

## UNIT 13: SPAM

### LESSON 6: SPAM MASTER BADGE

#### LESSON OVERVIEW

Spam can be email messages trying to sell you something OR email messages that are trying to steal your information. Phishing is when a spam email tries to trick you into sharing your personal information. This spam will want to you use your personal information to steal from you. Phishing emails may even look like a company you know and trust—like your bank. They may even use the company's logo in the email to make it look real. To be safe, do NOT open an attachment that you weren't expecting. If a friend sends you an attachment, you should ask them if they really sent it to you before you open it. If you receive an email from an address you do not know. Do NOT click on the hyperlink. An email that is trying to steal your account username and password may include a hyperlink to a fake website. The website might look just like the real website. A chain mail will asks you to send the email to other people. As a rule, Do NOT forward these emails to other people.

**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

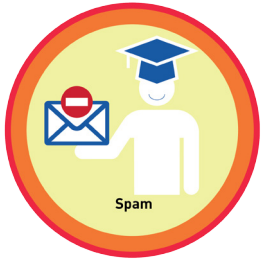
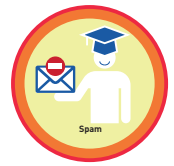
#### ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 2 - Digital Citizen**
4. Select **Unit 13**
5. Select **Lesson 6 - Spam Master badge**

#### 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 the email inbox will tell you?"*

**Answer:** Sender, Subject, Time Sent, if it has an Attachment




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."*



**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. I.e. Have them point or write down their answers. EVERY student should be earning money.

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



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



### DIFFERENTIATION

**T1**

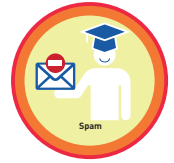
On-topic verbal response; shared response

**T2**

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question

**T3**

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!"

## -\$ INTERRUPTIONS

"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. I.e. 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..."



1. "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

T1

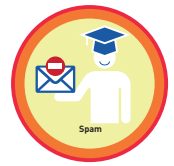
Verbal Response

T2

Writes down badge

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 spam."*

4. Ask students to give a thumbs up every time they hear and/or see the Spam in the video

5. play video

6. Distribute **13.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

## DIFFERENTIATION

**T1**

Puts thumbs up

**T2**

Uses **Thumbs Image Exchange Card** [13.IEC.THUMB]

**T3**

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!"*

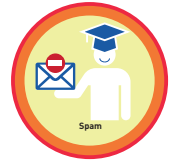
### -\$ OFF TASK

*"Marcus, you're off-task. Being 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."*



**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 where can you locate an email attachment?"*

**Answer:** At the bottom of the Email

2. *"For a participation dollar, who can tell me what two things you can do with an email attachment?"*

**Answer:** View it or download it

3. *"For a participation dollar, who can tell me what you call emails that are passed back and forth between two people with the same subject line?"*

**Possible Answer:** An email conversation

4. *"For a participation dollar, who can tell me what rule you should follow when opening an attachment?"*

**Answer:** Only open an attachment from someone that you know.




**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication.

"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."



5. Distribute **13.6.IMAGE** Image Exchange Cards and **13.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

**T1**

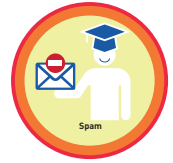
On-topic verbal response shared response

**T2**

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; Uses **Image Exchange cards** [13.6.IMAGE] to point to potential vocabulary word or icon representing "Never forward."

**T3**

Points to **Yes or No Image Exchange Card** [13.IEC.Y/N] for rephrased question.



Spam



6. 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]



**Pro tip:** Use content domain to develop expressive communication. If a student gives a one-word answer or a fragment. Require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication.  
"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

## +\$ PARTICIPATION

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

## -\$ OFF-TOPIC

*[Student is called on, but responds with a problematic behavior, such as perseveration/obsession of a different topic that does not relate content]. "Marcus, that is off-topic. Off-topic comments cost a \$1. We're talking about what we think a contact is. Raise your hand to share what you think a contact for a participation dollar."*



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 Receiving Attachments Badge for \$1?"



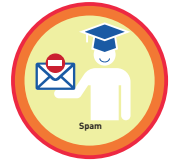
**Pro tip:** Increase the dollar amount for shy students or to increase motivation.

**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 **13.6.5**. Students that unlocked the badge will place the **Spam Master Badge** print out on the classroom's **word wall**. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Student will use verbal prompting to unlock the badge with the class.

T2

Student will use verbal prompting and hand signals to unlock the badge with the class.

T3

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



4. 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!"

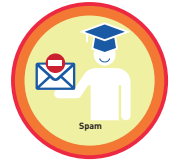
### -\$ INTERRUPTIONS

"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 **13.6.6 Spam Master Badge Exit Ticket** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



## DIFFERENTIATION

T1

Using Tier 1 **Spam Master Badge Exit Ticket** [13.6.6.1], students write definition of each word on list.

T2

Using Tier 2 **Spam Master Badge Exit Ticket** [13.6.6.2], students complete Vocab block about using email, or Trace 'n' Learn card [13.6.6.3].

T3

Using Tier 3 **Spam Master Badge Exit Ticket** [13.6.6.3], students complete Trace and Learn.



2. 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, 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."*





L1

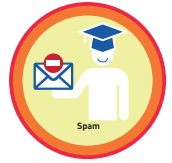
L2

L3

L4

L5

L6



## 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

T1

Login independently using **password cards**.

T2

Login independently using **password card** with the help from a Tier 1 partner for any required troubleshooting.

T3

Teacher or Tier 1 assistance to help student login using their **password card**.



## Behaviors

## Name

EX: Sam

### Successful +\$

Participation/  
Contributing

||||

Sharing/Helping/  
Collaborating

|||

Greeting a Guest

|

Following Directions/  
Staying on Task

|||

Encouraging/  
Complementing

||

### Problematic -\$

Off Task

|

Off-Topic/  
Inappropriate  
Comment

Disrespect/Teasing

||

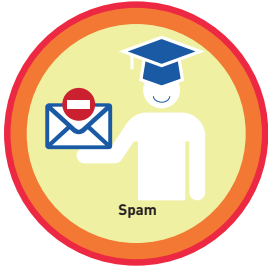
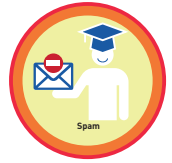
Complaining/Whining

Arguing

Interrupting

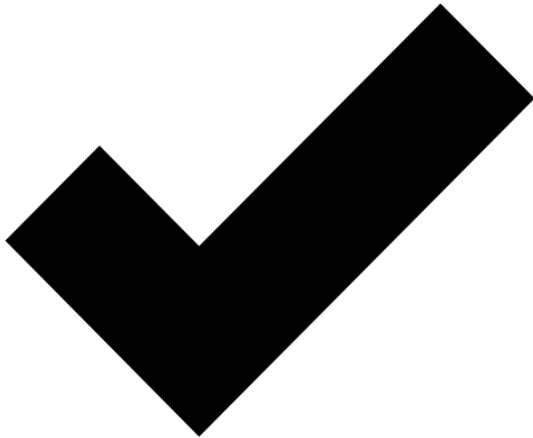
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UMAPA

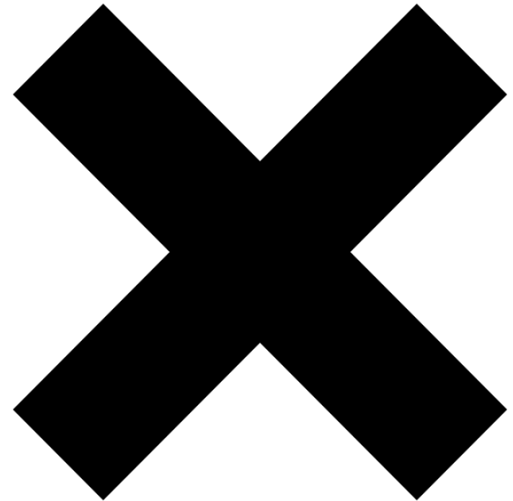


## YES OR NO IMAGE EXCHANGE CARD

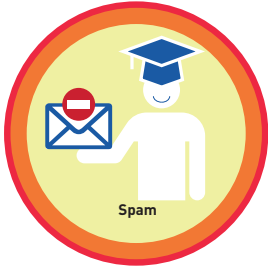
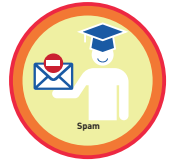
13.IEC.Y/N



Yes

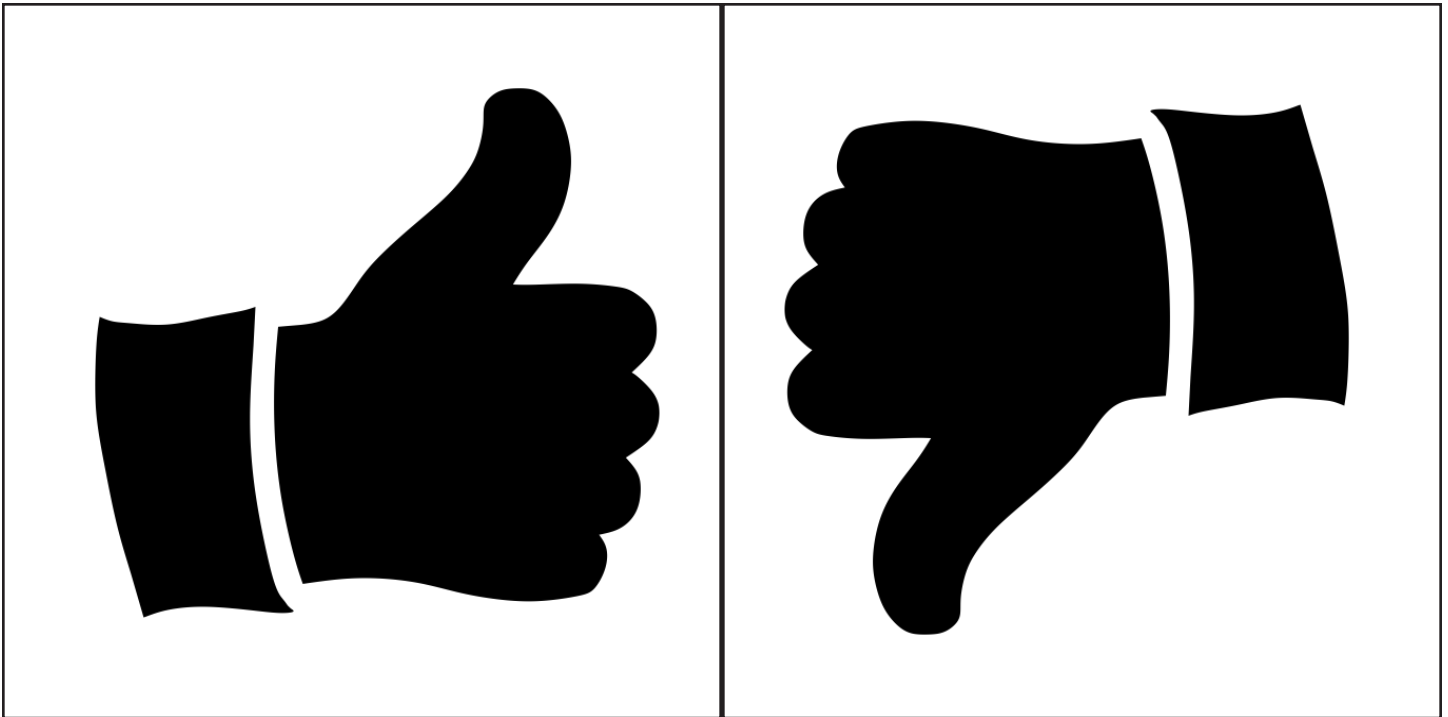


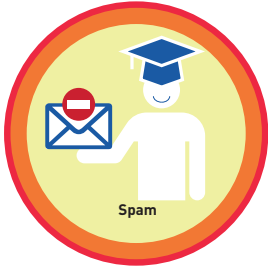
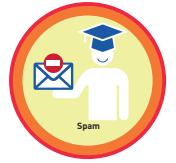
No



## THUMBS IMAGE EXCHANGE CARD

13.IEC.THUMB



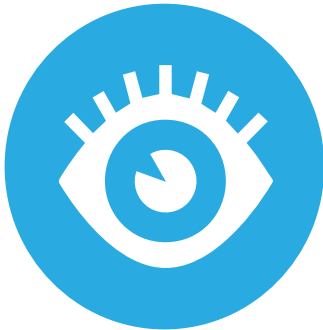


## IMAGE EXCHANGE CARDS

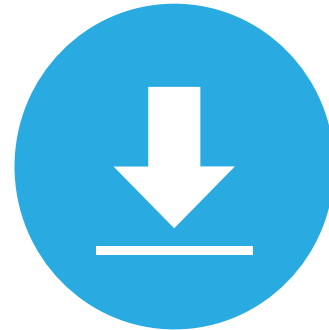
### 13.6.IMAGE

**Directions:** Cut out

**View It**

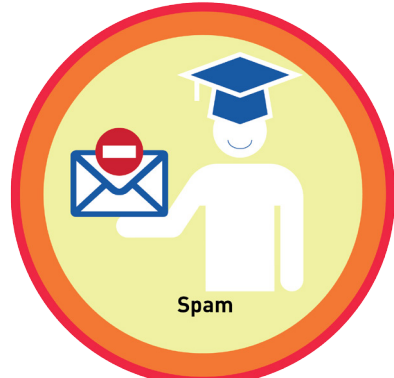
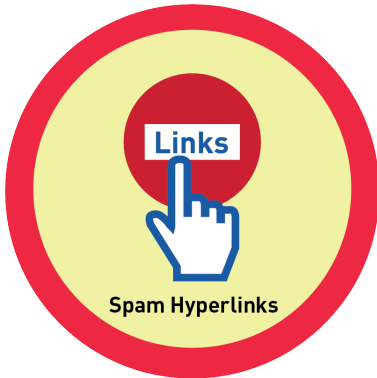
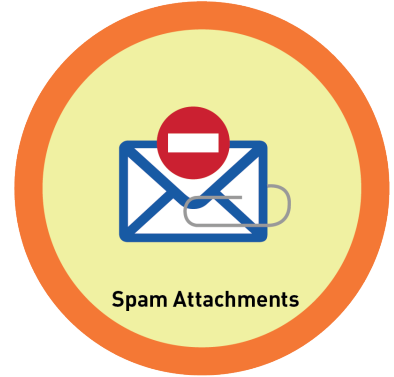
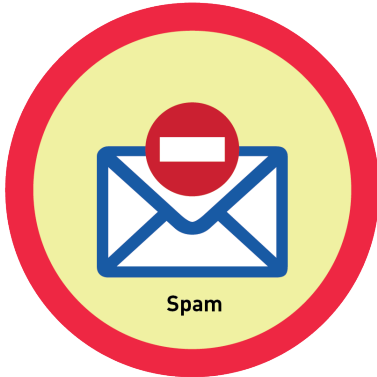
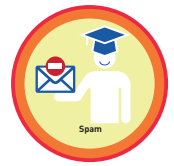


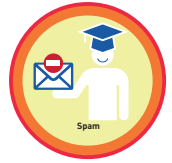
**Download It**



**Email Conversation**

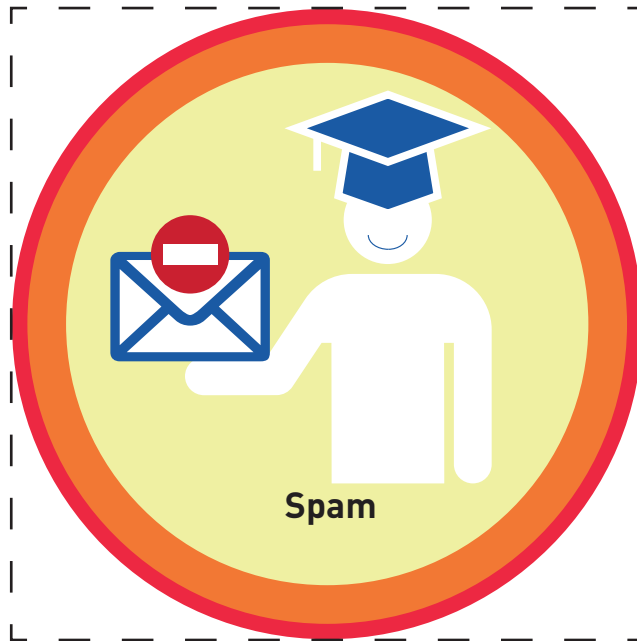






## WORD WALL PRINTOUT

13.6.5

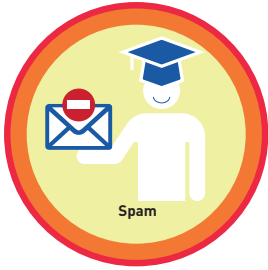
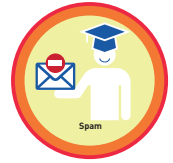


Spam can be email messages trying to sell you something OR email messages that are trying to steal your information by phishing, attachments, hyperlinks, and chain emails.



### DIFFERENTIATION

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

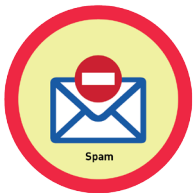


T1

## SPAM MASTER BADGE EXIT TICKET SPAM ACTIVITY

13.6.6.1

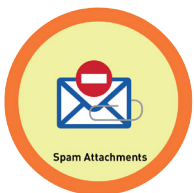
**Direction:** Write the definition of each word.



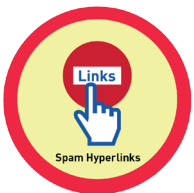
Spam: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Phishing: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Spam Attachments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

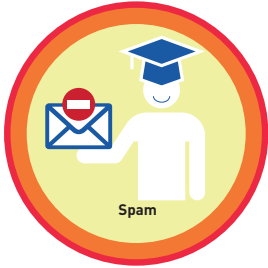
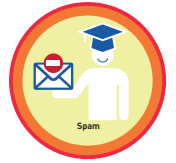


Spam Hyperlinks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Chain Emails: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





**T2**

**SPAM MASTER BADGE  
EXIT TICKET VOCAB BLOCKS**

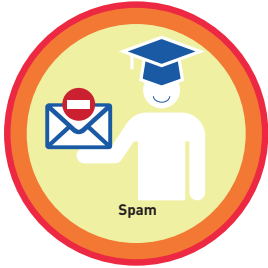
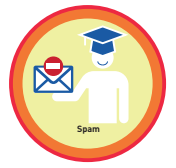
**13.6.6.2**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<p><b>Define</b></p>	<p><b>Sentence</b></p>
<p><b>Examples</b></p>	<p><b>Draw</b></p>

Spam Email



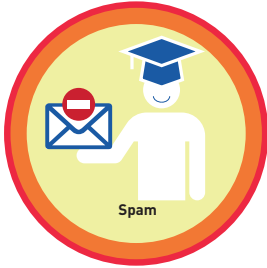
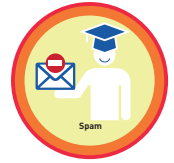
T3

SPAM MASTER BADGE EXIT TICKET  
TRACE 'N' LEARN CARDS

13.6.6.3

# Spam Email

Spam can be email messages trying to sell you something OR email messages that are trying to steal your information by phishing, attachments, hyperlinks, and chain emails.

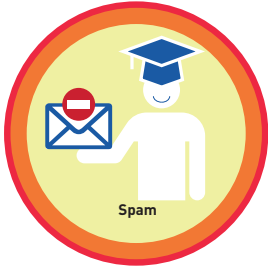
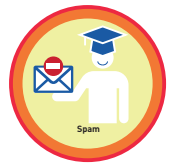


## WORKPLACE CONNECTIONS

### 13.6.WC.1

**Directions:** Create a chain email that asks the reader to forward the email to other people.

[illegible]



## WORKPLACE CONNECTIONS

13.6.WC.2

**Direction:** Circle or point to **Circle** | **Spam** | **Chain** on each email.



1 of 6 < >

You Won!

Inbox x

Toyota@cars.com  
to me

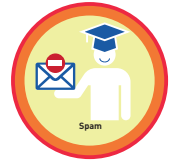
12:03 PM (4 hours ago) ☆

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



[CLICK HERE TO GET THE LOCATION FOR YOUR KEY PICK UP](#)

**Circle** | **Spam** | **Chain**



1 of 6 < >

### Volunteer work

Inbox x

Principal@school.edu  
to me

12:03 PM (4 hours ago) ☆

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.

Circle | Spam | Chain



1 of 6 < >

### Web Quest

It's true! Unbeatable prices on ink and toner.

Inbox x

Teacher@school.com

Staples <staples@easy.staples.com> [Unsubscribe](#)  
to me

12:03 PM (4 hours ago) ☆

Hi Class!

Here is a link to our class web quest so we can explore Native American cultures. We reviewed the steps in class today. Try your best!

<https://docs.google.com/document/d/1K8NrsTQs3w>

Circle | Spam | Chain



1 of 6 < >

### Suprise for you!

Inbox x

friendly@gmail.com  
to me

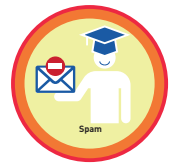
12:03 PM (4 hours ago) ☆

Hey there, sign up for the sneaker lottery! Click the link now, to fill out your application!



SHOP NOW

Circle | Spam | Chain



Get tips

Inbox x

InsiderInfo@connections.com  
to me

12:03 PM (4 hours ago) ☆

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!

Circle | Spam | Chain



Karma on Deck

Inbox x

Lamaquotes@gmail.com  
to me

12:03 PM (4 hours ago) ☆

Old friends pass away, new friends appear. It is just like the days. An old day passes, a new day arrives. The important thing is to make it meaningful: a meaningful friend - or a meaningful day. - Dali Lama

Forward this to 5 people to receive good karma.



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Our Video

Inbox x

Brandon@facebook.com  
to me

12:03 PM (4 hours ago) ☆

Hey,

Here is a link to the video we made at the skateboard park today on You Tube! See ya tomorrow!

<https://facebook.com/VIDEO/d/1K8NrsTQs3w>

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