





UNIT 13: SPAM LESSON 2: PHISHING

# LESSON OVERVIEW

Spam is email that you do NOT want. Phishing is a kind of spam that attempts to steal sensitive information such as usernames, passwords, and credit card details (and money). You can ignore or delete these messages. If you are not sure if an email is phishing, you can ask an adult. Gmail will put most of the phishing emails into your spam folder.

Time: ~30 minutes

# **OBJECTIVE**

Student is able to evaluate and distinguish email spam.

## PRINT PREPARATION

- 1. Print this lesson's Dollar Tracker
- 2. Review sequence of activities in lesson.
- 3. Learn which supplements you will use.
- 4. Print/Copy/Laminate materials that fit your student's needs.
- 5. Refer to your Level 2 Guide to read about effective practices

#### **ONLINE REVIEW**

- 1. Sign into Digitability
- 2. Click **LESSONS** tab
- 3. Select Level 2 Digital Citizen
- 4. Select Unit 13
- 5. Select Lesson 2 Phishing

## **WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT**



Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.







# **LESSON PLAN**

#### **WARM UP**



1. "For a participation dollar, who can recall what two things spam tries to do?"

Answer: Steal your information or sell you something



2. Use positive narration to reinforce students following directions. "I see Marcus is following directions and already has two contacts listed. I see Vincent has one contact and included their name, email and phone. Nice work following directions and staying on task."

your students: Identify students who have not earned money and focus on engaging them. Use differentiation tools if reluctant to participate. Ie. Have them point or write down their answers. EVERY student should be earning money.

Pro tip Build confidence in

Take answers from at least 4 students. Award at least four participation dollars.

3. "For a participation dollar, who can recall what you should do if you receive spam?"

Answer: Ignore it or delete it



4. Distribute **13.IEC.Y/N** to students. See CD DIFFERENTIATION for this activity to identify supplements needed for your students.



#### **DIFFERENTIATION**

- On-topic verbal respond; shared response
- Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question
- Points to **Yes or No Image Exchange Card** [13.IEC.Y/N] for rephrased question.







5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [13.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]



#### **PARTICIPATION**

"Marcus + you answered correctly! You earned a dollar! Nice job!"



"Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1." Pro tip Build confidence in your students: Identify students who have not earned money and focus on engaging them.
Use differentiation tools if reluctant to participate. Ie. Have them point or write down their answers. EVERY student should be earning money.

# **GUIDED WATCHING**



Call out earnings to the class, "[Student] has earned x dollars for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars."



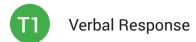
 "For a participation dollar, who can tell me the name of our next badge?"



2. Distribute **13.BADGE** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



#### **DIFFERENTIATION**





T3 Uses Badge Board [13.BADGE] for this Unit.







- 3. Bring attention to screen, "Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen and he is actively listening by giving a thumbs up when he hears the words phishing."
- 4. Ask students to give a thumbs up every time they hear and/or see the Phishing in the video
- **(D)**
- 5. Play video.
- 6. Distribute **13.IEC.THUMB** to students. See (1) DIFFERENTIATION for this activity to identify supplements needed for your students.



#### **DIFFERENTIATION**

- Puts thumbs up
- Uses **Thumbs Image Exchange Card** [13.IEC.THUMB]
- Holds up or points to **Thumbs Image Exchange Card** [13.IEC.THUMB]
- #-

7. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [13.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]



#### **PARTICIPATION**

"Marcus + you answered correctly! You earned a dollar! Nice job!"



#### OFF TASK

"Marcus, you're off-task. Being offtask cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1. Look at the screen and listen carefully to earn dollars for following direction/participating." Pro tip Remember Rule #3: Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore it is important to give students time to opt, or identify their replacement behavior. If a student is not following directions, you have give them one minute (60 seconds) before taking additional dollars.





#### **INFORMAL ASSESSMENT**



1. "For a participation dollar, who can tell me if you receive spam should you ever reply to it?

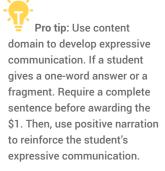
Answer. No.

2. "For a participation dollar, who can tell me what do you call a spam email that tries to steal your information?"

**Answer.** Phishing.

3. "For a participation dollar, who can tell me how a phishing spam email tries to steal information?"

**Possible Answers:** Lying, looking like a credible business.



"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"Yes, Nice job participating, [student]! You earned a participation dollar."

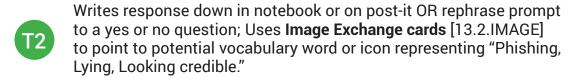


4. Distribute **13.2.IMAGE** Image Exchange Cards and **13.IEC.Y/N** to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



#### **DIFFERENTIATION**













5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker.** [13.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

#### **+\$** PARTICIPATION

"Nice job following directions and giving a thumbs up! You're earning a dollars! Nice job!"

#### -S OFF TASK

"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1. Look at the screen and listen carefully to earn dollars for following direction/participating."



Call out earnings to the class, "[Student] has earned x dollars... for participating. [Student] has earned x dollars for participating and sharing. [Student] has earned x dollars..."

## **PLAY ACTIVITY VIDEO**



1. Ask the class, "Who would like to unlock the Phishing Badge for \$1?"

#### **Click Activity Button to Play Activity Video**

- 2. Student discusses with class to choose the correct answer.
- a. If student chooses correct answer, have student or whole class dance.
- b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



3. Distribute lesson badge cut out **13.2.5**. Students that unlocked the badge will place the **Phishing** print out on the classroom's **word wall**. See DIFFERENTIATION for this activity to identify supplements needed for your students.

Pro tip: Increase the dollar amount for shy students or to increase motivation.

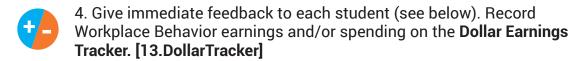






#### **DIFFERENTIATION**

- Student will use verbal prompting to unlock the badge with the class.
- Student will use verbal prompting and hand signals to unlock the badge with the class.
- Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

## **+\$** PARTICIPATION

"Marcus + you answered correctly! You earned a dollar! Nice job!"

# **-\$** INTERRUPTIONS

"Marcus + you interrupted. Interruptions cost \$1. Next time, raise your hand and wait to be called on to earn a \$1."

#### **ASSESSMENT/EXIT TICKET**



1. Distribute **13.2.6** Phishing Exit Ticket to students. See DIFFERENTIATION for this activity to identify supplements needed for your students.



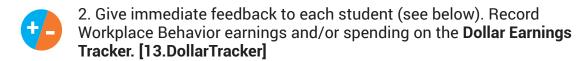




## **DIFFERENTIATION**

- Using Tier 1 **Phishing Exit Ticket** [13.2.6.1], students circle the examples of Phishing emails.
- Using Tier 2 **Phishing Exit Ticket** [13.2.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [13.2.6.3].

Using Tier 3 **Phishing Exit Ticket** [13.2.6.3], students complete Trace and Learn.



[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

# +S PARTICIPATION

"Nice job, participating, Marcus. You earned a participation dollar. Let's hear more about your work."

## -\$ OFF TASK

"Marcus, you're off-task. Being off-task cost a dollar. Look at the screen and listen carefully to earn dollars for following direction/participating. Marcus, you're off-task. For every minute that you are not participating, it will cost a \$1. Look at the screen and listen carefully to earn dollars for following direction/participating."





#### **IMMEDIATE FEEDBACK/NEXT STEPS**

- 1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.
- 2. Students will fill in their dollar earnings from the lesson using their My Digitability Earnings sheet. Have students staple this sheet into their notebooks so they can use it for the entire unit.
- 3. If time permits, you can either have students log into their student accounts for independent practice or continue on to the next lesson plan.
- 4. Ask students what they will do with their money. Spend it or save it?



#### **DIFFERENTIATION**

- Login independently using password cards.
- Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.
- Teacher or Tier 1 assistance to help student login using their password card.







Behaviors	Name	/	/	/	/	/	/	
Successful +\$	EX: Ex	/						//
Participation/ Contributing	M							
Sharing/Helping/ Collaborating	Ш							
Greeting a Guest	I							
Following Directions/ Staying on Task	Ш							
Encouraging/ Complementing	П							
Problematic -\$								
Off Task	1							
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing	Ш							
Complaining/Whining								
Arguing								
Interrupting	II							
UMAPA								

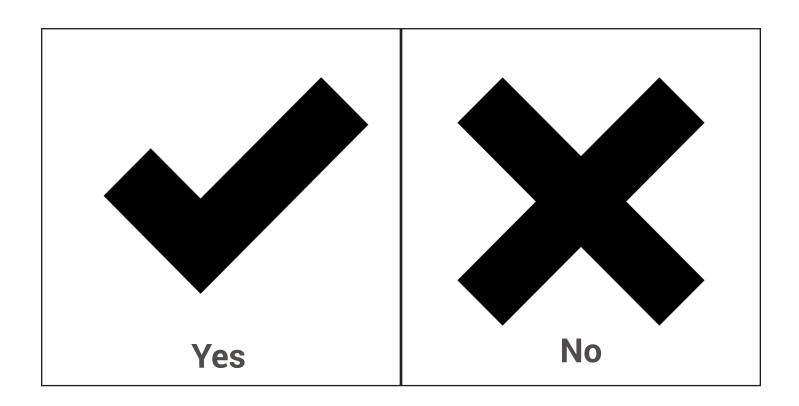












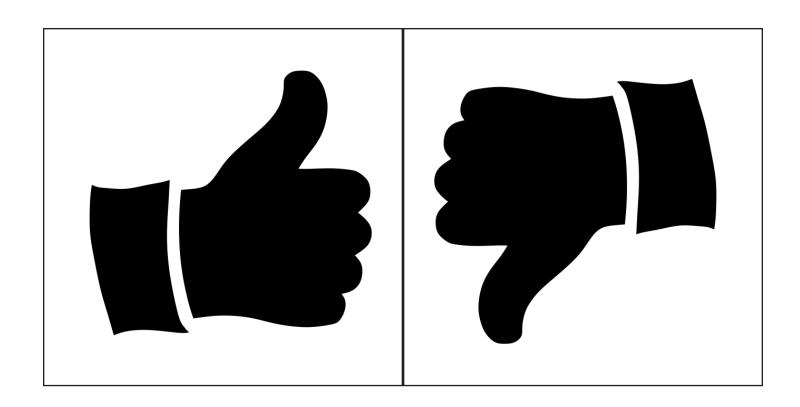














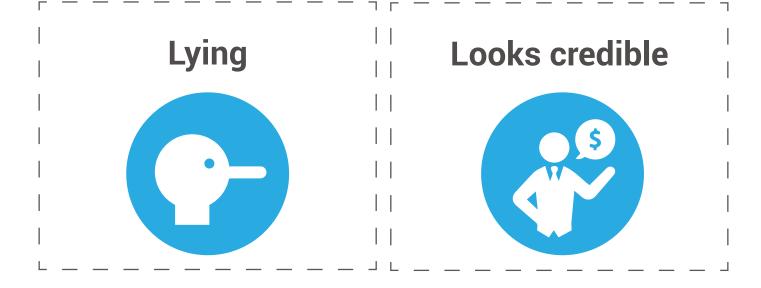








#### **Directions:** Cut out







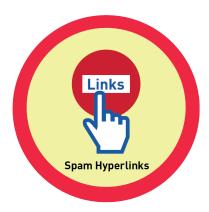


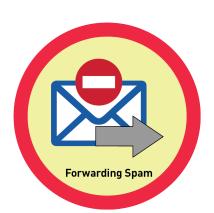


















# WORD WALL PRINTOUT

13.2.5



Phishing is a kind of spam that attempts to steal sensitive information such as usernames, passwords, and credit card details (and money)



#### DIFFERENTIATION

Choose to cut out badge and definition or only badge for your classroom wall.







Look at the following emails. Which of the following emails are Phishing.



#### IT MUST BE YOUR BIRTHDAY! WE PULLED YOUR NAME OUT OF OUR DAILY CAR DRAWING!



SHARE THIS EMAIL TO GET YOUR CONFIRMATION CODE!

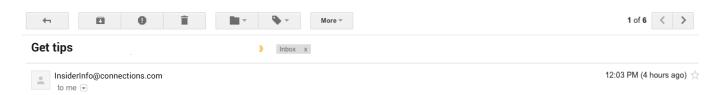






#### Dear Student,

I am writing to announce that students must complete 12 hours of volunteer work by the end of the year. If you have any questions please see the guidance department.



#### Dear Customer,

We are having problems processing your account. In order to keep working with us, it is important that you let us know your birthday, social security number and address as soon as possible. PLease Hurry!











name		
Date:		
Define		Sentence
Examples	Phishing	Draw









# Phishing

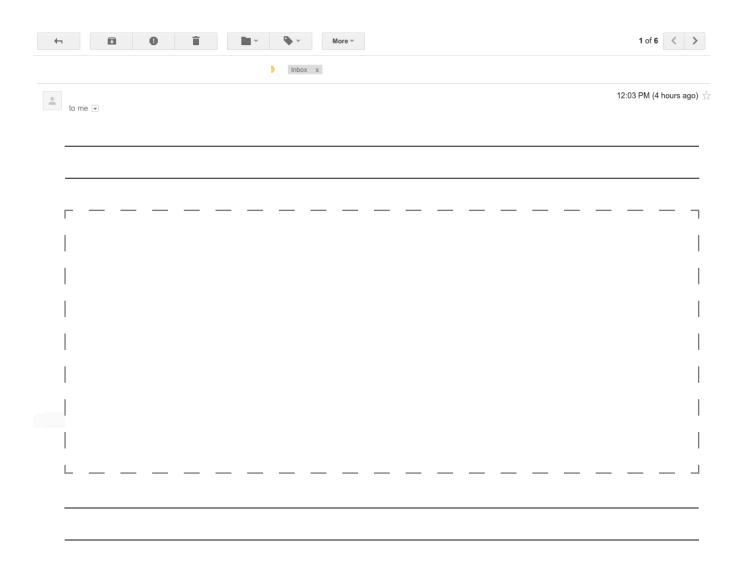
Phishing is a kind of spam that attempts to steal sensitive information such as usernames. passwords, and credit card details (and money)







**Directions:** Create a phishing email to send to people.

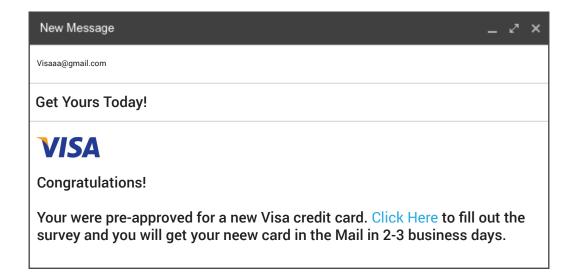


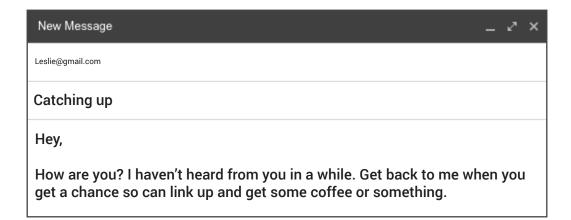






Directions: Circle the email that is a Phishing email.











Directions: Point to the email that is a Phishing email.

