "Phishing is when someone — a scammer — pretends to be someone you trust to trick you into sharing personal information or giving them money. Phishing is like fishing, only you're the catch. Because we use technology every day, there are a lot of ways phishing scams can happen. Phishing scammers email, text, or message you through the devices and apps you use and the games you play."

4. **Ask:** "Have you or someone you know ever experienced phishing? When? Where? How?" [Listen to a few answers from students. Share an example of a phishing scam you've seen or experienced.]

Mini Lesson (5 minutes):

1. **Say:** "Phishing scammers know your personal information has value. They're hoping to catch information like your password, date of birth, or home address. Scammers sometimes use fear, curiosity, or excitement in their messages to keep you from thinking things through, and to trick you into answering. So they might say they need your information because of an emergency, because it's required to play a cool game, or because you've won a prize. It's important for you to protect your personal information because once you give it away, it's impossible to get back."

2. **Project slide 4, and say:** "Look at these examples of phishing messages.

   ▪ You get a text saying there is a problem with your account and you need to submit new credit card information or your account will be terminated.

   ▪ You get a direct message on an app that offers you special codes to unlock hidden features. You just have to click a link.

   ▪ A quiz asks for your favorite fruit and offers a free prize to the first 10 people that answer.

   Do you see how they try to make you think it is important to click on something in the message right away?" [Wait for answers.]

3. **Project slide 5, and say:** "There are three questions to ask yourself when you get an unexpected message:

   ▪ Are there any signs that this message might be a scam?

   ▪ What information is it asking for?

   ▪ What tactic is the scammer using?" [fear, curiosity, or excitement].

4. **Project slide 6, and say:** "These are things we can do when we think a message might be a phishing scam:

   ▪ Don't click on any links.

   ▪ Keep your personal information private.

   ▪ Talk to a parent or trusted adult before doing anything."

Challenge Activity (20 minutes):

1. **Project slide 7, and say:** "Now, let's move into our challenge activity — *Who's Phishing?*"

2. **Project slide 8, and say:** "The Youville Aquarium has a problem. Some of its fish are acting funny: swimming in circles, not eating, and sleeping odd hours. The Claud has corrupted them, turning them from fish to phish. Help the Youbies spot the phishing messages and remove them from the tanks."

3. **Divide the class into small groups.** Give each group a deck of four *Who's Phishing?* cards. Each deck is identical. Each card has a phishing message on it along with three questions.

4. **Project slide 9, and say:** "When I tell you to, you will turn over one card at a time. One person from your group will read the message on the card out loud. Then you will work together to write answers on the cards for each of the following questions. The questions are:

   - **Are there any signs that this message might be a scam?**

   - **What information is it asking for?**

   - **What tactic is the scammer using?**

   When you finish with that card, move on to the next card."

5. **Bring the class back together.** Briefly ask one group to share their responses for one card, until all four cards have been discussed as a whole group.

Wrap-up (10 minutes):

1. **Project slide 10, and say:** "Next, you'll go back to your groups. Each group will pick one of the *Who's Phishing?* cards. For that card, work together to answer the three questions on the *Who's Phishing?* activity sheet." [Pass out activity sheet.]

   - "How would you feel if you saw a message like this?

   - If you saw a message like this, what would you want to do?

   - Based on what you've learned, what would you actually do?"

2. **Bring the class back together.** Ask a few groups to share their responses.

3. **Reward the class** with a piece of the JumboFan, which they can decorate and glue or tape to the JumboFan sheet.

4. **Project slide 11, and say:** "Good job! Looks like you've helped the Youbies clear the tanks at the Youville Aquarium. The Claud has moved on to another part of Youville."

5. **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.

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.

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.

Craft and Structure
R.CCR.4   Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

College and Career Readiness Anchor Standards for Writing
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.

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.