

# You've Won a Prize!

## Essential Question

*What is spam, and what can you do about it?*

## Lesson Overview

Students learn what spam is, the forms it takes, and then identify strategies for dealing with it.

Students compare junk mail to spam, learn tips for handling spam safely, and then use those tips to answer questions on the **Is It True? Student Handout** about a boy who receives spam. Students finish by making their own songs about how to deal with spam, using tips from the **Is It True? Student Handout**.

## Learning Objectives

*Students will be able to ...*

- define what spam is.
- explore strategies for safely managing unwanted messages.
- identify different forms of spam.

## Materials and Preparation

- Copy the **Is It True? Student Handout**, one for each student.
- Bring in several pieces of junk mail that have been opened and spread the mail around the classroom.
- Optional: Preview GarageBand or download the free online version of Audacity ([www.audacity.sourceforge.net](http://www.audacity.sourceforge.net)) for Teach 2.

## Family Resources

- Send home the **Online Security Family Tip Sheet (Elementary School)**.

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

**grade 3:** RI.1, RI.3, RI.4, RI.10, RF.4a, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.6, L.3a, L.6

**grade 4:** RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.9b, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, L.3a, L.6

**grade 5:** RL.10, RI.3, RI.4, RI.7, RI.10, RF.4a, W.9b, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.5, SL.6, L.6

**NETS-S:** 2b, 5a, 5b

## Key Vocabulary –

**junk mail:** unwanted mail that no one sent away for in the first place

**spam:** unwanted email messages or IMs that the recipient did not ask for

**computer virus:** a software program that can damage other programs on the computer

## introduction

### Warm-up (10 minutes)

**INVITE** students to browse through the junk mail that you have spread around the room.

**ASK** some of the students to read the major headlines to the class. Point out that you did not ask for this mail.

**PRESENT** the following scenario to students: Kathy loves coming home from school and picking up the mail. She always checks to see if anything has arrived for her. Usually, all the mail is for her parents. Her parents throw most of the mail in the recycling bin, calling it *junk mail*.

**DEFINE** the Key Vocabulary terms **junk mail** and **spam**, emphasizing their similarities.

## teach 1

### Too Good to Be True? (15 minutes)

**DISTRIBUTE** the **Is It True? Student Handout** and have students write answers to the questions individually.

**ENGAGE** students in a full-class discussion, using the following questions:

**ASK:**

*What do you think Charlie thought when he got this email?*

Charlie may have thought that it was from a friend or a relative whose email address he did not know.

*Why do you think Charlie opened this email?*

He was probably curious and did not think that anything bad would happen.

*Was it a good idea to click on the Web link? Why or why not?*

Since Charlie was confused about the source of the email, he should not have clicked on the link.

*What should Charlie do next?*

Charlie should tell a parent or guardian about the email, especially now that he has clicked on the link.

**EXPLAIN** to students that adults who use the Internet will understand the problems associated with spam and will know what to do about it. Let them know that if the adults in their life don't know very much about computers, they should find a teacher or trusted adult who does.

**DISCUSS** with students that the email sent to Charlie was probably sent to thousands of other people too. The sender was probably a company trying to sell something. The sender wanted Charlie to click on the link and see the ads, tricking him into it by telling him that he won a prize.

**EXPLAIN** that spam messages may be addressed to a person by name, just as junk mail is addressed. The company's computer has simply inserted that person's name automatically in a message that thousands of people have also received.

**ASK:**

*Have you ever received spam? If so, what did you do? How did you know it was spam?*

Guide students to understand that the purpose of spam is to get someone to read the message, and the subject line is designed to trick the recipient into opening it.

**DISCUSS** with students that spam can be annoying or upsetting to adults as well as children. It can also be harmful to your computer, infecting it with viruses.

**DEFINE** the Key Vocabulary term **computer virus**.

**POINT OUT** that people get rid of junk mail without opening it because they know it's junk mail. Spam is Internet junk mail, and they should treat it the same way.

**EXPLAIN** that opening a spam message automatically signals the sender that the message has reached its audience, and the spammer will keep sending you more junk emails. The best strategy is not to open email from unknown addresses. Just trash spam.

**REVIEW** with students the Use Common Sense! tips about spam on the **Is It True? Student Handout**.

- Don't open messages from people you don't know.
- If you open a message by mistake, don't click on links or download files that come with it.
- Never reply to emails or IMs from people you don't know.
- Don't reply to spam, even to tell the spammer not to send any more messages.
- Flag emails as "junk" or "spam."
- Watch out for messages that ask for your private information. No one should ever do that.
- Tell an adult you trust about any message that makes you feel uncomfortable or comes from someone you don't know.

## teach 2

### Spam Stoppers Song (15 minutes)

**PLACE** students in groups of four. Each group should create a song called "Spam Stoppers." The song should incorporate the spam stoppers tips from the **Is It True? Student Handout**.

**GUIDE** students to create the lyrics using the following song structure: Verse 1, Chorus, Verse 2, Chorus, or a rhyme scheme such as A, B, A, B.

For a high-tech option, have students create their songs using GarageBand or Audacity ([www.audacity.sourceforge.net](http://www.audacity.sourceforge.net)), a free online program that allows you to record, edit, and mix music.

**ENCOURAGE** students to perform or play their songs for one another when they finish.

## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

**ASK:**

*What is spam?*

Spam is unwanted email or messages from companies or other groups, usually trying to sell something.

*What is the safe thing to do if you get an email or IM from a stranger?*

Do not open it; if you do open it in error, don't click on anything or download any attached file.

*What are some ways spam "tricks" people?*

The purpose of spam is to get someone to read the message, and the subject line is often designed to trick the recipient into opening it. Companies can also personalize spam to address recipients by name.

**Extension Activity**

Have students create posters about how to identify and deal with spam. They should design the posters for kids who are two years younger than they are, and who likely do not know anything about spam. They can use Glogster ([www.glogster.com](http://www.glogster.com)) to make their posters, or use markers and poster board.

**At-Home Activity**

Have students share their "Spam Stoppers" songs with their family. Encourage them to work with a family member to add another verse to the group's song. If possible, have students record a family production of the song using a smartphone.

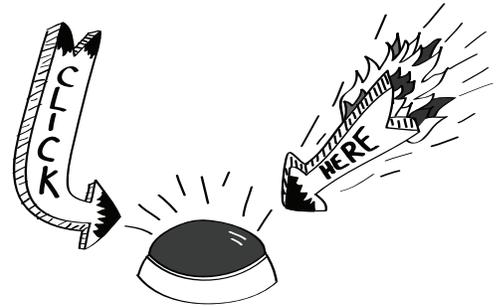
# You've Won A Prize!

## Directions

Read the story below and answer the questions that follow.

One day Charlie gets an email from an address he doesn't know. In the Subject box it says "You've won a prize!" The message reads, "Congratulations! You've won a big prize! To claim your prize, click here." There is no name at the end of the message.

Charlie clicks on the link and sees a webpage advertising a pimple cream. He tries to close the page, but other advertising pages pop up for tooth-whitening and foot-odor products. Every time Charlie closes a page, another ad pops up. He can't seem to get off the site.



**1. What do you think Charlie thought when he got this email?**

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**2. Why do you think Charlie opened the email?**

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**3. Was it a good idea to click on the Web link? Why or why not?**

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#### 4. What should Charlie do next?

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##### **Use Common Sense!**

Spammers want you to open their emails. Follow these **spam-stopping** tips – don't fall for tricks!

- Don't open messages from people you don't know.
- If you open a message by mistake, don't click on links or download files that come with it.
- Never reply to emails or IMs from people you don't know.
- Don't reply to spam, even to tell the spammer not to send any more messages.
- Flag emails as "junk" or "spam"
- Watch out for messages that ask for your private information. No one should ever do that.
- Tell an adult you trust about any message that makes you uncomfortable or comes from someone you don't know.

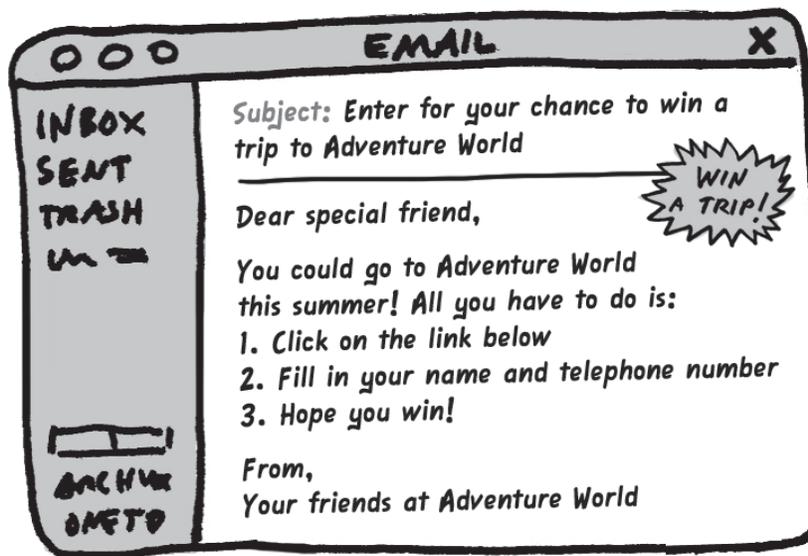
# You've Won a Prize!

1. Unwanted \_\_\_\_\_ that you did not ask for are called spam.

- a) emails
- b) high fives
- c) homework
- d) phone calls



Read the email message below. Then, answer questions #2 and #3.



2. Eric receives the email above and thinks it might be spam. Eric should:

- a) Avoid opening or downloading anything that is in the message
- b) Tell an adult about the message
- c) Reply to the message
- d) Both a and b

3. What is a good clue that the message above might be spam?

- a) The message asks you to click on a link. It also asks you to send personal information
- b) The message is to a “special friend,” not to a specific person
- c) The subject of the message sounds too good to be true
- d) All of the above



# You've Won a Prize!

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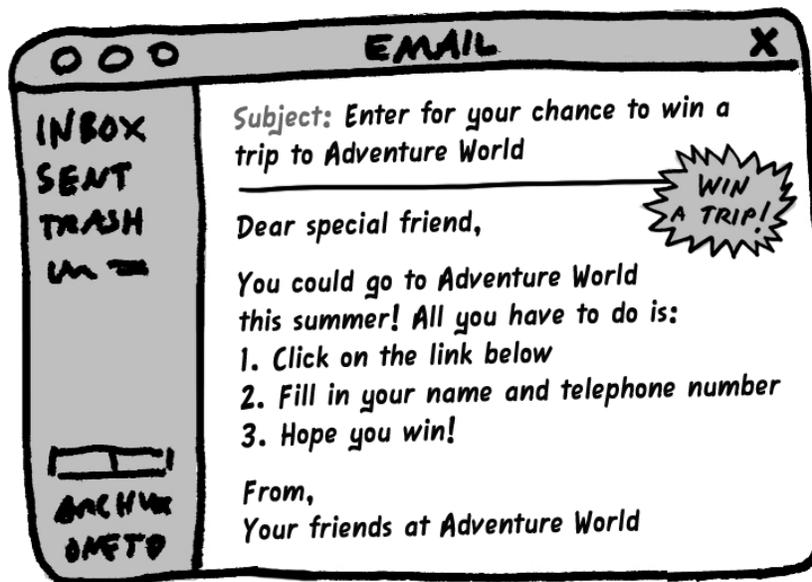
- a) emails
- b) high fives
- c) homework
- d) phone calls



*Answer feedback*

The correct answer is **a**. Unwanted emails that you did not ask for are called spam. Sometimes, spam messages use your name. But don't be confused by that. If you didn't ask for the message, it's probably spam!

Read the email message below. Then, answer questions #2 and #3.



2. Eric receives the email above and thinks it might be spam. Eric should:

- a) Avoid opening or downloading anything that is in the message
- b) Tell an adult about the message
- c) Reply to the message
- d) Both a and b**

*Answer feedback*

The correct answer is **d**. People send spam for different reasons. One is to get money. Another is to get information. People also send them to harm your computer. Do not open or download spam, you could harm your computer! It's best to delete spam and tell an adult.

# You've Won a Prize!

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### 3. What is a good clue that the message above might be spam?

- a) The message asks you to click on a link. It also asks you to send personal information
- b) The message is to a "special friend," not to a specific person
- c) The subject of the message sounds too good to be true
- d) All of the above**

#### *Answer feedback*

The correct answer is **d**. A message from a friend wouldn't ask for your name and phone number. A friend would probably also call you by your name and sign his or her name at the end of the message. If a message seems strange and you didn't ask for it, it's probably spam. Delete it!

