



## **Social Skill Focus – When the Internet lies**

### **SuperCyberKids Lesson Plan**

#### **Lesson 2 Game Based Learning**

**Call: ERASMUS-EDU-2022-PI-FORWARD**

**Type of Action: ERASMUS-LS**

**Project No. 101087250**



**Co-funded by  
the European Union**

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<b>Project ref. number</b>	101087250
<b>Project title</b>	<b>SCK - SuperCyberKids</b>
<b>Document title</b>	Social Skill Focus – “When the Internet Lies” Lesson 2 Game Based Learning
<b>Document Type</b>	Lesson Plan
<b>Document version</b>	V1, 06/12/2024
<b>Previous version(s)</b>	V1
<b>Language</b>	English
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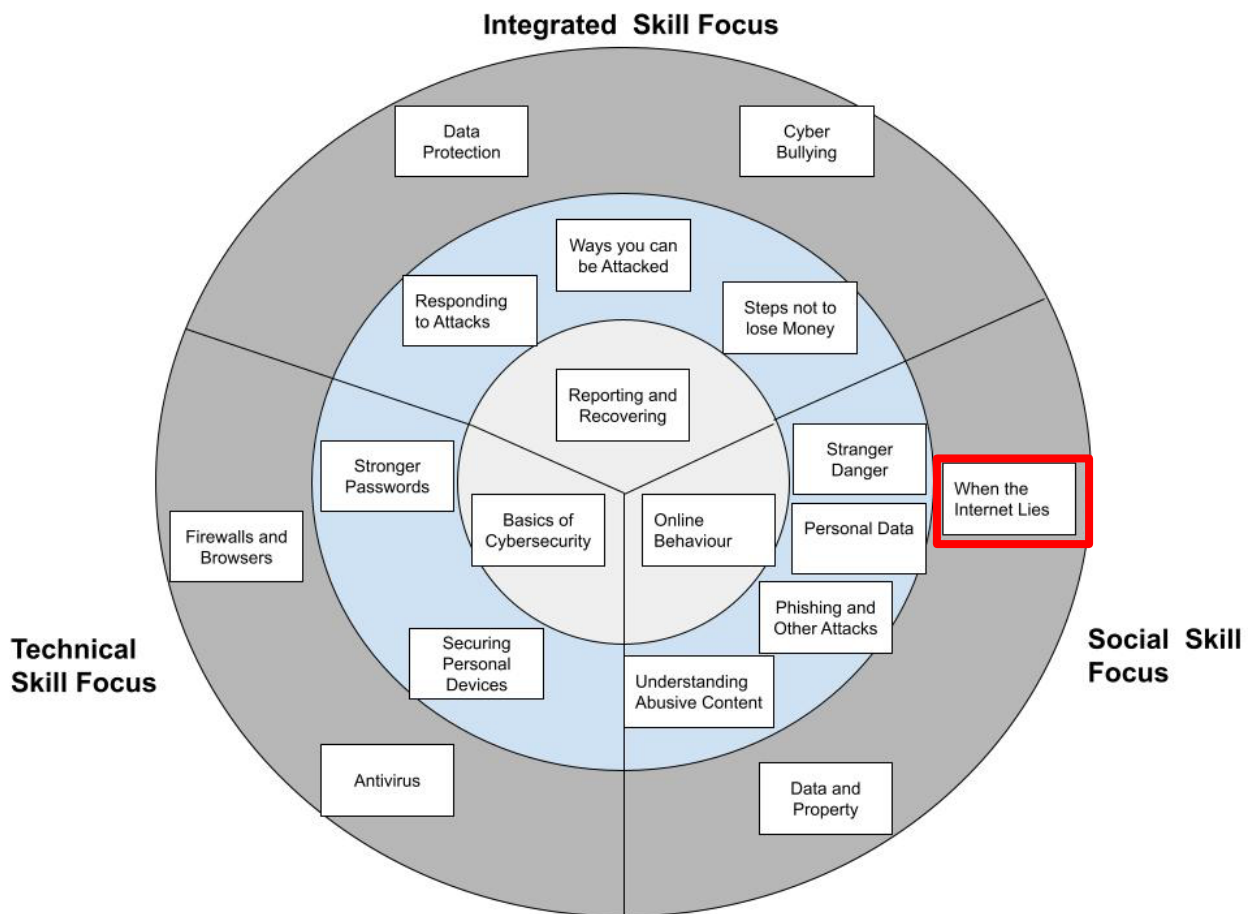
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# 1 Learning Context

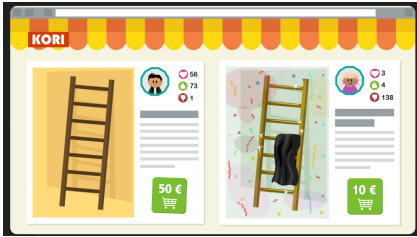

**Main tool:** Video game “Spoofy”

- Ages 8-13
- 10-25 students
- 50 minutes
- Location: classroom with projector or screen visible to all students
- Resources:
  - Internet-connected computer for instructor
  - *SPOOFY* game with lesson materials
  - Whiteboard
  - Paper and writing instruments for students



# 2 Objectives



### 3 Lesson Plan 2 - Game Based Learning

Activity	Time	Details	Learning Goal	Extras
Intro	5 min	<p>Write the word "Scam" on the board.</p> <p>Elicit the meaning of this word. Ask if Students have experienced this before. Where?</p>	Introduce topic	
Play game	10 min	<p>Announce that the class will be watching a small portion of an online game called <i>SPOOFY</i>, and project the game onto the screen.</p> <p>Launch the game, and from the spaceship, navigate to the Farmhouse level.</p> <p>Go north, enter the farmhouse, and speak with the old man to the left of the entrance. Speak to him, to reveal that he's looking to buy a ladder online. You have the ability to help him in exchange for using the ladder.</p> <p>Before continuing, elicit ideas for how to choose something to buy. What's important? What should one check out before purchasing?</p> <p>Discuss for a moment, then continue the game.</p> <p>Continue the conversation with the man to open his tablet and display the options.</p>  <p>Ask the class to consider which one to purchase. Ask them why they came to the conclusions that they did.</p>	Comprehension	

		You may choose either, as we will not continue this level in this class.			
Activity	15-20 min	<p>Provide a collection of objects comprised of pairs of similar objects. There should be at least one object for each student in your class. (Note: these don't need to be quality objects or even expensive objects. Two similar plastic cups could be one pair. Two similar inexpensive sunglasses from a thrift store might be another example.)</p> <p>Separate the class into pairs.</p> <p>For each pair, provide each student with one of a paired set of objects.</p> <p>Optional (a):</p> <p>For the student who receives the lesser of the two objects, tell them that they are allowed to lie about their object (within moderation). For the student who receives the better of the two objects, tell them that they must tell the truth about their object.</p> <p>Optional (b): have the students keep their object secret until later on in the activity.</p>		Application	
		<p>Younger students:</p> <ul style="list-style-type: none"> <li>- Give the students some time to consider their object.</li> <li>- Ask each pair of students to present a 30-second sales pitch of their object to the class</li> <li>- When the first student is done, have the second student present their similar item in the same way.</li> <li>- Have the class choose which item they would</li> </ul>	<p>Older students:</p> <ul style="list-style-type: none"> <li>- Give students time to consider their objects</li> <li>- Ask each pair of students to write a short blurb about their object as if they were selling it online.</li> <li>- If students have access to computers in class, have them write their blurbs in a shareable format (Google Docs, for example), then present the sales pitches for the two objects side by side on the projection screen.</li> <li>- Give the class a moment to read, then ask the class to choose</li> </ul>		

		<p>“purchase” and, time permitting, ask them why they chose the object they did</p> <p>- Have the students reveal their objects so the class can see what they <i>really</i> chose</p>	<p>one of the two objects that they would “buy”</p> <p>- Discuss with the class why they chose that object. What key phrases convinced them that they wanted one over the other</p> <p>- Reveal the hidden objects to the class to see what they bought</p>		
Discussion	10 min	<p>Return to <i>SPOOFY</i>. Return to the ship by pressing the flying saucer button, then navigate to the school level.</p> <p>Head outside and speak to the child next to the swing set and listen to his problem.</p> <p>Before continuing, elicit appropriate responses to a stranger messaging you online.</p> <p>Navigate back into the school, turn right down the hallway, and enter the room above you to continue the game. Select the clothes and the wig to reveal the message sender as a fake, then return outside to complete the task.</p> <p>Upon receiving this message,</p> <div><p>Oh no, it’s a fake profile and the girl doesn’t actually exist! Is it really this easy to get scammed on the internet? How can one report these fake profiles and protect themselves?</p></div> <p>elicit answers to the character’s questions before continuing.</p> <p>Walk students through the appropriate steps on the next page</p> <div></div> <p>As an additional step. You may wish to open a number of messaging apps popular with your students and walk them</p>	Comprehension		

		through the steps of blocking and reporting messages from an unknown source.		
Assign Homework	1 min	You may assign the school yard level and the farmhouse level from <i>SPOOFY</i> as homework if desired. It will add context to the portions played through today.		
Wrap-up and review	4 min	Elicit ideas for how to spot scams and fake people online.  Answer any remaining questions Students may have.		