

Resource:

## Scam adverts - why you need to stop and think before you click



<https://www.bbc.com/ownit/its-personal/team-ownit-kathryn>

»» Video: 2 mins 35 secs

»» Article: 2 min read

### Learning objectives:

- »» 'I can describe ways in which some online content **targets people to gain money** or information illegally; I can describe **strategies to help me identify** such content (e.g. scams, phishing)'
- »» 'I can give reasons why someone should only share information **with people they choose to** and can trust. I can explain that if they are not sure or feel pressured then they should **tell a trusted adult.**'
- »» 'I can describe strategies for keeping **personal information private**, depending on context'
- »» 'I can explain that internet use is **never fully private** and is monitored, e.g. adult supervision'

### Content summary:

- Kathryn is a vlogger who considers what she wanted to be when she grew up. She used a search engine to research opportunities and saw a pop-up ad asking if she wanted to be in a girl band
- She began to receive lots of junk emails for things she wasn't interested in
- She checked with an adult who said it was probably a fake advert designed to collect her data to sell on to other advertisers.
- To stop the junk emails, she had to change her email address
- Sharing information online has consequences, in this case Kathryn had to change her email address but it could have been more serious
- Always think carefully before sharing your personal information and be on the lookout for scam adverts

### Glossary:

- **Digital footprint:** the digital trail left behind when we share our information on the internet
- **Scam:** a dishonest trick or plan to make money or get something without paying
- **Search engine:** a type of computer program that can search the internet using specific words or images
- **Inbox:** a folder that is part of your email program and stores new emails sent to your email address
- **Targeted advert:** an advert that is directed towards a specific group of people based on their interests, habits or behaviour

Topic introductions and starters

#### Before the video:

- Ask pupils to write down the meaning of the key phrases and words from the glossary





#### After the video:

- Check understanding of the key vocabulary and correct any misconceptions
- Make a list of key points in the video – use a grid to make notes while watching using the pause button

Discussion Points	<ul style="list-style-type: none"> <li>• <b>Why are there adverts on the internet anyway?</b> Can't they all be banned? What good do they do?</li> <li>• <b>Why would a company want to buy my personal information?</b> What can they do with it?</li> <li>• <b>What should I do if I think I've been scammed?</b> Contact the website? Contact the police? Tell an adult?</li> <li>• <b>Is it easy to tell a fake or scam advert from a real one?</b> What clues might there be?</li> <li>• <b>Should we always assume something is a scam?</b> Doesn't that make us too suspicious of everything?</li> </ul>
Fillers and fast finisher activities	<ul style="list-style-type: none"> <li>• Make a list of clues that might help us identify a scam advert – make it into a poster with illustrations</li> <li>• Create some scam pop-up adverts – either on paper or using digital publishing tools</li> <li>• Write a list of possible consequences of clicking on a fake or scam advert or link – start with least serious and end with most serious – suggest ways of getting help</li> <li>• Role play in pairs: how would you respond to a friend who asks you to look at a possible scam and asks your opinion – run the role play with different responses – eg “Yes, it looks OK, click on it”/”No, that looks dodgy, don't click”</li> </ul>
Signposting potential homework activities	<ul style="list-style-type: none"> <li>• Share the video with friends and family and discuss any scams or fake adverts they have encountered.</li> <li>• Make a poster to alert people to the potential consequences of clicking on a scam advert or link</li> <li>• Create a checklist for people to use to help avoid scams and fake links</li> <li>• Use the letters SCAM to start each line of a poem or list of top tips about avoiding scam adverts and links</li> </ul>


  
**Test your knowledge with an Own It Quiz**  
<https://www.bbc.com/ownit/its-personal/scam-adverts-online-quiz>

Project Evolve has further resources to help cover these learning objectives.  
 Please note that registration is required to access these materials.

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[Link: 'I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content \(e.g. scams, phishing\)'](#)
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[Link: 'I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.'](#)
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