

NC TOOLKIT for
Digital Readiness

Session 3 Instructor Guide

Communicating Online - Combined Group

OVERVIEW

Session 3 - Communicating Online

Session Time

(1 hour 45 minutes)

Description

The internet unlocks endless opportunities for communication with friends and families, work contacts, and strangers. Together we will look at different tools to communicate online, how to use them to communicate with different kinds of people, and how to be safe when doing so. Includes discussion about email, social media, and internet scams.

Objectives

Adults will be able to:

- Define basic email and social media terminology
- Access and navigate an email inbox
- Send, receive, reply to, and attach files to an email
- Identify phishing attempts and appropriate responses
- Discuss how social media affects young users
- Participate in online video calls

Students will be able to (ISTE Standards 2a, 2b, 6a, 7b):

- Describe potential longevity of online activity
- Consider how online activity might be viewed and judged by different people
- Understand that online profiles don't fully and accurately represent a person
- Identify phishing attempts and appropriate responses
- Describe effective use and etiquette for online video calls



Preparation

- Print
 - Adult handout
 - Optional: *Don't Bite the Phishing Hook* and *Whose Profile is it Anyway* handouts (activities also appear in slides)
 - Sign-in sheet
- Choose Gmail credentials for instructor demonstrations during the workshop.
- Set up a practice Zoom meeting with a waiting room and passcode (or preferred video conferencing platform).
- Customize slides with any relevant announcements.
 - You may want to add your email address to email tutorial.
 - Add meeting ID and passcode for practice Zoom meeting to slides.
 - Change Zoom activity to preferred video conferencing platform if needed.

Just Before Session

- Open slideshow on presentation computer.
- Log into the Gmail account being used for demonstrations during the workshop.
- Prepare an email message and attachment to use in reply to students during tutorial.
- Sign in to Zoom account hosting the practice meeting.
- Place sign-in sheet near entrance.
- Talk with assisting facilitators about how you would like them to roam among participants, and field individual questions, and bring your attention to questions relevant to the group.



OUTLINE

Session 3 - Communicating Online

Arrival | 10 Minutes

All participants sign in. Each family should sit together and share a computer. Use this time to make sure each family brought their device, they can sign into their device, it is charged or connected to an outlet, and connected to Wi-Fi. Also, ask if adults have a Google account. If so, make sure they have their password. If not, help them make an account if time allows.

Introduction & Agenda | 5 minutes

Introduce facilitators present. Set expectation for communication during session. Explain how families will share device. Outline session schedule and goals.

Icebreaker | 5 minutes

Have each participant introduce themselves and answer the discussion question as they do.

- Discussion Question: Who would you like to communicate with online?

Introduction to Email | 15 minutes

(Slideshow Overview & Group Tutorial)

HANDS ON: adults on computers.

- Demo: Navigating inbox and composing email.
- Key terms: *inbox, email address, subject, attachment, sender, reply*
- Activity: Compose and send an email to the instructor. Open reply from instructor and download attachment. Reply to instructor.

Video Conferencing | 12 minutes

(Slideshow Overview, Group Tutorial, and Discussion)



Break | 10 minutes

Social Media Overview | 10 minutes

(Slideshow Overview)

- Key Terms: *social media, friends/followers, private profile, public profile, post, direct message, block and report*
- Activity: Review <http://bit.ly/tsmfacts>
- Discussion Questions: Did any of this surprise you? Does it make you re-think your understanding of how your student will use social media? Students, do you think these things could be true of other students, even if it's not true for you?

It's Cool to be Kind | 5 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Group Discussion)

- Discussion Questions: How do you communicate with people other than face-to-face? Have you ever been misunderstood when you communicate online? Why do you think it might be easy to misunderstand a text message?
- Activity: "*Mind your Tone*". Have students read messages aloud to demonstrate the attitude or emotion of the author. Poll the group on which they think is most likely.
- Discussion Questions: What did you notice about the different tones of voice? How do you think you could communicate to make sure the person getting the message knows what you really mean? Why might you decide NOT to use a text message to communicate?

Share with Care | 10 minutes

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(Activity and Group Discussion)

- Discussion Question: What can you learn about someone from their social media account?
- Activity: "*Whose profile is this anyway?*" Describe a person based on their social media posts. Compare your description with the actual description of the person.



- Discussion Question: Who will see the things you post online?
- Activity: “How do others see us?” Imagine how specific audiences would interpret social media posts.

Don’t Fall for Fake, Spam Overview | 8 minutes

Adapted from [Google’s Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Slideshow Overview and Group Discussion)

- Discussion Question: Why might someone you don’t know email you? What kind of emails might you find in your spam folder?
- Key Terms: *phishing, junk mail, virus*
- Activity: *Don’t Bite that Phishing Hook*. Decide if emails and websites include phishing attempts.

Phishing Practice & Wrap-Up | 12 minutes

(Self-Paced Activity and Exit Surveys)

- Demos: First question on Phishing Quiz.
- Activities: Complete interactive phishingquiz.withgoogle.com, view further resources, and complete exit tickets.



SCRIPT

Session 3 - Communicating Online

Italicized words are instructions and notes to you, not to be read aloud.

Highlighted text indicates that participants should complete those instructions on their devices along with your demonstration.

Arrival | 10 minutes


- *Allow some time for participants to arrive and get settled so everyone can start together.*
- *Each participant who arrives needs to sign in (both the adult and the student).*
- *Families should sit together so they can share their computer and work together on activities.*
- *As they arrive, ask if the adult has a Google account. If yes, make sure they have their username and password handy. If not, they can use this time to make an account.*
- *Before beginning make sure each participant family has a charged device (or access to an outlet), logs in to their device, and is connected to the WiFi.*

Introduction & Agenda | 5 minutes

- *Introduce facilitators present.*
- Today, we are going to practice using email and go over some social media terms. That part is especially for the adults, so maybe the students can help us out. Then we're going to talk a little about how students are affected by social media and how to be careful when we communicate virtually so that we can be safe and understand each other. Last, we're going to look at how people are working together online in crowd sourcing projects and finish up with practice recognizing fake messages online.

Introductions & Icebreaker | 8 minutes

- Before we get started, let's all introduce ourselves and as you do, answer this question:

 Discussion Question: Who would you like to communicate with online?



- Give an example by saying your first name and one person you communicate with online.

Introduction to Email | 15 minutes

(Slideshow Overview and Group Tutorial)

HANDS ON: adults on computers.

- One of the most basic ways to communicate online is email. Email is used to send messages directly between two people using their **email addresses**. There are many different websites that can provide an email address and they can all send messages to each other.
- Students follow along with your adult as they navigate their email on the computer. You might be able to help them and you might have questions about email that you want to ask, too.
- Today we're going to be looking at Gmail and we're going to practice with the adult's Gmail address. You may have other email addresses from your internet provider or your work, for example. Most people find it is easiest to only use one or two email addresses.
- Although we will be practicing with Gmail today, you can choose to use whatever email you would like in the future. What we learn today will only look a little different in other email providers.
- Adults, make sure you know your Gmail address and password now. If you don't have a Gmail account or can't remember your password, we can help you create an account or give you a practice account to borrow.

Opening Gmail and a New Message

- 🔍 Open Google Chrome and go to the URL **gmail.com**.
- 🔍 If someone else is already logged in and it is not you, **click on the circle in the top right corner and change to your account. Raise your hand if you need help with this.**
- The **inbox** is where your received messages are viewed. It's like the homescreen of your email account.
- 🔍 If this is the first time you have opened your email, you may need to click "Okay" a couple of times to get to your actual inbox. When you see something similar to what I'm showing, you are in the right place. **If you need help getting there, raise your hand.**



- The center of the screen is where new email messages will appear. You probably have a few emails already.
- 🕒 We are going to write an email together. To start a new email, press the **compose** button near the top left side of the screen.
- 🕒 A new message box will show up in the bottom right corner. You can make it larger by using the arrow button in the top right corner of that box.

Parts of an Email

- The first part of the email is the **"to" field**. This is where you type the email address of the person you are sending the message to.
- 🕒 I want you to email me, so click on the **"to" line** and type my email address. *Read spelling of your email address. It might be best to use an address where they can reach you after class, even if that isn't the Gmail address you're demonstrating.*
- The next section is the **subject line**. The subject is like a title for your email that the recipient can read before they open your email. A subject should be short and let the recipient know the topic of the email.
- 🕒 For this message, click on **"subject"** and type a couple words that will let me know what the point of your message is.
- A good subject line would be something like "Workshop Practice" or "Library Computer Class". A subject line like "Hi!" or email would be less helpful because that wouldn't tell me why you're emailing.
- Usually, it is a good idea to write the body of the email like a letter, but a little less formal.
- 🕒 Start with a greeting, like "Dear..." the person's name, or if you're friendly with the recipient, you might start with "Hi!" So click in the body of the message, below the subject line, and type a greeting.
- 🕒 After the greeting, press enter on the keyboard twice to put a space between the greeting and body. Then type your message.
- Email messages should be short and simple. Just type one or two sentences to me about why you're emailing me or what we're learning in class today.
- 🕒 To end the email, press "Enter" twice, write a closing phrase like "Thanks" or "Talk to you soon!" then on the next line, type your name.
- 🕒 Now, the last step of writing an email is proof-reading! Read over your email for mistakes and when you are ready, press send.
- If you need help with any of the parts of your email, raise your hand and one



of us will help.

- *As learners finish up their messages and get help from the other facilitators, quickly reply to each of the emails you receive. Attach a fun image to each email, like a picture of a puppy. It might be a good idea to copy and paste a short message like:*

“Hi!

So glad you made it to class tonight! I have attached a picture you might like. Let me know if you have any questions.

Thanks!

Abi”

Replying to an Email

- 🔍 Everyone look in your inbox and see if you have any new messages.
 - On the left of the new email line, beside the star, you can see the name of the person who sent the email to you and it also says “me” because they are replying to your message.
 - To the right of that, you can see the subject line that you wrote. It is the same subject line because I replied to your message.
 - Below that you can see there is a file attached.
 - Click anywhere on that line to open the email. It’s best to click on the sender or the subject.
 - Your original message is at the top collapsed. You could click on it to see the whole thing.
- 🔍 Below that is the new message from me. Take a moment to read it and open the picture I attached by double-clicking on it.
- 🔍 Click the “reply” button at the bottom. That will automatically create a message to the sender with the same subject line.
 - If you wanted to send me a picture or any kind of file, you could attach it to the email using the paperclip picture. It’s like paper clipping something else to your letter and it is called an **attachment**.
- 🔍 Send me a reply telling me what you think about the picture I sent. Don’t worry about including an attachment. *(If you have time and/or if your group is interested, you can show them how to attach something to the email, like their practice Google Doc from last workshop or a picture saved from the internet.)*
- 🔍 Click on “Inbox” on the left side of the screen to return to your inbox.



- You can see that this email is now gray because you have opened it. New messages will be white.
- There is a three next to the sender's name, which means there are three messages in this conversation: the first one you sent, my reply, and your reply.

Review & Questions

- Those are the basics of how to send, receive, and reply to an email.
- 👁️ Take a moment to look around in your inbox. You can practice sending messages or try one of these things on the screen. If there are any buttons you don't understand, ask us what they do. If you want any help, let us know!

Video Conferencing | 12 minutes (Slideshow Overview, Group Tutorial, and Discussion)

HANDS ON: Adults on computers.

- Let's talk about a newer form of online communication: video conferencing.
- Video conferencing or video calling is a type of online communication where two or more people connect with video and/or audio through the internet in real-time.
- Usually, you connect using the camera and microphone built into your device, although sometimes you can connect to the audio by calling a phone number.
- Some popular video conferencing platforms are Zoom, Microsoft Teams, and Google Meet.
- Each platform or brand of video conferencing works a little bit differently, and may look very different on different devices, but they all have some things in common. For example, the video on/off button looks very similar on each, but they are in different places on the screen.

How to Join a Zoom Meeting

If you or your school partner uses a different video conferencing platform, it may be a good idea to rewrite this section with that platform. You can either demonstrate live or replace the screenshots in the slideshow.

- So let's start with how to connect to Zoom.
- If someone else has invited you to a Zoom call, there are usually two ways to join.



- First, they may have give you a link to the call. These are usually long URLs that are too difficult to type into the address bar, so you'll just want to click on it.
- Or sometimes they will hyperlink text, so you might just click on a word that is underlined in blue like "click here."
- If you join by clicking on the link, it should automatically connect to Zoom, either in the browser or in the app.
- The other way to join is by using the meeting ID. It is usually a 10 or 11 digit number that the organizer of the call would give you.
- If you have that code, you can open your Zoom app or go to the Zoom website and look for a button that says "Join" or "Join a Meeting."
- Once you click on that, it will provide a box to type the meeting ID. Some meetings also have a passcode.
- After you either input the meeting ID or click on a meeting link, Zoom will check if you have the Zoom app installed. If you don't, it might ask if you want to download the app. Usually, this is a good idea.
- If you don't want to or can't download the app, you can click "Cancel" and then "Join from the Browser". That doesn't always work as well as the app.
- If you already have the app, the link might ask you to click "Open Zoom" to open the link in the app.
- If you aren't signed into an account, it might ask you for your name. You should type the way you want your name to appear to others in the meeting.
- Now, after you've clicked the link or typed the meeting ID, then joined in the app or your browser, there are two different things that might happen.
- You might directly enter the meeting.
- If you don't enter the meeting right away, then you will probably receive a message telling you why.
- The person who organized the meeting might not have started the meeting yet or you might be in the waiting room. Either way, you just need to wait until the person in charge of the meeting either starts the meeting or clicks on your name to admit you from the waiting room.
- If you wait for a long time and nothing happens, double check if you have the right time and date, then contact the meeting organizer for help.
- Are there any questions about how to join a meeting?



Practice in a Zoom Meeting

- Okay, let's practice by joining a Zoom call with a meeting ID.
- 🕒 We're all going to be in the same meeting. Since we're all sitting next to each other, that can cause problems with the audio, so before we do let's all turn the volume all the way down on our devices. If you're not sure if your volume is turned off, raise your hand.
- 🕒 Great! Now there is a Zoom meeting ID on the screen. Either go to zoom.us in the browser or open the Zoom app. Then click on "Join a meeting" or the "Join" button and type in this ID and passcode. If it asks, type in your name as you want to be called.
- 🕒 This will put you in the waiting room. I just wanted you to see what looks like. When you're ready for me to let you into the meeting, raise your hand and I will admit you.
 - Give everyone time to join the meeting and admit them when they are ready. Make sure facilitators are available to help.
 - I'm going to explain some of the buttons and sections of your screen. This is just for practice, so feel free to click on anything you see. You won't break it.
 - The most used buttons are the video and audio buttons. They might be at the bottom left corner. These turn on and off the video and audio you are transmitting. If you turn off the video and audio, no one can hear or see you, but you can still hear and see them.
- 🕒 Since we're keeping our volume turned down, you won't be able to hear anyway. Try clicking on those buttons, just to see them turn on and off.
 - Most people keep their audio turned off unless they are speaking or about to speak. That cuts down on distracting background noise.
 - If there's a red line through either one, they're turned off. Otherwise, assume they are turned on.
 - Usually near those buttons, you'll see more buttons, including buttons that say "Participants" and "Chat."
- 🕒 Click on "Participants" to see a list of who else is in the meeting.
 - If you made a mistake or want to change your name, can do it by hovering over your name in the participant's list and clicking the "More" button that appears.
- 🕒 Click on "Chat" to see the text conversation between participants.
- 🕒 Normally, if you type a message here and press "Enter" it will send to everyone. Try sending a message to say hello to everyone.



- Sometimes you can send a message directly to one person. You can always see who your message will go to by looking at the gray box next to the word "To."
- If you want to hide the participants list or chat, just click on the buttons again. Or if you are in full screen mode, you might click the x in the corner to close them.
- 👁️ Let's try changing how many people you see on your screen. Look for a button that says "View." It might be in the top right corner of your screen.
- 👁️ Click on that and then choose "Speaker View" to only see one person at a time. Click on "Gallery View" to see many people.
- If you are using Gallery View, you still might not be able to see everyone. Sometimes you can click the arrow on the left and right side of the screen to see more people.
- Sometimes meetings will be recorded. The meeting organizer will have a copy of that video that they may or may not share with others.
- Sometimes, you will receive a message in a pop-up box that tells you the meeting is recorded. You can see if a meeting is being recorded if there is a red circle, usually in the top left corner of the screen.
- If you don't want to be recorded, you can leave the meeting or just keep your audio and video turned off.
- The text chat can usually be downloaded by anyone and you won't get a notification that someone saved the chat, so never type anything there that you don't want saved.
- Does anyone have any questions about how to use these Zoom functions?
- When we get to a break or the end of the class, you can go back to Zoom and practice these functions, make sure your audio works, or ask any other questions you have.
- Right now, we're going to talk a little about video conferencing in general, so you can leave the meeting with the red "Leave" button, usually in the bottom right corner, and close your devices.

Video Conferencing Discussion

- 🗣️ Discussion Questions: Be sure to get input from both students and adults.
- What do you like about video conferencing?
 - When would you prefer a video conference over meeting in-person?
 - When would you prefer to meet in-person?



- Think of a good experience you've had with a video call. What did you, the meeting host, or the other participants do to make it good?
- Think of a bad experience you've had with a video call. What would have made it better?
- Do you ever have trouble paying attention or staying focused on a video call? Why do you think that is? What would help you stay focused?
- We talked about keeping yourself muted when you aren't talking. That's one of the "unwritten rules" that many people keep in mind during video calls. Have you noticed any other "unwritten rules" in some of the video calls you've been in?
 - » *(Ex. use the "raise hand" button to speak, some meetings everyone keeps video turned on to stay engaged, type in the chat if you have a question instead of interrupting the speaker.)*
- Do you have any other thoughts about communicating through video calls online you'd like to share?

Break | 10 minutes

Social Media Overview | 10 minutes (Slideshow Overview and Discussion)

Social Media Basics

- Now we're going to spend a few minutes talking about social media. Your students may not be using social media now, but it is very likely that they will at some point, and I bet they know a little something about social media.
- We're going to look at the different kinds of social media, some resources to help you understand it as it changes, and some research about how it impacts students today.
- First, let's talk about social media words.
- *For each word, ask a student to explain what it means in their own words. Then give the definition provided.*
- **Social media** is a form of online communication that allows users to create and share content. Basically, a website or app that lets you share messages, pictures, or videos with people or groups of people.
- The slide shows the logos of MANY social media platforms, or websites that include social media elements. Since the websites and apps are constantly changing, we're going to talk about the basics in general, rather than specific websites.



- **Friends or followers** are people who will see the content you share on your social media. Depending on your privacy settings, you may have to give them permission to be your friend or follower.
- **Profile** is the part of your account that is viewable by others.
- Privacy settings are different on every social media platform, but generally you have a choice to make your profile widely public or private. **Private profiles** usually mean that only people you approve can see the things you share. If it is **public**, anyone can see what you share. This is something you can change in your settings.
- **Post** usually refers to content you share openly, either to your followers in a private account or to anyone online in a public account.
- **Direct messages** share content with one person or a few people that you choose. It's similar to an email or text message. In most social media, anyone can send you a direct message, even if your account is private. Messages from those other than your friends might go to a separate inbox, but you can receive them.
- **Block and report** are tools that allow users to react to inappropriate activity on social media.
- **Blocking** prevents someone from contacting you or seeing your profile at all.
- **Reporting** someone will cause the social media company to investigate the activity of the user and potentially suspend their account. We'll talk more about these during our safety and security workshop in the spring, but it's good to be aware of those options.
- Does anyone have any questions about social media terms, or social media in general, that you'd like to ask me or each other?

Teens and Social Media

- Together with your partner (adult-student pairs), take a couple minutes to look at and discuss this infographic based on research done recently: <http://bit.ly/tsmfacts>
- ❓ **Discussion Question:** Did any of this surprise you? Adults, does it make you re-think your understanding of how your student will use social media? (*Be sure to point out that some of the effects on students are positive.*) Students, do you think these things could be true of other students, even if it's not true for you?
- This website, Common Sense Media, has put together a list of ways you can react to the information that they found during this research. The link is listed on your handout. <http://bit.ly/tsmadvice> (*Time permitting, you may discuss some of this article.*)




It's Cool to Be Kind | 5 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Group Discussion)

- For our next activity, we are going to be using “Be Internet Awesome” from Google.

- Let's talk a little about the ways we communicate.

 Discussion Question: How do you communicate with people other than face-to-face? Think about all those ways you've said you communicate. Have you ever been misunderstood when you communicate online? Why do you think it might be easy to misunderstand a text message?

- This activity will help us think about making good decisions about when and how to communicate online.


- Let's look at a few text messages and decide what we think they mean.

- *Ask a student to read the message aloud with the tone they think the sender intended.*

- Does anyone else think it might sound a different way?

- *Ask one or two other students to read the same message with a different tone.*

- *Poll the group on which way they would most likely interpret the message if they received it. Polling methods: show of hands, stand near the student you agree with, or an interactive tech tool like Poll Everywhere or Plickers.*

 After the last message, ask these Discussion Questions:


- What did you notice about the different tones of voice?
- How do you think you could make sure the person getting the message knows what you really mean?
- When might you decide NOT to use a text message to communicate

Share with Care | 10 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)


(Activity & Group Discussion)

Whose profile is it anyway?


 Discussion Question: How many of you students think you will have a social media account before you graduate high school?

- Even if you don't have one now, imagine you do have a social media account.



 Discussion Question: What can you learn about someone from their social media account?

- We're going to look at posts from three accounts and see what we can learn.
- *Assign each family a profile.*
- Take a few minutes to read this person's posts and write a description answering the question: Who do you think this person is?
- *Starting with the first profile, have a family share their observations about the profiles, then go over the additional info provided on the following slide. Repeat for each profile.*

 Discussion Question: Were there things you got wrong or didn't know about your profile? Why?

- When we see people's posts, comments, and photos, we make guesses about them that aren't always correct, especially if we don't know them. That's because what we're seeing online is only part of who they are and what they care about. It could also be someone they're just pretending to be, or it's something they're feeling only in the moment they're posting it. We can't really know who they are or how they really feel until we know them in person – and even then it takes time!

How Do Others See Us?

- Now let's shift to thinking about what other people might see on our own social media.

 Discussion Question: Who will see the things you post online?

- The things you post online might be there longer than you think, and more people might end up seeing them than you expect. Let's look at these same profiles from someone else's perspective.
- *Assign a role to each person or each group.*
- Imagine you are the role you have been assigned. Look at these profiles again and imagine what you would think about the person who is posting these things. Answer these questions:
 - What's important to you as the parent, principal, coach, friend, etc.?
 - What conclusions would you reach about the character?
 - How would you use that information?
 - What information do you think the character wouldn't want you to see?




- *Have each group share.*
- Different people can see the same information and draw different conclusions from it. Don't assume that people online will see you the way you think they'll see you. Information you put online may be there for a long time, even if you don't mean it to, so you don't know who will see it in the future.

Don't Fall for Fake, Spam Overview | 8 minutes

Adapted from [Google's Be Internet Awesome Curriculum](#) under [CC BY 4.0](#)

(Activity and Group Discussion)


- The last thing we are going to talk about today is what kind of messages should be in your spam folder.
- You might have noticed the spam folder in your Gmail account.
- When you have an email address, you usually get emails from people you don't know, just like you sometimes get phone calls from telemarketers or junk mail in your mailbox.
- Email inboxes usually have a filter that tries to catch **junk mail** and scams that come to your email address and move them to your spam folder. But it's not perfect. Sometimes it misses junk mail and sometimes it accidentally moves real messages there.

 **Discussion Question:** Why might someone you don't know email you? What kind of emails might you find in your spam folder? Have you ever seen a message that seemed fake? (Ex. *Selling something, tricking you into giving information like your bank account, installing a virus on your computer.*)

- A **virus**, or malware, is a piece of software designed to attack your computer. It may harm your computer or send information from your computer to someone else. Opening an email, link, or file could install a virus so always be careful where you click.
- When someone online tries to trick you into giving them information or installing a virus on your computer, we call that **phishing**. They are using a phony message to fish for something from you.
- Some phishing attacks are obviously fake. Others can be sneaky and really convincing.
- There are few ways to tell if a website or a message is real or fake.
- Some organizations will tell you that they have checked that a website is safe by adding a security badge like these (on the slide).



- When you see a link or a URL, check to make sure it is the one you expect, and not one that looks similar. Which of these is correct?
- Do the website or emails look like other professional sites you have seen or do they look suspicious and spammy? Pop-up advertisements usually only appear on untrustworthy websites, for example.
- You should only share your passwords and personal information on secure websites, which are indicated by “httpS” and a green lock. You can tell this URL is suspicious, too.
- If a website or message is offering you something that’s free or too good to be true, that’s a red flag. Look for fine print, which will tell you there is catch.
- *(Optional) Pass out Don't Bite the Phishing Hook handout.*
- *Go over each example together.*
 - Real. The email asks the user to go to the company’s website and sign into their account on their own, rather than providing a link in the email or asking them to email their password (links can send users to malicious websites).
 - Fake. Suspicious and not secure URL.
 - Real. Note the https:// in the URL.
 - Fake. Suspicious offer in exchange for bank details.
 - Fake. Not secure and suspicious URL.

 Discussion Question: So, what should you do if you are accidentally fooled by a fake message?

- All of the above.
- When you’re online, be on the lookout for phishing attacks and people who aren’t who they say they are – and if you do get fooled, make sure you tell an adult you trust right away.

Phishing Practice & Wrap-Up | 12 minutes

(Self-Paced Activity & Exit Surveys)

- To wrap up today, there is a to-do list on the screen. When you finish, you are free to go.
- First, take this phishing quiz to test your skills: phishingquiz.withgoogle.com. We’ll do the first one together in just a minute.
- Then check out the resources for continued learning on today’s adult handout. Visit at least one of the links.



- Finally, you'll each do your exit surveys.

🕒 So go to the phishingquiz.withgoogle.com now and we'll do the first question together.

- You don't have to use your real email address and name. It won't matter.

🔍 Discussion Questions:

- What kinds of questions would you ask yourself to determine if this was a real email?
- What do you look at first? (who it is from)
- Do you know Luke Johnson? Let's say you do.
- Is this his email address?
- Would you expect him to be sending you this file?
- If yes, you know him and this is a file he might send you, how do you decide if you want to click on this link? (*hover to see where it leads*)
- Is that really Google Drive or is a look-alike?

🕒 Choose either "legitimate" or "phishing" and see what it says.

- It is a phishing email. Hovering over the link will show you a look-alike URL. Google URLs usually don't have dashes in them before the .com. If you weren't sure, you could go directly to Google Drive, choose a file of your own, and see what the URL look likes to compare.
- Go ahead and try the rest of the questions on your own. Let us know if you have any questions about it or anything else as you wrap up and leave.

