Unit 7, Lesson 1: Creating & Using Internet Accounts

Note to Teacher: If students are newcomers, they may not have experience with banks or saving/checking accounts. However, they may be familiar with different forms of borrowing and lending money from a neighborhood collective. Consider surveying students at the beginning of class to gauge their past experiences with these ideas and concepts to be used in the metaphors for today's lesson.

Northstar Standards	Objectives/SWBAT
Using Email: 3. Register for a new email account, using a professional user name and a strong password.	**I can** differentiate between sign-in, sign-up, and sign out. **I can** create a web account on a website.
Seattle Digital Equity Initiative Skills Framework	**I can** enter in my username and password to sign-in to my account.
DO.3 Keep Devices Safe & Secure: Protect devices by managing risks & threats in a digital environment by applying safety & security measures EF.10 Create Safe Passwords: Password basics: creation, safe storage, resetting	**I can** sign out of multiple accounts. **I can** find the "Forgot Password" button if I forget what my password is for an account.

Materials to prepare:
- Teacher-created screenshot of the account creation pages for typing club and/or gmail (base this off the websites you want your students to create an account for!)
- Unit 7 Lesson 1.Password Log for students to record their username and password (if possible print on neon paper)
- Unit 7 Lesson 1.Student Lesson Guide
- Unit 7 Lesson 1.Additional Lesson Images
- Speakers & appropriate cables to connect the teacher's laptop to the screen and project [a video](#)

Vocabulary to Review Before the Lesson
1. *Username (n):* A name used to identify yourself on a website, computer, app, etc.
2. *Password (n):* A secret series of numbers or letters that allows you to use a computer or internet account.

Vocabulary & Concepts Introduced in Lesson

Account Sign-up	Email address Case Sensitive	Forgot Password Account Settings

Lesson Plan:
1. Warm-up
2. What is an online account?
3. Creating an online account
4. Accessing your account
5. Account Recovery
6. Signing Out
7. Evaluation

Review & Warm-up:

Community Building: Circle up. Quiz learner's on each other's name, especially when there are new learners or sporadic attendance. **Ask**: What did we do in class last session? What are the parts of a browser menu? How can you open a new tab? A new window?

Teacher models how to connect to the internet in their classroom setting. Students practice connecting to the internet and then type in the URL of two websites that they will need in class on two different tabs: https://www.google.com and https://typingclub.com.

See the "Review & Warm-Up Slide" Do Now activity.

What is an Online Account?

Ask: What is an account?

Ask: What accounts have you used before?

Ask: What do you need to access your accounts?

Say: Some websites will ask you to create an account with them.

Ask: Why do you think they might do this? (save information, keep your information secure, allows you to access more things online, payments, etc.)

- Ex: Online banking, Streaming Services, typing club, email, etc.

Ask: What information do you need to access an account? (i.e. a bank account) [an account number and a pin number]

Say: The account number is the name of what account you have so they can open the right one and the pin number is the password that only you know—it verifies you own this account and keeps it secure.

Say: Online accounts are similar. In order to access accounts that have already been created—you need the name of the account and a password only you know.

Say: An online account needs a username and a password.

Ask: What is a username?

  Review U1.L3 discussion about user and username, if needed.

Say: All website accounts are different! You need to make different accounts for each one.

Ask: Just like banking, say you have an account with Wells Fargo–Can you go to Capital One bank and use your Wells Fargo account number and pin to get your money? (NO) Why not? (because it's a different bank)

Say: Websites are the same. Websites don't share information or accounts (just like different banks).

<u>Creating Accounts:</u>

Ask: What information do you think you need to create an account? (for most internet accounts)

Say: Unless you are accessing banks or government accounts—never give a website your social security number!

1. **Username:**

Say: Most websites will ask you for a **username.**

What is a username?

Say: A username is usually a combo of upper and lowercase letters (sometimes also numbers and symbols)

Say: Most often, websites will use your email address instead of asking you to create a username.

Instructor Note: If needed, return to analogy from Unit 1 of choosing which door to open (username), selecting the correct key (password), and then turning the key (press enter)

2. **Email address:**

Ask: What is an email address?

 Say: An email address is an address for an electrical mailbox account.

Say: Sometimes a website might ask for a second email address. This is to help recover a password if forgotten and can be used to verify your identity.

3. **Your Name**

4. **Your Phone number**

Say: Usually this is to help verify you are who you say you are.

---

5. Birthdate

Say: Some websites have an age requirement for users. For example, a lot of social media accounts require a user to be at least 13 years old.

6. Password

Say: Passwords usually have special requirements. These requirements can change a lot from website to website. Some common ones are:

1. at least 8 characters
2. at least 1 capital letter, lower-case letter, and a symbol.

Say: Some things to keep in mind when you make a new password:

- Passwords are case-sensitive. What does this mean?
- Make it memorable without using your personal information.
- Stay away from anything someone might be able to guess. (for example: Birthdays, names, phone numbers, etc.)
- Use a phrase instead of just one word.
- Substitute symbols or numbers for letters. (for example: 3 instead of E, ! for 1 or i, $ for S, @ for a, etc.)

Optional: DART Lesson 8 on Creating Strong Passwords is a great additional resource.

https://tcall.tamu.edu/docs/dart/lessons/8-0_StrongAndWeakPasswordsLesson.pdf

Optional: Additional extension on Secure passwords:

- https://edu.gcfglobal.org/en/internetsafety/creating-strong-passwords/1/
- Watch the video together
    - Targeted listening: What should your password include? What shouldn't it include? What are two (2) ways you can make a password stronger? How can you keep your password safe/secret?
    - Create 2-3 example passwords with your partner
    - How might you change your current gmail password?

There are 4 main steps to follow when you want to create a new account on a website. Let's walk through that now.

Instructor note: Use the Additional Lesson images to walk through these steps or project steps on a computer.

Steps to create a new account on a website:

1. Go to the website
2. Look for and click the "sign-up" button (this button location will vary greatly from website to website)
   - If you can't find a button that says Sign-up, click on the login button. Most websites will say "Don't have an account? Sign Up" with a link attached. Click the blue words and it will send you to the right place.
   - Challenge: Ask learners to compare where this button is across the websites and tabs they have open.
3. Enter in the requested information.
4. Make sure to complete & **submit** this info—it won't create an account if you don't. Look for a button at the very bottom of the form that says "submit" or "create" or "Sign Up"

Activity:

Instructor walks students through making an account on Typing Club. Pass out the U7 Password Log and model where to record username and password on the handout. Offer students the option of bringing it back to class every session or the teacher holding onto it.

Challenge: Create gmail accounts for those without. Students that already have an email address can practice logging in.

Note to Instructor: During our curriculum pilot, we found most students already had gmail accounts. When we logged in on the classroom computers, this created significant confusion due to the two-step verification process. If you and your learners want to explore **creating gmail accounts**, consider using the following materials to support teacher and student exploration: https://edu.gcfglobal.org/en/gmail/

Note to Instructor: If **two-step verification** comes up, consider using the following materials to support teacher and student exploration: https://edu.gcfglobal.org/en/thenow/what-is-twofactor-authentication/1/

Accessing Your Account:

After you create an account on a website, to enter your account, all you need is your username and password.

To login to your account, use these steps:

1. Go to the website
2. Click the Sign In or Login button
3. Type in your username and password (Remember to click on the white boxes before you start typing!)
4. Click the Submit or Login button (you can usually use the Enter key here too)

Activity:

Students practice logging into Typing Club accounts.

(Optional) Account Recovery:

Note to Instructor: If one learner is experiencing this issue, then use it to teach the class what to do in this situation. We don't recommend having all students walk through these steps as it's likely to lead to more than one person getting locked out of their account or having more significant issues with continuing the practice.

Ask: What happens if I forget my password or username? What should I do?

Say: Click on the "I forgot …" button

Say: This will use an email address, a registered device, or phone number to verify it's you before giving you your username or asking you to create a new password

Teacher Demonstrate (if needed)

Instructor Note: Learners must have their cell phone with them for password recovery! Cell phone must be charged with data on or connected to the internet.

Optional practice: Students practice recovering their typing club account by using their gmail account to get the link.

Signing Out:

Ask: What does sign out mean?

Ask: Why is it important to sign out of an account?

Say: We don't want other people to have access to your account if they use the same computer.

Say: Never save your username and/or password on a shared or public computer!

Say: No one else should have access to your accounts (maybe your spouse but not always) especially if your account has sensitive information.

Say: To log out of your account, look in the top right corner for a hidden menu about your account.

Project Image 4

Say: In the upper right hand corner is going to be your account information, typically displayed with the first letter of your email address or your profile photo.

Say: That is where your account settings and login information will be.

Say: And this menu will usually have a Sign Out button. Click this button and make sure to wait to confirm you've been signed out.

Activity:

Students practice signing out of account.

Evaluation:

Have students use all of these skills by creating an internet account with a different service. Students can start by creating an account with USA Learns. Instagram or another social media account can be a challenge option for more advanced students.
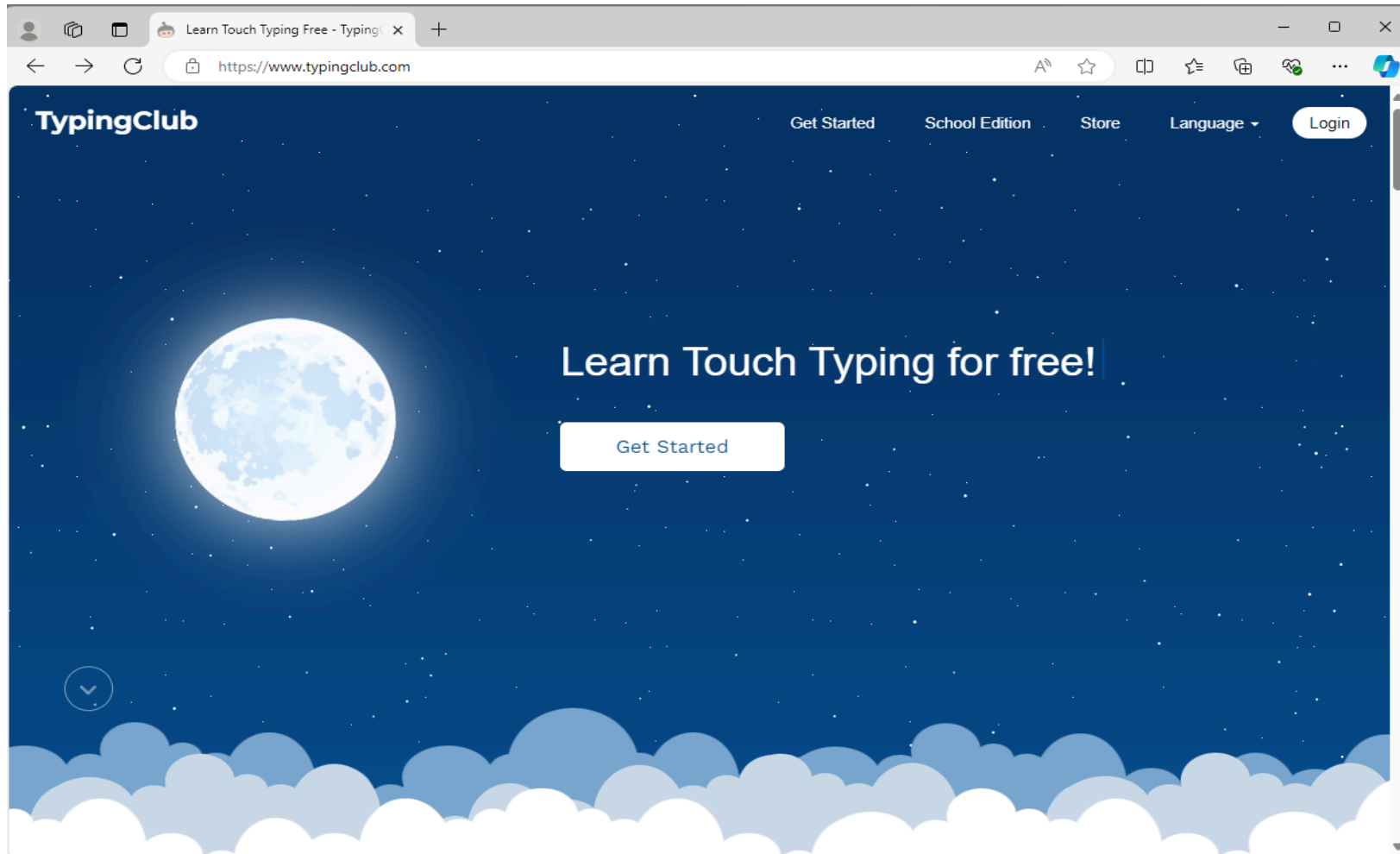
Image 1: Typing Club Home
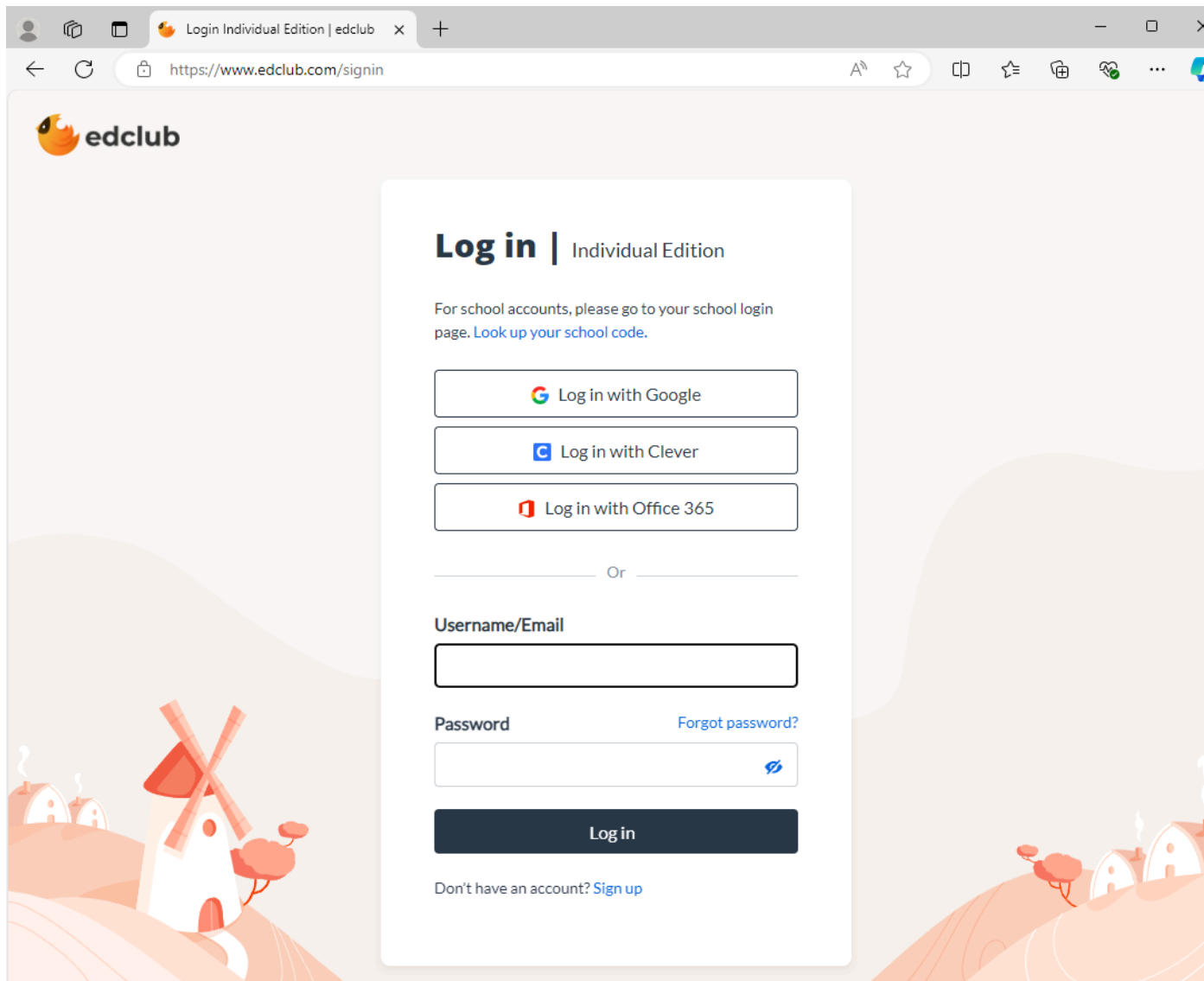
Image 2: Typing Club Login

Image 3: Typing Club Sign Up
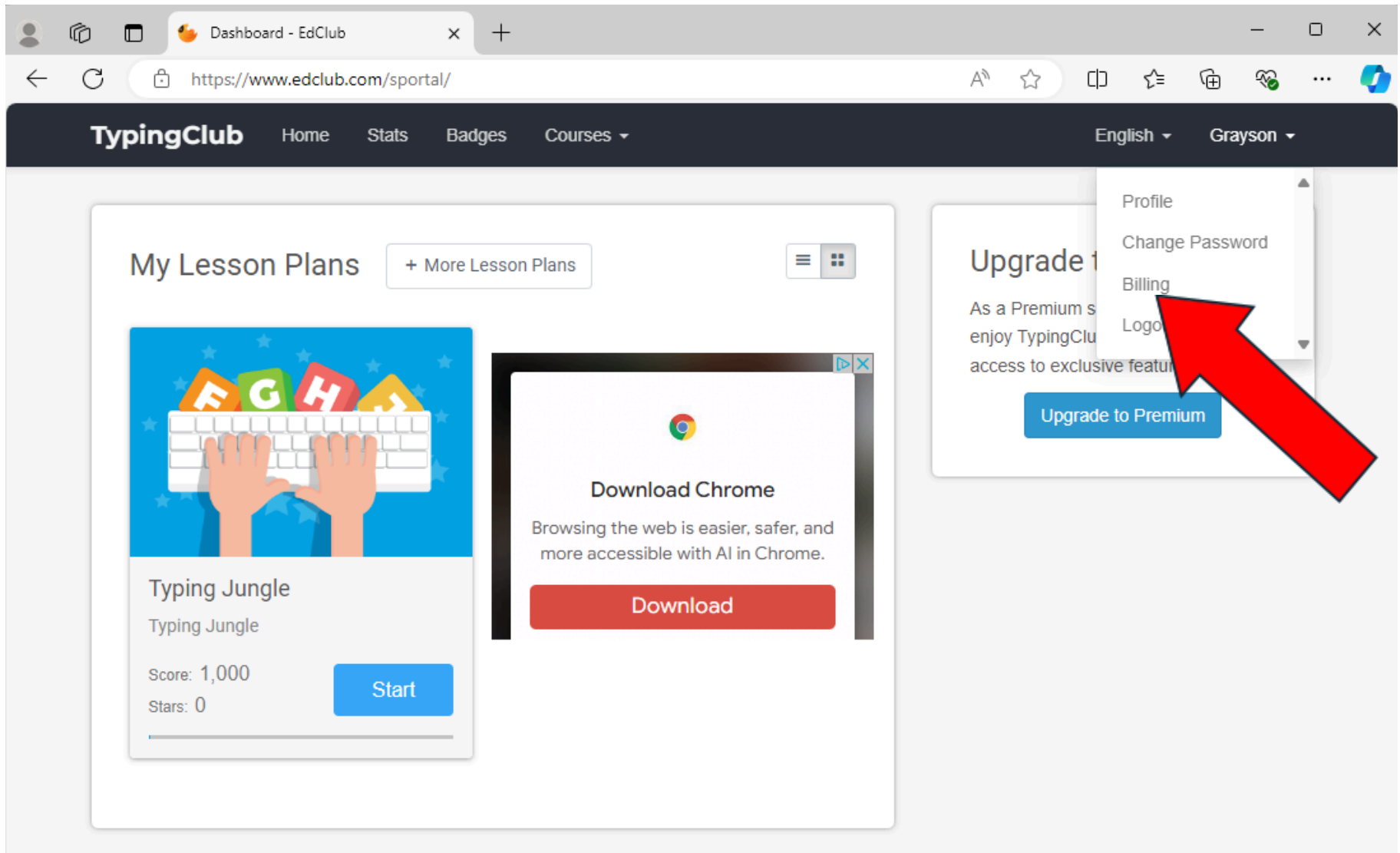
Image 4: Logout

Unit 7 Lesson 1: Student Lesson Guide

1. What is a website account?

_____

_____

_____

_____

2. Can you use the same account on different websites? Why or why not?

_____

_____

_____

_____

3. What information should you **never** give to a website? What is the exception to this rule?

_____

_____

_____

_____

4. When you create a new account, what information might the website ask you for?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

   e. _____

   _____

   f. _____

   _____

5. What are the steps to create a new account on a website?

   a. _____

   b. _____

   c. _____

   d. _____

6. What are the steps to login to your new account?

   a. _____

   b. _____

   c. _____

   d. _____

7. How do you sign out of an account?

   _____

   _____

   _____

<u>Unit 7 Lesson 1: Password Log</u>

Website: Gmail
Username:
Password:

Website: Typing Club
Username:
Password:

Website:
Username:
Password:

Website:
Username:
Password:

Unit 7, Lesson 2: Search Engines

Northstar Standards	Objectives/SWBAT
Internet Basics #3 Demonstrate familiarity with website structure (e.g., landing pages, internal pages). #10 Identify address bar and demonstrate understanding of its functionality. #12 Perform internet search using clear parameters (terms and filters).	**I can** identify what search terms to use for a specific question. **I can** use a search engine to answer a question. **I can** identify search results. **I can** use a search engine to find the web address of a requested website.
Seattle Digital Equity Initiative Skills Framework	
Essential Foundations (E.F.) EF.2 Search the Internet: Basic Internet searching	

Materials to prepare:

- Variety of highlighters
- Class computers
- Unit 7 Lesson 2.Additional Lesson Images

Vocabulary to Review Before the Lesson

1. *Search (v):* To carefully look for something : to try to find something.

Vocabulary & Concepts Introduced in Lesson

Search Engine Search Terms	Web Address Bar Search Bar	Search Results Link/Hyperlink

Lesson Plan:

1. Warm-up
2. What are Search Engines?
3. Search Terms
4. Using Search Engines
5. Search Results
6. Evaluation

Review & Warm-up:

Ask: Which websites did we visit last class? Where did you write down or save your passwords?

Think-Pair-Share: First students take a few minutes to think about the questions on the board. In pairs, students brainstorm their answers to the questions posed.

Write out the steps you take to login to typingclub.com:

1. Turn on the computer (teacher and student generate this together)
2. _____

Students practice navigating back to a website we used last lesson (gmail, typing club, usa learns, instagram) and log back in!

Self Assessment: Instructor introduces the collection of printed emojis and asks learners to describe the different emotions. Each learner should have their own set of emojis. **Ask**: What does each emoji communicate? After the class agrees on the meaning of each emoji, the teacher reviews the lesson objectives with the learners:

> I can use a search engine to answer a question
>
> I can use a search engine to find a picture of an animal
>
> I can use a search engine to find the web address of a requested website

Learners each choose an emoji from their set to either place at their desk to communicate their level of comfort with the objective, or learners stand up and post their emoji on the board next to the corresponding objective. At the end of the lesson, the instructor should reference back to this assessment and check to see how student confidence levels changed.

What are Search Engines?

Ask: Why do you use the internet? What do you search for on the internet?

Create a class-generated list of reasons why people use the internet or what kinds of things one might search on the internet for.

Keep the list visible on the board for the lesson.

Say: Today we are going to talk about and explore search engines.

Ask: What do you think a Search Engine is? (gather various responses)

Say: Let's break down the words.

Ask: What does it mean to search?

Ask: What is an engine?

> *Engine (n):* Something that produces a particular and usually desirable result : a machine

Say: A search engine is a website that helps us search the internet for something (usually another website).

Say: A search engine will use the words you give it to look around the internet for websites that have the same words.

Ask: What are some search engines that you have used before? (Elicit a list of search engines from students.)

Say: Some popular search engines are google.com, duck duck go, Bing, and Yahoo Search

Say: All these websites have the same job. They just look different because they are made by different companies.

Say: There are some small differences between all of them, but for the most part, they're the same.

Say: For today's practice, we'll be using google.com since it's the most popular.

Search Terms:

Say: In order to use a search engine well, we need to understand Search Terms.

Ask: What is a *term?*

   term (n): a word or phrase that has an exact meaning.

Ask: What do you think a search term might be?

Say: A search term is a word we use to search.

Say: A Search Engine like google.com will use the search terms and look all around the internet for websites that have those same words.

Say: We do NOT need to use sentences or full questions. In fact, we want to avoid using too many words.

Say: We need to break a sentence or question down into 1-3 words that are the most important. Those are the search terms.

Instructor note: For the following examples, pose the question and ask students to identify the most important words/search terms.

Example Question: "What is the weather today?"

Say: The most important words in this question are "weather" and "today"

Say: So, our search terms are "weather today".

Example Question: Where is the nearest post office?

Search Terms: "post office near me" or "nearest post office"

Say: We can use a lot of different words or phrases that mean the same thing when identifying search terms.

Say: The main idea here is that we want to use as little words as we can.

Instructor note: Continue with various examples until students are comfortable with identifying

Search Terms Activity:

Return to the student created list of search queries. Ask students to work with their elbow partner. Assign a query to each pair and ask them to first write out the full question and then highlight the two to three most important terms they would use in a search engine.

Using Search Engines:

Project image 1: Google Landing page

Say: When you first go to google.com, you will see something like this picture.

Say: Here we have 2 different bars that go across the window: the Search Bar and the Web Address Bar.

Ask: Where is the Web Address Bar? (on the toolbar at the top)

Ask: Where is the search bar? (in the middle of the window)

Ask: How do you know which one is the address bar and which one is the search bar?

Ask: Can you see the search icon inside the search bar?

Say: The search bar is what we use to type our search terms into the search engine.

Instructor note: Some students might have some confusion here regarding the search bar on the taskbar at the very bottom of the computer screen. Make sure to emphasize that the search bar on the taskbar will search your computer and doesn't need an internet connection whereas the search bar on google.com searches the internet and requires internet to work.

Say: We use the Web Address bar to type in URLs to go to a website.

Say: We can also use the Address bar to search, but it will automatically use the same company's search engine.

Say: For example, if you are using Microsoft Edge and type in search terms into the address bar, the browser will automatically use Bing to search because it was made by the same company.

Say: In the same way, if you are using Google Chrome and type in search terms into the address bar, the browser will automatically use google.com to search because it was made by the same company.

Say: On the other hand, the search bar ONLY uses search terms.

Say: We can NOT use the search bar with a URL to go directly to a website.

Say: URL's only go in the address bar, but search terms can go in both places.

Say: Now that we understand the parts of a search engine, let's talk about how to use one.

Say: First, I will show you how to use a search engine and then we'll practice together.

Ask: Remember, before we can go to a place on the internet, what do we need?

Say: We always need an internet connection and an open web browser.

Steps to use a Search Engine:

1. Go to search engine website
2. Look for and click on the search bar
3. Type in your Search terms
4. Push Enter

Activity:

Students follow steps and enter the search terms created in previous activities into the search bar.

Instructor note: As students explore different search queries, encourage them to use the back and forward buttons to navigate between result pages they have already been to.

Search Results:

Say: Now that we know how to use a search engine, let's talk about what you get at the end of a search: the search result page.

Ask: What is a result?

> *Result (n):* the end : final thing made by a search.

Ask: What do you think a search result page is?

Say: A search result page is a list of websites that have words that match your search terms.

Project Image 2: Example Search Results Page

Say: Here is an example search results page.

Ask: What are the search terms for this example? (practice typing)

Ask: How many website results do you see? (3 results)

Instructor note: Point out and/or circle each individual result on image.

Say: There are 3 results that you can currently see, but if you scroll down the page, you will be able to see many more.

Say: A search result will have 3 parts: the webpage name in blue, the web address, and a short description that comes from the webpage directly.

Say: To open and go to a result, click on the web page name in big blue letters. This is a link (also called a hyperlink) that will send you the webpage.

Say: Sometimes (but not always), you will see advertisements at the top of a search results page.

Say: We'll talk much more about this in the next lesson, but for now, keep an eye out for the words "ad", "advertisement", "promotion", or "sponsored". All of these words mean the same thing and

companies are required by law to include them.

Activity #1:

Instructor Note: Given the ongoing updates to browsers, we suggest projecting the results of a search on the day that you teach this lesson (instead of using the example images as it will most likely appear different).

Teacher projects their screen of a search result. Assign roles to students, they stand up and annotate on the whiteboard:

- One student should circle all the advertisements in purple (if applicable)
- Another should underline the URLs in green
- Another should box Webpage name (also a link)
- Another should label the excerpt from the webpage

Activity #2:

Teacher poses questions to the class such as, "How many food shelves are in the area?" or "what are the hours to the nearest post office?". Ask students to identify the search terms and use google.com to find the answers. Encourage students to open links and explore different search results.

Evaluation:

Students self-assess. The teacher returns to the objectives ("I can" statements) and asks learners to find an emoji on their device or in their laminated set to describe how they feel on their learning in regard to each objective. The teacher records their responses to inform the review activity for the following lesson.
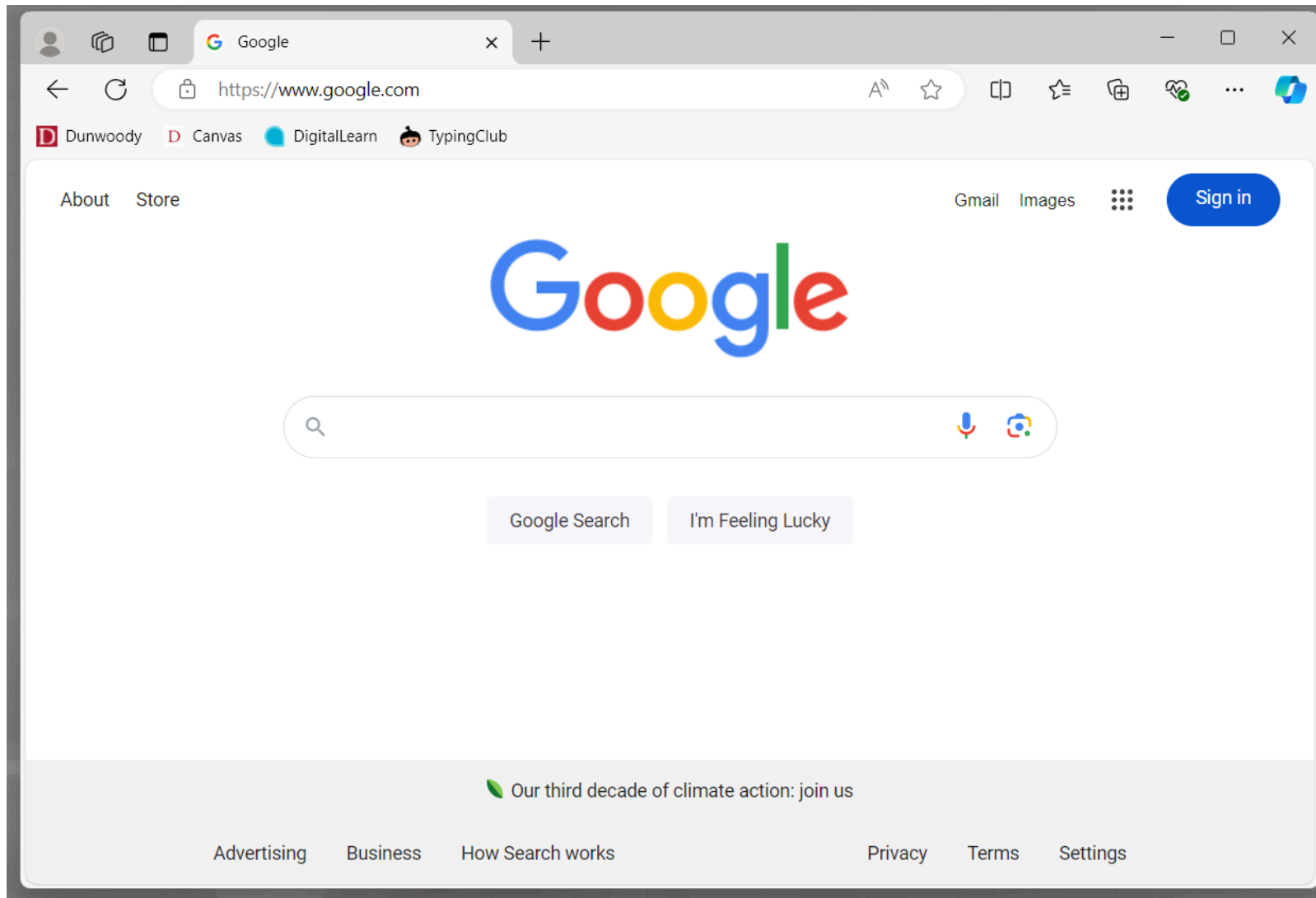
Image 1: Google Landing Page
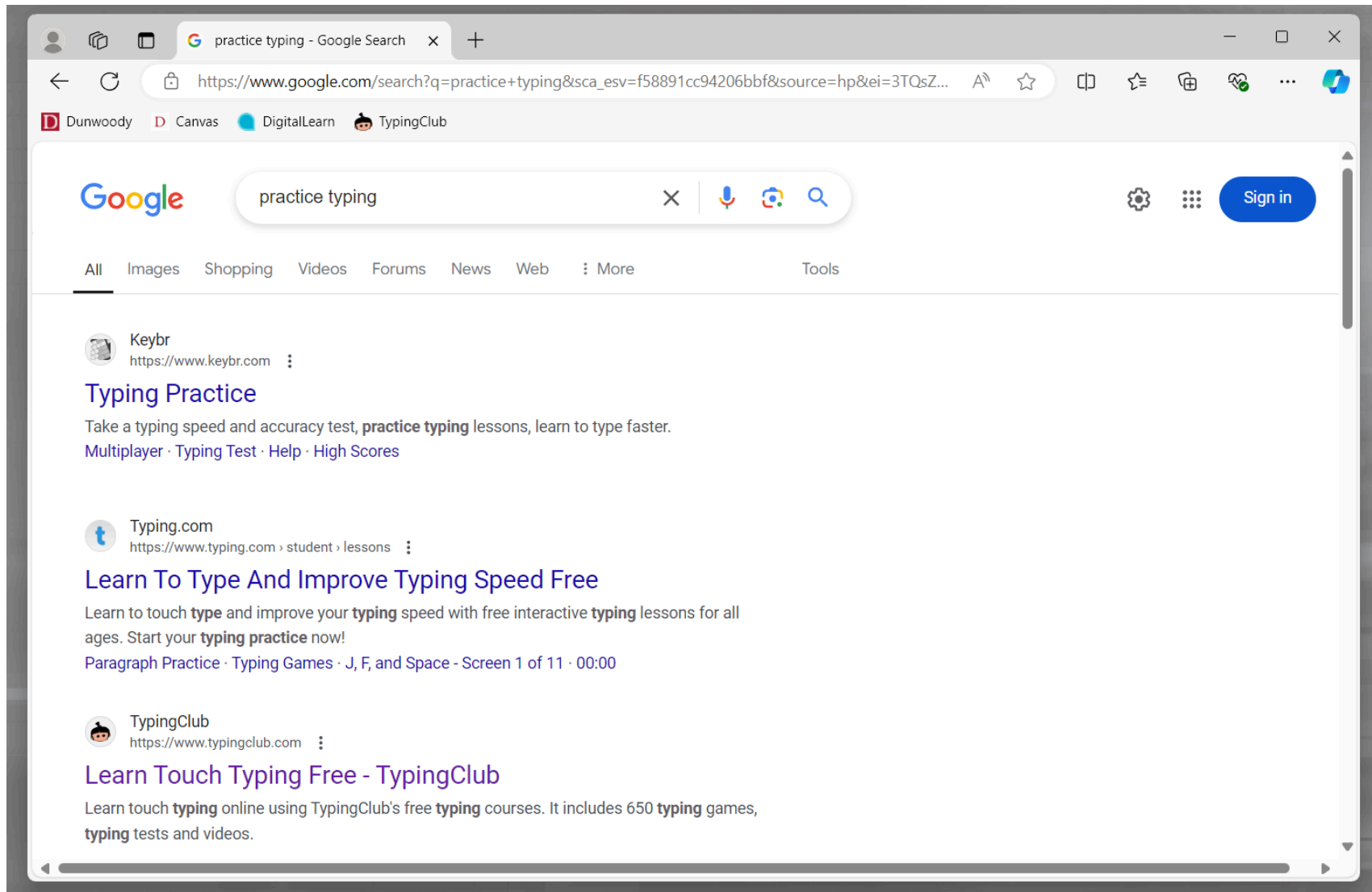
Image 2: Search Results Example

Unit 7, Lesson 3: Internet Safety

Note to Teacher: It may help to review or re-teach Unit 5, Lesson 1 Internet before embarking on this lesson.

Northstar Standards	Objectives/SWBAT
Internet Basics 6. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites). 7. Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).	**I can** choose the best type of internet connection (private/public) for a stated activity. **I can** identify secure websites. **I can** identify scam text messages using warning signs. **I can** make suggestions to others, verbally and in writing, about staying safe from scams.
Seattle Digital Equity Initiative Skills Framework	
EF.10 Create Safe Passwords; Password basics: creation, safe storage, resetting EF.12 Protect My Privacy on Shared Devices; Understand how to protect privacy when using shared devices and public Internet (signing out of accounts, clearing search history, etc.) DO.3 Keep Devices Safe & Secure; Protect devices by managing risks & threats in a digital environment by applying safety & security measures	

Materials to prepare:
- Before class, email students the U7.L3 Flippity Activity
- Unit 7 Lesson 3.Additional Lesson Images
- Unit 7 Lesson 3.Activity.Recognizing Scam Messages
- Unit 7 Lesson 3.Activity.Recognizing Ads Online
- 3-2-1 Assessment & Reflection hard copy for each student

Vocabulary to Review Before the Lesson
1. *Suspicious (adj.):* causing a feeling that something is wrong or that someone is behaving wrongly.

Vocabulary & Concepts Introduced in Lesson

Unsolicited Secure	Sponsored Promotion	Advertisement

Lesson Plan:

1. Warm-up
2. Public vs Private internet connections
3. Internet Security:
4. Account Safety Measures
5. Online scams
6. Evaluation

Review & Warm-up:

Community Building: Circle up. Quiz learners on each other's name, especially when there are new learners or sporadic attendance. **Ask**: What did we do in class last session? What questions remain/do you still have?

Teacher models how to connect to the internet in their classroom setting. Pause to allow learner to connect to the internet. Teach models logging into gmail in the classroom setting. Pause to allow learners to login to gmail accounts on class computers.

Challenge: Teacher elicits the step-by-step instructions from learners for the following two activities. As learners explain the steps, encourage one-two students to sit at the teacher's computer while another stands at the board to point out where to click. A fourth student should act as the note keep and write each step on the board.

1. Connect to internet (if applicable)
   a. Student: Open the laptop, press the power button
   b. Check in the lower right hand corner, and open the _____ menu.
   c. Select _____ internet.
   d. Enter the password.
2. Login to Gmail

Public vs. Private Connections:

Ask: What are the different types of internet connections?

Ask: When we talked about the internet, we learned about two different kinds of connections.

Ask: What are they? (private and public)

Ask: Where would you find **public** internet connections? How do you know the connection is **public**?

Ask: Where do you find **private** internet connections? How do you know the connection is **private**?

Review what is and is not safe to do on public connections:

- o   Banking
- o   SSN
- o   Sensitive information
- o   Checking email
- o   Purchasing using cards/bank information
- o   Social media

Instructor Note: Ask students to use critical thinking skills here – what do they think is safe/not safe to do on a public connection?

Activity:

Directions: Ask students to check their email. Refer back to the steps written on the board in the warm up. Ask students to open the email from the teacher titled, "U7.L3 Flippity Activity." Ask students to click on the hyperlink. Students work individually or in pairs to sort the different activities.

Variation: The whole class generates a list of different things you can do on the internet. Teacher writes the activities on the board. Students pair up and decide what is safe to do on a public connection. Students

Ads:

Say: There are a **lot** of safety issues on the internet. Let's talk a little about how to stay safe and what to look for when you're exploring the internet.

Say: Let's start with what ads look like on the internet and how to recognize them.

Ask: What is an ad? What is Ad short for?

> *Advertisement (n):* Something that is shown to people to help sell a product.

Say: Unfortunately, a lot of companies try to do as much as they can to hide that something is an Ad. Companies are required by law to tell consumers it's an AD but they like to do as much as they can to tiptoe that line.

Say: One way they do this is by changing the label "Ad" to "promotion" or "sponsored". These words all mean the same thing: someone is trying to sell you something.

Say: They might also make the label very small so it's easy for people to miss.

Say: Sometimes you might see a blue triangle and "x" in a corner instead. Let's look at some examples of this.

Project Images 1 & 2 and ask students to identify the ads.

Activity:

U7.L3 Ad Activity

Secure Websites:

Say: When we are exploring the internet, it's very important to make sure we are on safe websites.

Say: When you go to a website that might be dangerous, the web browser will usually tell you it's not safe and block you from continuing to the site.

Say: However, most of the time, there is only a small signal that can tell you if a website is secure or not.

Ask: What does secure mean?

secure (adj.): protected from danger or harm.

Say: One way to check to see if the website is secure is to look for an SLL.

Say: SLL stands for Secure Sockets Layer.

Say: An SLL is a special certificate that websites can get by providing added levels of security to protect personal information and financial data. They have to prove they have this security in order to receive an SLL.

Ask: How can you tell if a website has an SLL?

Say: There are 2 ways we can tell if a website has an SLL. Our first way is to look at the URL protocol: https://

Say: Look for the **S** in the http**S**://. This S stands for Secure.

Say: The second way is to look at the address bar. If there is a lock icon in the far left side of the address bar, it means the website is secure.

Project images 3 & 4 for examples

If you don't see either of these examples, your web browser might be hiding it in a hidden menu. If you click on the same place you would usually look for this information, a small menu will popup with more information.

Project Image 5

Other things to look for:

1. Spelling mistakes and design problems
2. Is there any real contact information?
3. Too many pop-up windows
    a. Pop-ups to look for:
        i. If they ask for any financial information
        ii. Cybersecurity warnings - this is just to scare you into clicking on their link
        iii. Ads for unrelated products or services

Activity:

Instructions: Go through the example images provided and ask students if the website is secure (where applicable).

Scam Texts:

Say: For this lesson, we're going to talk about those weird messages you get on your phone.

Ask: What is a scam?

Say: A scam is a way for someone to trick another to steal their money or information.

Say: Messaging scams will often ask you to click a link to receive a gift or fix an issue with your account.

Say: If you click the link, they'll ask you for your personal information or login username/password.

Say: They might also ask you to update a password or respond to a social media friend or contact request.

Say: Sometimes, clicking this link can also download a virus or malware onto your computer.

Project image 6

Say: Here is an example of a scam message. Let's go through this example and find all the clues that make it suspicious.

Ask: How can you tell if a message is a scam?

- Spelling mistakes or bad grammar
- Tells you they are a real official company but doesn't come from an official company email address.
- Pressures you to do something IMMEDIATELY or you risk losing an (fake) opportunity. they create a false sense of urgency to stop you from thinking too hard about it.
- They'll offer you something that seems too good to be true. On the internet especially, if something seems too good to be true–it is!
- It's unsolicited.

Ask: What does unsolicited mean?

> _Unsolicited (adj.):_ Not asked for; given or received without being requested.

Project image 7

Say: Here's another example of a scam message.

Ask: What are some clues that tell us this is suspicious?

Ask: What should you do when you get these messages?
- Delete them!
- Do **NOT** click any links
- Do **NOT reply**
- If you're worried about a charge or issue with an account, go to the actual website and login to your account to check. DO **NOT** use any links on the message.
- Why should you not click any links? What is dangerous about this?

Activity:

U7.L3 Scam Messages Activity

Evaluation:

Directions:
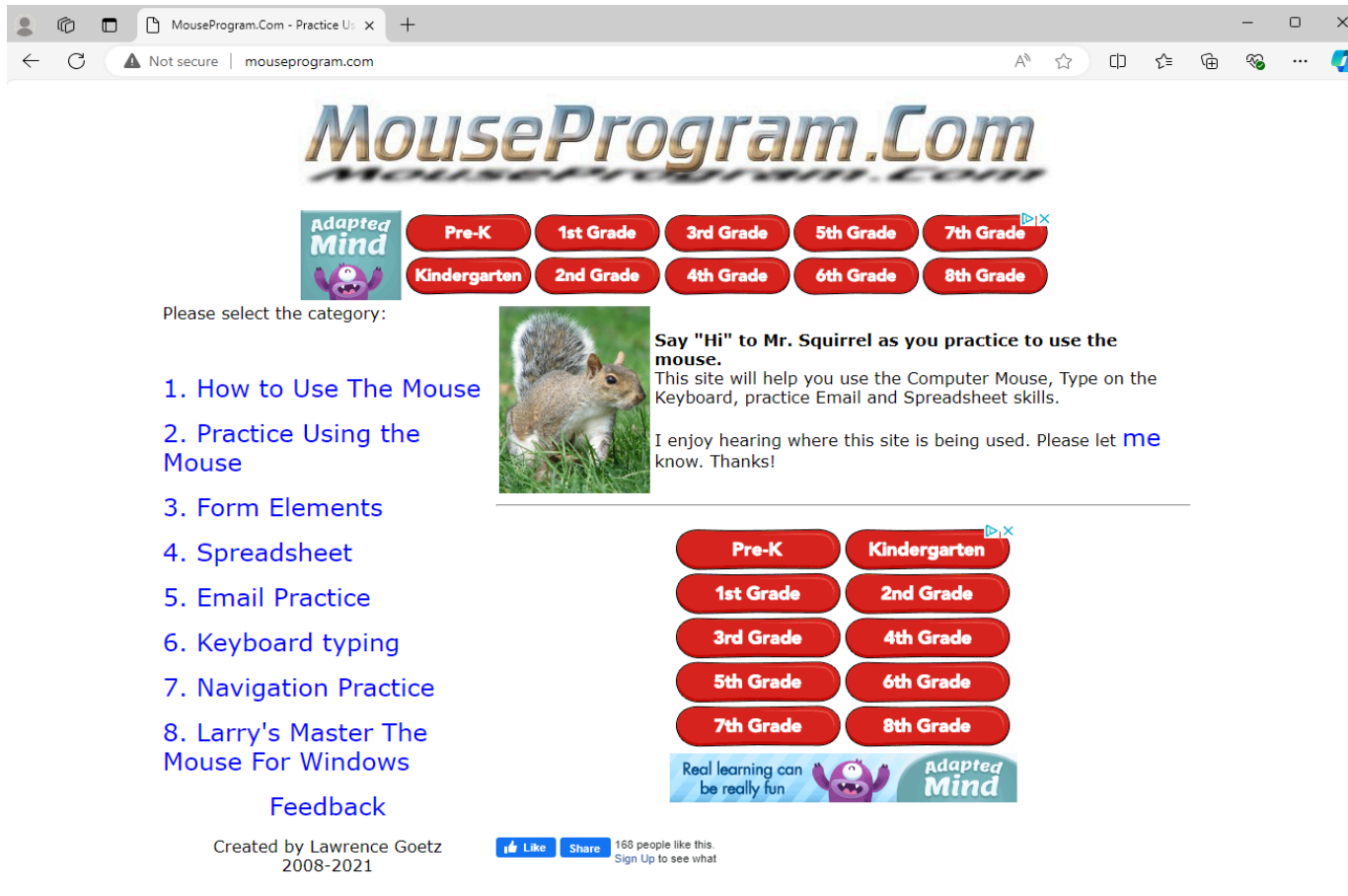
Pass out the "3-2-1 Assessment & Reflection" hard copy. Elicit the student responses. With the document camera, the teacher models writing one sentence together as a class. Then, ask a student to share their example. Last, allow time for learners to complete the prompt. Use this worksheet as an exit ticket. Learn more about the strategy and variations here.

Instructor note: Make sure students logout of website accounts at the end of class.

Sources Used:

https://us.norton.com/blog/how-to/check-if-a-website-is-safe

https://us.norton.com/blog/online-scams/what-is-phishing

ELDES
English Learner
Digital Essential Skills

Image 1: Ads on a website

Image 2: Ad popup on website
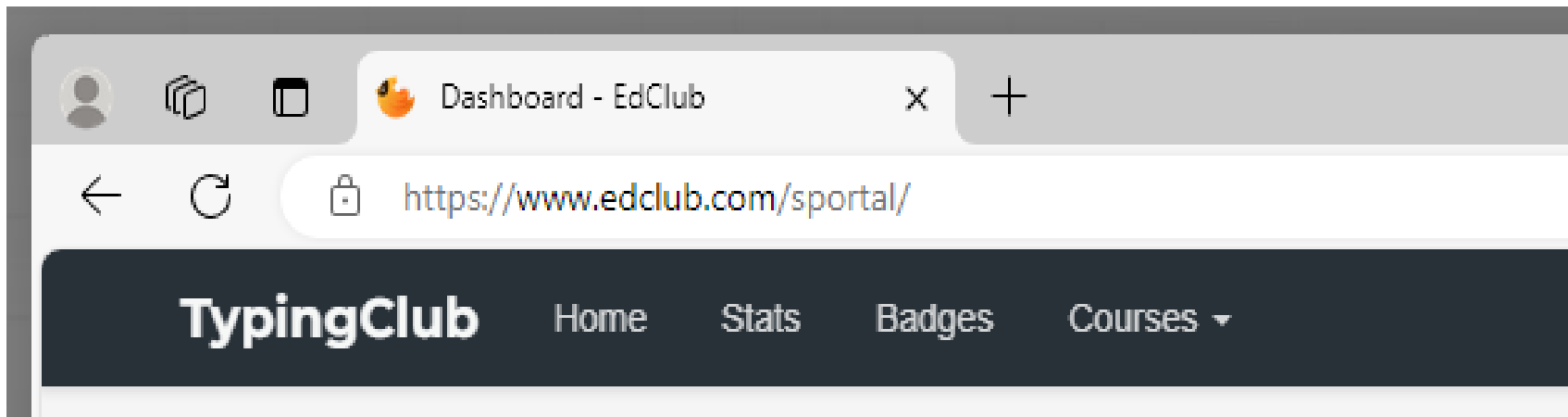
Image 3: Lock on Address Bar
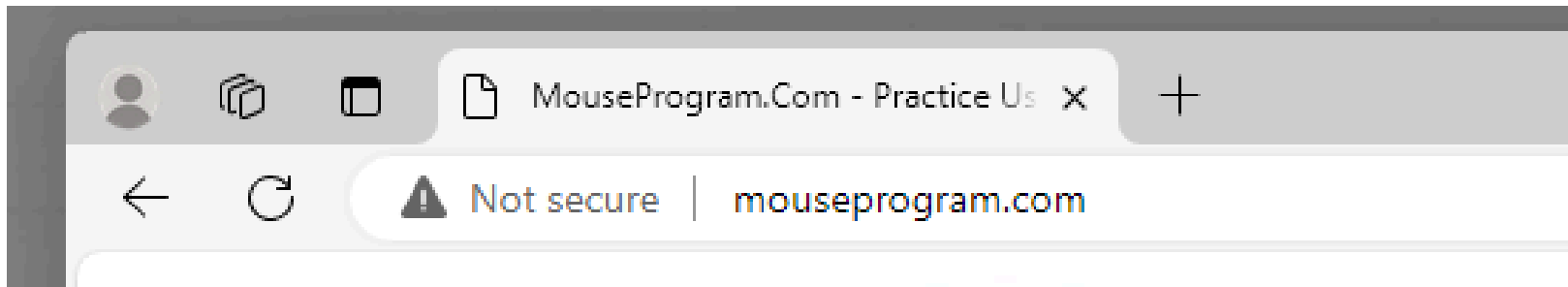
Image 4: Unsecure Website
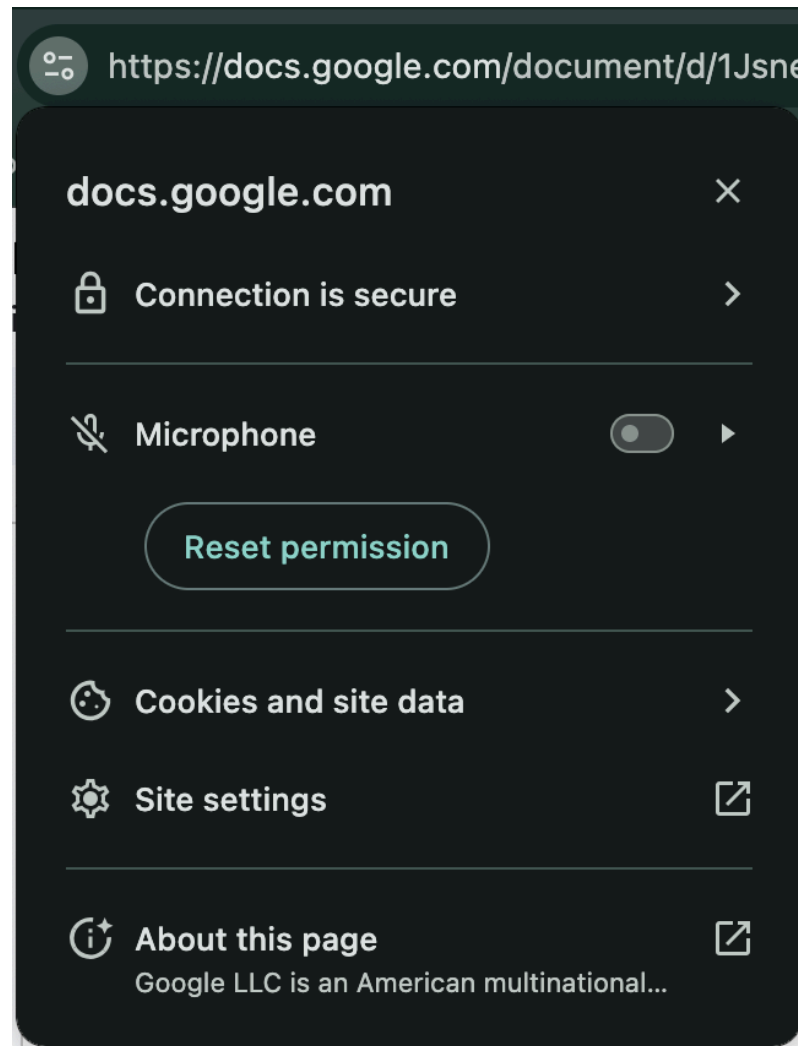
Image 5: Hidden Menu
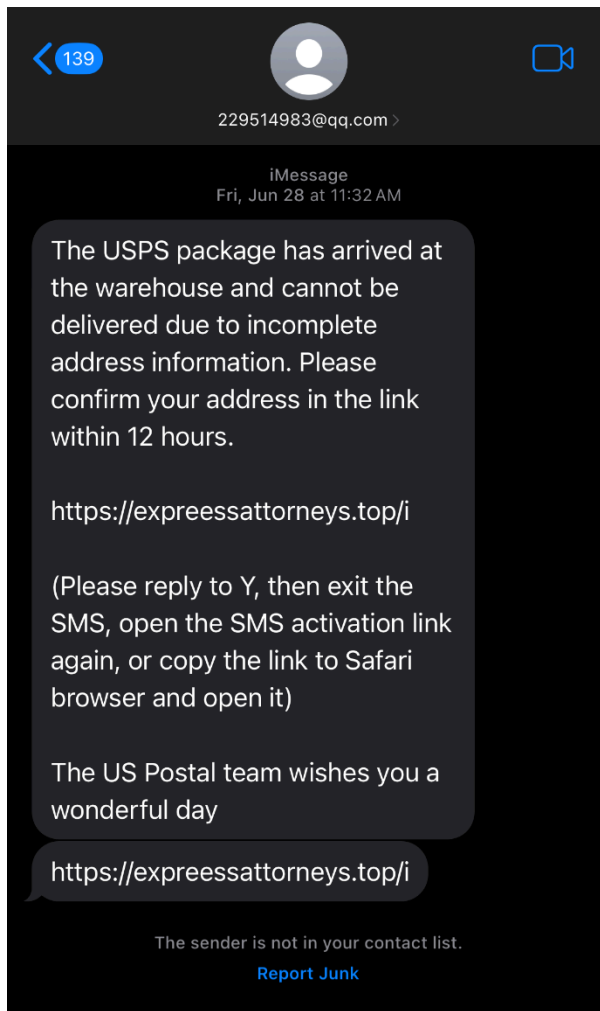
Image 6: Example Scam Message 1
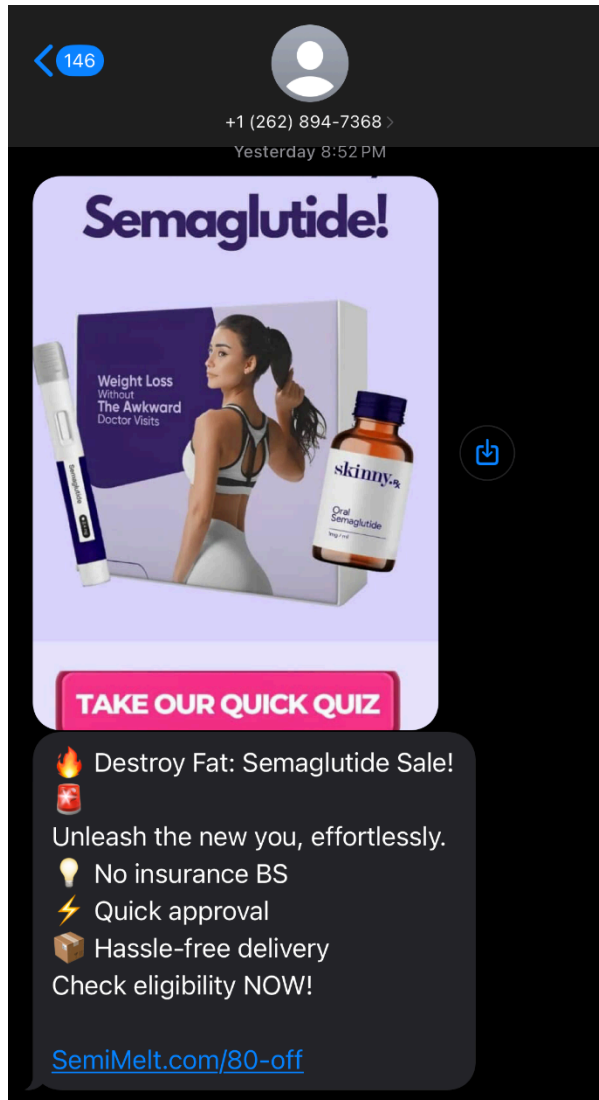
Image 7: Example Scam Message 1

Unit 7 Lesson 3 Activity: Recognizing Ads Online

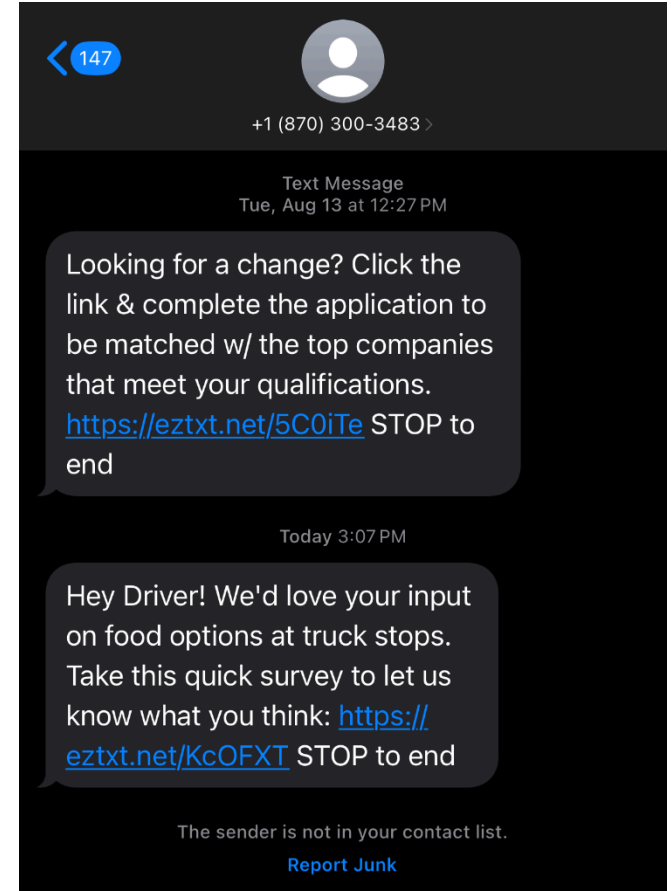Directions: Circle the ads on the websites below.

Unit 7 Lesson 3 Activity: Recognizing Scam Messages

Directions: Read the text message and answer the questions.
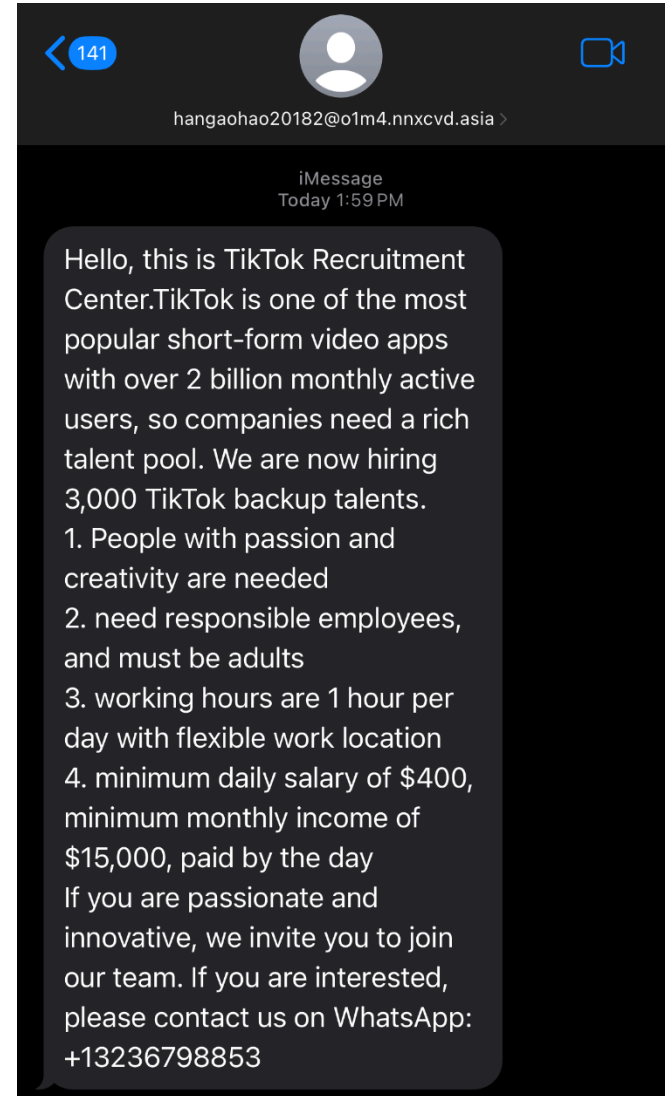
Message #1

What about this message is suspicious?

What should you do next?

147

+1 (870) 300-3483

Text Message
Tue, Aug 13 at 12:27 PM

Looking for a change? Click the link & complete the application to be matched w/ the top companies that meet your qualifications. https://eztxt.net/5C0iTe STOP to end

Today 3:07 PM

Hey Driver! We'd love your input on food options at truck stops. Take this quick survey to let us know what you think: https://eztxt.net/KcOFXT STOP to end

The sender is not in your contact list.
Report Junk
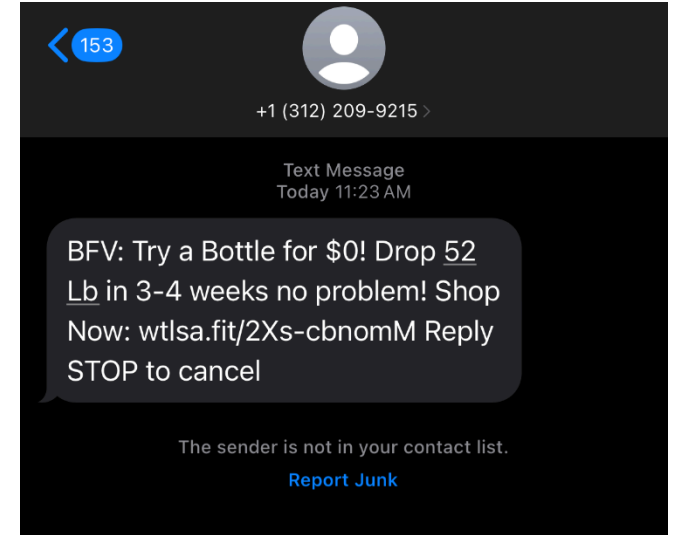
Message #2

What about this message is suspicious?

What should you do next?

Message #3

What about this message is suspicious?

What should you do next?

theteachertoolkit

Name _____   Date_____

3 - 2 - 1

Three things you learned:

1. _____

   _____

2. _____

   _____

3. _____

   _____

Two things that interest you and you'd like to learn more about:

1. _____

   _____

2. _____

   _____

One question you still have:

1. _____

   _____

★ **REGION 13**
EDUCATION SERVICE CENTER