

Scams, Tricks & Pop-Ups

40 minutes

Cyber Safety

WHAT THIS LESSON DOES

Discover how to spot sneaky pop-ups and scams in games like Roblox and Fortnite. Learn what they look like, why scammers target kids, and simple safety steps to stay protected. Through interactive challenges and mini-activities, become a scam-spotting champion who closes tricks without getting fooled.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Recognise common online scams, pop-ups, and tricks targeting children in games and apps.
- Understand scammers' tactics, such as fake promises, urgency, and impersonation, to exploit excitement.
- Apply practical safety strategies, including closing pop-ups and avoiding suspicious clicks.
- Develop critical thinking skills to evaluate online messages and identify potential threats.
- Build confidence in reporting suspicious activity to trusted adults and using game safety features.

BEFORE THE LESSON

- Open the lesson and test both interactive activities in advance: the Pop-Up Simulation in step 5 and the Spot-the-Trick Challenge in step 6 need to run on pupil devices.
- One device per pupil or per pair so everyone can work through the two sorting activities.
- Have a trusted-adult line ready: name who pupils should tell in your school and at home, since the lesson keeps pointing to a trusted adult.
- Be ready to talk about specific games your class plays. The examples use Robux, mythic pets and trades, so know the terms before they come up.

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HOW THE LESSON RUNS

Introduction

Pop Ups Explained

Sneaky Tricks in Games

How Scammers Trick You

Pop-Up Simulation Activity

Spot-the-Trick Challenge

3 Golden Rules

What to Do Next

Conclusion

TEACHING MOVES

- 1. Introduction. Ask who has seen a 'You won a prize!' message while gaming. Draw out that some pop-ups are just adverts but others are built to trick, and that the aim is always to make you click fast.
- 2. Pop Ups Explained. Stress the reassuring point: you almost never need to click a pop-up to keep playing. Show that closing it with the X is the normal, safe move, not a failure.
- 3. Sneaky Tricks in Games. Name the games your class actually plays and ask if anyone has met a fake 'admin' or a trade where someone said 'give me yours first'. Let real experience surface the tricks.
- 4. How Scammers Trick You. Teach the feeling as the warning sign. Rushed, worried or super excited means pause. Have pupils say aloud what a scammer actually wants: clicks, personal information or login details.
- 5. Pop-Up Simulation Activity. Let pupils choose Safe or Scam and read the instant feedback themselves. Circulate and ask 'what made you sure?' so they name the clue, not just guess right.
- 6. Spot-the-Trick Challenge. This one asks pupils to name the specific trick from a dropdown, which is harder. Encourage them to say the trick out loud before choosing, and reread the explanation on every item.
- 7. 3 Golden Rules. Get the three rules said back as a class chant so they stick: too good to be true, don't click surprises, tell a trusted adult if unsure. Keep them displayed.
- 8. What to Do Next. Walk through the power plan as a sequence: Stop, Close, Block or Report, Tell, Keep secrets safe. Practise 'Not today, scam!' so pupils have a ready response in the moment.
- 9. Conclusion. Close by widening it out: these skills work on any app, video or website, not just games. Ask each pupil to name one thing they will now do differently.

WHAT TO WATCH FOR

- Pupils believe a pop-up must be clicked or answered before they can carry on playing or browsing. Show that closing with the X or shutting the tab lets you continue. Reinforce that no real game requires you to click a surprise pop-up to keep going.
- Pupils assume a message is trustworthy if it comes from someone claiming to be a friend, an 'admin' or a helper in the game. Point out that scammers impersonate exactly these roles. A real admin never asks for your password or items. Judge the request, not the claimed identity.
- Pupils think a 'trade you first' offer is fair because the other person promised something better in return. Use the step 3 example: once you hand over your item first, they can simply leave. Fair trades do not rely on one side giving everything up front.

DIFFERENTIATION

- Emerging: Sit with pupils who freeze on the activities and read the first pop-up together, thinking aloud about the one clue that gives it away before they choose.
- Developing: After a correct answer, ask the pupil to say which specific trick it was: too good to be true, urgency, or impersonation, so they name the tactic rather than react to it.
- Proficient: Ask them to invent their own fake pop-up or game message and challenge a partner to spot the trick and name it, then explain the safe response.