

## TEACHER LESSON PLAN

# Topic 1.1: Understanding Social Engineering

LO: 1.1.A, 1.1.B, 1.1.C | Skill: 1.A | Scenario: 1A: Detecting Phishing Messages

## Teacher Lesson Plan — Topic 1.1 (2 days)

Suggested pacing for two 45-minute periods. Adjust freely for block schedule or extended-time class sections.

### Day 1 — What is social engineering? (45 min)

Time	Activity	Materials
0-5	<b>Bell Ringer</b> — 2-question warm-up: "Have you or someone you know ever received a suspicious message?"	Bell Ringer handout
5-20	<b>Slides 1-5</b> — Introduce social engineering; define intimidation + urgency; show example email anatomy. Students complete Guided Notes Sections 1-2.	Slides; Guided Notes
20-35	<b>Worksheet Part 1+2</b> — Vocab match + email red-flag identification.	Worksheet
35-44	<b>Whole-class debrief</b> — which red flags did students find? Which are easy to miss? Tie back to intimidation/urgency tactics.	Worksheet
44-45	<b>Close</b> — assign Worksheet completion + Guided Notes review as homework.	-

### Day 2 — What happens after the click? (45 min)

Time	Activity	Materials
0-5	<b>Recap</b> — quick whip-around: name one psychological tactic + one red flag.	-
5-15	<b>Slides 6-10</b> — impacts of successful attacks (impersonation, OTP capture, malware). Students complete Guided Notes Section 3.	Slides; Guided Notes
15-30	<b>Scenario — Westbrook Gear</b> — read in pairs; respond to 4 application questions. Spend ~10 min on questions.	Scenario
30-40	<b>Collaboration Activity</b> — 4-person teams; each team gets a phishing email; classify tactic, identify red flags, draft 1-sentence guidance for staff.	Collab Activity
40-44	<b>Exit Ticket</b> — 5 min individual.	Exit Ticket
44-45	<b>Close</b> — assign MCQ Practice + Mini-FRQ as homework (or use them as Day 3 review).	MCQs, Mini-FRQ

## Differentiation

- **Extend:** have advanced students write an original phishing email targeting a different small business; partners must spot the red flags. (Ethics: never sent.)
- **Support:** pre-highlight Guided Notes blanks with starter letters for students who need scaffolding.
- **Async/virtual:** Worksheet, Exit Ticket, and MCQs work cleanly as async assessments. Save the Collaboration Activity for synchronous time.

## Formative checkpoints

- **Day 1 Worksheet Part 2** — if >25% of students miss 2+ red flags, reteach the email-anatomy slide before Day 2 case work.
- **Day 2 Exit Ticket** — if >25% miss either MCQ, schedule a 5-min reteach in next class.
- **Mini-FRQ + MCQ Set** — skill-tagged for targeted feedback. Use the answer keys to scope remediation.