



# Spot the Phish

Lesson suggestion for the subjects:

Informatics / Computer Science, Media Literacy, Personal, Social, Health and Economic (PSHE) Education, English Language

Target group	Secondary/high school students (ages 15-18)
Topics	Identifying phishing/online scams, digital citizenship, persuasive language/tone
Group size	One class group
Previous Knowledge Requirements	Basic digital literacy and internet usage experience Familiarity with social media and online platforms Familiarity using AI tools (e.g. ChatGPT)
Learning Objectives from DataPro Curriculum	<p><b>C.1 Identity Management:</b></p> <ul style="list-style-type: none"> <li>• <b>Usage Awareness:</b> Regularly question how and where to use and share personally identifiable information securely. Understand the risks associated with sharing personal data.</li> </ul> <p><b>C.4 Information Validation:</b></p> <ul style="list-style-type: none"> <li>• <b>Source Checking:</b> Be prepared to consult multiple sources to verify information. This helps in recognising and understanding different points of view or biases behind particular information and data sources.</li> <li>• <b>Bias Recognition:</b> Learn to identify potential biases in information, understanding that every data source can have an inherent bias based on its origin or purpose.</li> </ul>
Additional Specific Learning Objectives	N/A
Time frame	Single class session (approx. 45 minutes; can be shortened or extended as needed)



Technical Requirements	Computers/tablets with internet access for students (individual or pairs)
Training Materials and Tools from DataPro	<a href="#">DataPro Conversational Agent</a> <a href="#">Spot the Phish: Czech Bank</a> (Digital Learning Tool) <a href="#">Spot the Phish: InstaPic</a> (Digital Learning Tool)
Additional Specific Training Materials	N/A
Suggestions for Lesson Plan / Methodologies	<p><b>Introduction to phishing</b> (5 mins)</p> <ul style="list-style-type: none"> <li>Class discussion: Ask students to explain what they know about phishing and (optional) share any personal experiences with online security threats (e.g., phishing, hacking, scams).</li> </ul> <p><b>Practical session using digital learning tools</b> (15 mins)</p> <ul style="list-style-type: none"> <li>Students individually complete both digital learning tools on how to tell the difference between phishing and legitimate emails/social media messages.</li> </ul> <p><b>Scenario + DataPro Conversational Agent</b> (20 min)</p> <ul style="list-style-type: none"> <li>Present students with a short realistic scenario. Instruct them to use the DataPro Conversational Agent to ask questions about how they should proceed in the scenario.</li> <li>Suggested scenarios and possible questions:             <ul style="list-style-type: none"> <li><b>You get a WhatsApp message from an unknown number saying: "Hi, it's me, your cousin! I changed my number. Can you send me €50? I'll explain later."</b> <ul style="list-style-type: none"> <li><i>How do you verify this is really your cousin?</i></li> <li><i>Why do scammers impersonate people we know?</i></li> <li><i>What should you do?</i></li> </ul> </li> <li><b>You get an email from "School Administration" asking you to log in and update your student details urgently via a link. The email address looks like this: admin-school@gmail.com.</b> <ul style="list-style-type: none"> <li><i>What would you check first?</i></li> <li><i>Is the email address trustworthy?</i></li> <li><i>Who could you contact to confirm the authenticity of the email?</i></li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>○ While browsing the web, a red screen pops up saying: "Your computer has been infected! Call Microsoft support immediately: 123-456-789."</li><li>○ <i>Does Microsoft work like this?</i></li><li>○ <i>What risks are involved in calling?</i></li><li>○ <i>What should you do instead?</i></li></ul> <p><b>Wrap-Up</b> (5 min)</p> <ul style="list-style-type: none"><li>● Ask students to write down one useful thing they learned from the chatbot and share it with the class or in pairs.</li></ul>
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## DataPro Syllabi | WP2 *Spot the Phish*

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