



Social Skill Focus – When the Internet lies

SuperCyberKids Lesson Plan

Lesson 3 Consolidation

Call: ERASMUS-EDU-2022-PI-FORWARD

Type of Action: ERASMUS-LS

Project No. 101087250



**Co-funded by
the European Union**

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Project ref. number	101087250
Project title	SCK - SuperCyberKids
Document title	Social Skill Focus – “When the Internet Lies” Lesson 3 Consolidation
Document Type	Lesson Plan
Document version	V1, 06/12/2024
Previous version(s)	V1
Language	English
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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 3 - Consolidation

Activity	Time	Details	Learning Goal	Extras
Intro	10 min	<p>Before class, prepare a slide show presentation including real and fake products listed online.</p> <p>Show the slide show to the class. As each product appears, ask the class if they'd be interested in each product.</p> <p>Once the slide show is done, revisit it, and elicit which ones were fake and which were real. If Students notice the fake ones, ask them to expound on how they knew or what made them guess the item was fake.</p>	Introduce topic	
Discussion	10 min	<p>Write the words “AI” and “deepfake” on the board and elicit their meanings. Students should know what AI is, but assist in defining deepfake if necessary.</p> <p>Ask if Students have seen either of these.</p> <p>Elicit ideas of how to determine if something is AI generated. Discuss methods of spotting AI generated images and videos. (Note: this may require using automated tools that can determine if the image is fake. Other methods, like Google reverse image search, can also be useful in determining the origins of photos.)</p> <p>Discuss people who Students can turn to for accurate information when in need. Discuss <i>why</i> these people can be trusted. (Don't go into too much detail, as the following activity will ask them to think up a list of their own)</p> <p>Key ideas that can help:</p> <ul style="list-style-type: none"> - Look at the source's motivation, expertise, and process 	Understanding	
Activity	20 min	Because it's very difficult for anyone to spot fakes, and because fake images are getting better every day, it's important for	Application, Analysis	

		<p>Students to know other sources of information that can be more reliable.</p> <p>Separate class into small groups and set them the following task:</p> <ul style="list-style-type: none"> - Students make a list of who in their lives is trustworthy and who is less trustworthy. - For each person listed, Students should say <i>why</i> that person is trustworthy and about what. <ul style="list-style-type: none"> - E.g., A doctor is trustworthy about health because they are an expert in health - Students should also make a list of who is <i>not</i> a reliable source of information online - For each person listed in this second list, Students should say <i>why</i> they are a less reliable source of information <ul style="list-style-type: none"> - E.g., influencers often have no expertise in subjects they cover. Unless an influencer is <i>also</i> an expert in the field they’re discussing, their views should be treated with scepticism. 		
Discussion	10 min	<p>After completing the activity above, reconvene the class to talk about the lists they’ve made. Have Students share their lists and reasoning, and allow the class to discuss whether their peers have made logical decisions.</p> <p>Discuss how someone on the first list could lose credibility.</p> <p>Discuss how someone on the second list could gain credibility.</p>	Analysis, evaluation	
Wrap-up	5 min	Answer any remaining questions Students may have		