

## Classroom pop-ups: A storytelling lesson



This lesson can take up to 30 minutes. It can be broken down into smaller groups, or shorter lessons.

**Ages 4-6**

The lesson has been designed for learners aged 4-6. The “checkpoints” offer differentiation strategies to scale learning as required.

### About this lesson

- Overview	pg 2
- Learning intentions & success criteria	pg 2
Educator lesson notes	pg 3
Lesson instructions	pg 4
Resources	pg 6
Aligned curriculum	pg 15

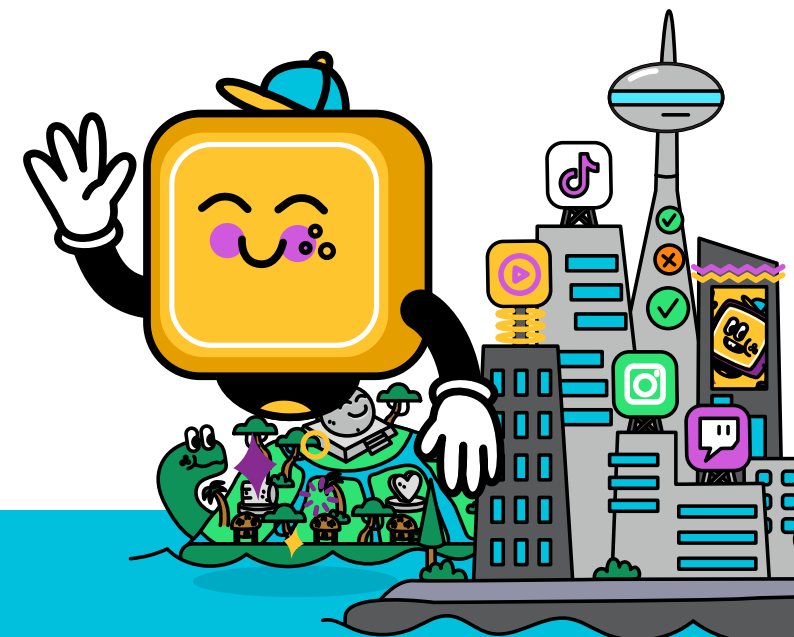


### This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program  
[be.esmart.org.au/dl/overview](https://be.esmart.org.au/dl/overview)



## Overview

In this lesson, learners will explore pop-up ads as a form of digital advertising through storytelling and roleplay. It will cover the fundamentals of what pop-ups are and explain that while these ads often aim to capture attention, they can also encourage clicks that might compromise learners' safety.

The main activity encourages children to unleash their creativity by imagining themselves as pop-up ads. They will brainstorm stories about what their ad would be like, how it would act, and what kinds of things it might offer. The combination of storytelling and roleplay will make the topic relatable and memorable, ensuring that learners leave with a clear understanding of how to safely engage with their online environments.

## Setup

- ☐ Project the lesson slides onto a central screen. These can be found in this lesson plan pack or downloaded as a PowerPoint in the Resources section of the lesson page.
- ☐ A space that is big enough for small groups/pairs to play.
- ☐ (Optional) Provide a digital version of the presentation for learners using assistive technology.
- ☐ (Optional) Drawing materials/playdough or communication boards for learners who require alternative means of expression.
- ☐ (Optional) A quiet space for learners who may feel overwhelmed by crowds or loud noises which may occur during group play.

## Learning intentions & success criteria

### Learners will:

- Learners will understand what pop-up ads are and how they appear during digital device use, such as during games or videos.
- Learners will practise appropriate responses to pop-up ads, including how to close them and when to seek help from a trusted adult.

### These intentions are evidenced when learners can:

- ☐ Identify pop-up ads when they appear and describe their features, demonstrating an understanding of what they are.
- ☐ Demonstrate at least one way they will avoid engaging with pop up ads.

### Educators will:

- Develop strategies to effectively teach learners about pop-up ads as a form of digital advertising, highlighting their features and the importance of recognising them.
- Enhance their skills in fostering digital literacy among learners, focusing on safe online behaviours and critical thinking about digital content.

### These intentions are evidenced when Educators can:

- ☐ Successfully lead discussions that help learners identify pop-up ads and articulate their features, demonstrating a clear understanding of what they are.
- ☐ Ensure that learners can practise appropriate responses to pop-up ads, including identifying how to close them and discussing when to ask for help.

## Pop-up ads: What do we need to know?

### The lesson: Key messages

- Pop-up ads are surprise messages or pictures that show up while playing games or watching videos, and it's okay to ignore them.
- You can close the ad, turn off the device, or ask an adult for help.

### What are pop-ups?

Pop-ups are advertisements that suddenly appear while playing games, watching videos, or browsing sites. Their primary function is to capture attention and promote products or services, often highlighting exciting offers like free in-game items, exclusive content, or discounts. These ads frequently incorporate interactive features and animations to make them more engaging. This design can make it challenging for players to distinguish pop-ups from the actual game content, especially when ads pose fun challenges like "Can you find the hidden treasure?"

Impulse purchasing isn't the only potential danger with pop-ups; sharing personal information in response to these ads can also expose children to risks that compromise their safety and privacy online.

### What do children need to know about pop-up ads?

- Recognising ads: Understanding the difference between an ad and the game or video content.
- Purpose: Explain that ads are designed to make people want to buy things, but they are not always necessary or helpful.
- Safety first: Discuss the importance of not clicking on ads without asking a trusted adult first. Explain that some ads might lead to things that aren't safe or suitable.
- Reporting ads: Encourage them to tell a parent, teacher, or trusted adult if they see a pop-up ad that makes them uncomfortable or seems strange.

### Common strategies to block pop-up ads

It's important to note that pop-up blockers may not work with some app-based games on mobile devices. When you install these games and accept permissions, they often require the ads in order to function. In such cases, teach children to look for a "Close," "X," or "Skip Ad" button that may take up to thirty seconds to appear, and remind them to wait patiently.

#### Use a pop-up blocker

Most web browsers come with built-in pop-up blockers, or browser extensions can be installed. Make sure this feature is enabled in your browser settings to automatically block most pop-up ads.

#### Adjust browser settings

Review and modify your browser's privacy and security settings. Look for options related to pop-ups and ads and customise them according to your preferences.

#### Keep your browser updated

Regularly update your web browser to ensure you have the latest security features and pop-up blocking capabilities.

#### Be cautious with permissions

When prompted to allow pop-ups or ads, think carefully before agreeing. Only enable pop-ups on trusted sites where they are necessary.

#### Clear browser cache and cookies

Periodically clear your browser's cache and cookies to help reduce tracking and unwanted ads based on your browsing history.

1

## Discussion: Introduce the lesson

### Slides 1 & 2: Uh oh, what's happened?

- A pop-up has appeared on the game screen: An ad that surprises us while watching videos, playing games/browsing.
- Gather experience of pop-ups and feelings towards them.
- Explain that we should ignore, close/skip them.

### Slide 3: If pop-ups are annoying, why do they exist?

- To encourage us to buy: Promote new products, lure us in with sales or free items.
- To get our information: Bank details, email addresses, where we live. Some are scams.

### Slide 4: What might encourage us to click on them?

- Follow visual prompts.

## Checkpoint: Make it work for everyone

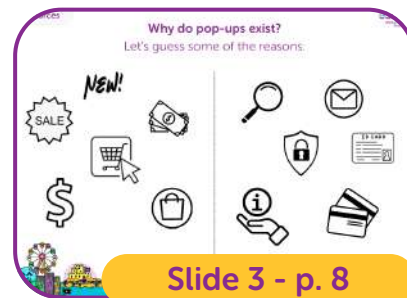
### Differentiate the lesson by assessing the discussion.

Modify instruction as appropriate, based on whether learners can:

- Identify different types of pop-ups and their purposes.
- Explain appropriate responses to pop-ups, such as ignoring or closing them.

### Options:

- Discuss your experience with pop-ups and encourage others to do the same.
- Ask them to imagine what they would feel like if something suddenly popped up and interrupted what they were doing, and they weren't sure how to make it stop. Model this with puppets or a volunteer, if appropriate.



2

## Main activity

Note: This activity is adaptable. Learners can use storytelling only, roleplay with puppets/soft toys, or do more structured roleplay that they can share with the class live or using tablets.

### Slide 5: What if you turned into a pop-up?

- Present the scenario.

### Slide 6: Generate stories and/or roleplay

- In pairs or small groups, come up with a story where someone turns into a pop-up.
  - What will the "ad" do to try and persuade the person to click on it?
  - What would happen if the person clicked on the ad?
  - How would the person try to close the ad so that they can turn back to a person?

Group discussion: Present stories and/or roleplay back to the class.

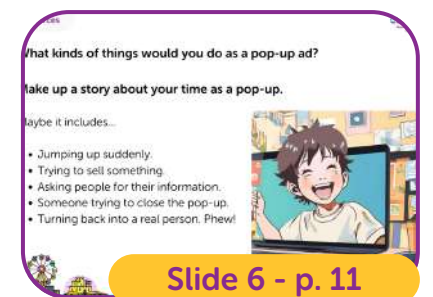
## Checkpoint: Check understanding

### Observe activity participation. Modify instruction if learners struggle to:

- Broadly articulate the behaviour of pop-up ads.
- Generate ideas for their stories.

### Options:

- Model a scenario as a whole group. Act as the pop-up ad and have volunteers try out different behaviours to change back. Validate correct answers.
- Return to Slide 4 to offer visual prompts for the types of behaviours that pop-up ads exhibit.





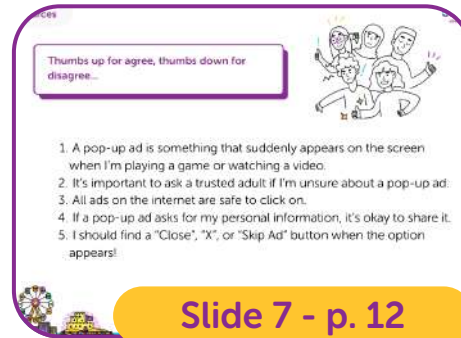
3

## Exit pass

### In-class discussion.

#### Discussion: Thumbs up, thumbs down

- Read the statements on Slide 7. Ask learners if they agree (thumbs up) or disagree (thumbs down).
  - Statements 3 and 4 are “thumbs down”, otherwise the rest are “thumbs up”.
- Invite volunteers to explain why they agree or disagree, and why. Discuss as a group.
- If some learners struggle with the concepts, consider a breakout group to work on the “Top-up” activity on Slide 6.



### Checkpoint: Learning intentions & success criteria

#### Assess the “Exit pass” to ensure learners have met the following success criteria:

Learners can identify pop-up ads when they appear and describe their features, demonstrating an understanding of what they are. Learners will demonstrate at least one way they will avoid engaging with pop up ads.

#### Next steps:

If some learners didn't meet the criteria, do the “Top-up” activity in the following section. Discussion about the lesson's themes can be continued at home, by setting the extension task as homework.

#### Important Note:

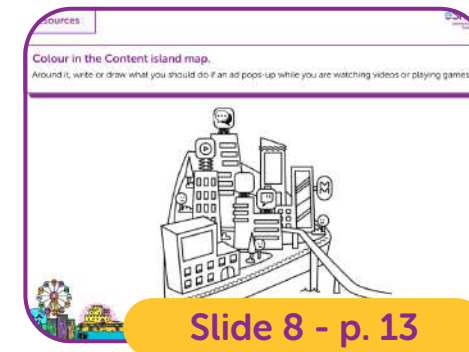
If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

4

## (Optional) Top-up or extend the lesson

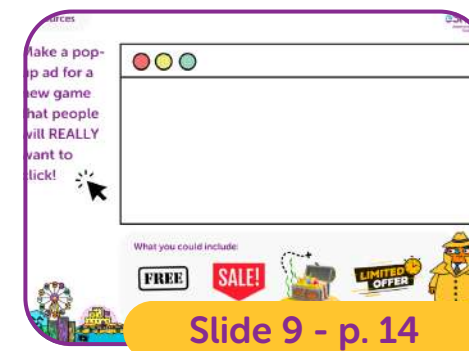
### Top-up the lesson

For learners who need more help meeting the learning intentions & success criteria.



### Extend the lesson

For learners who have met the learning intentions & success criteria, and need a bit more of a challenge.



Conduct a guided discussion using the Content Island risk area map. On the map, ask learners to write or draw one way that they can close a pop-up, and one way they can identify a pop-up. Review previous slides if necessary for visual clues. Colour in the Content Island risk area map once the task is complete.

Content Island is part of the eSmart Digital Licence quest. If your class is not already on the quest and would like to explore other islands, please visit [be.esmart.org.au/dl/overview](https://be.esmart.org.au/dl/overview).

Ask learners to draw their own pop-up ad using the template provided on Slide 9.

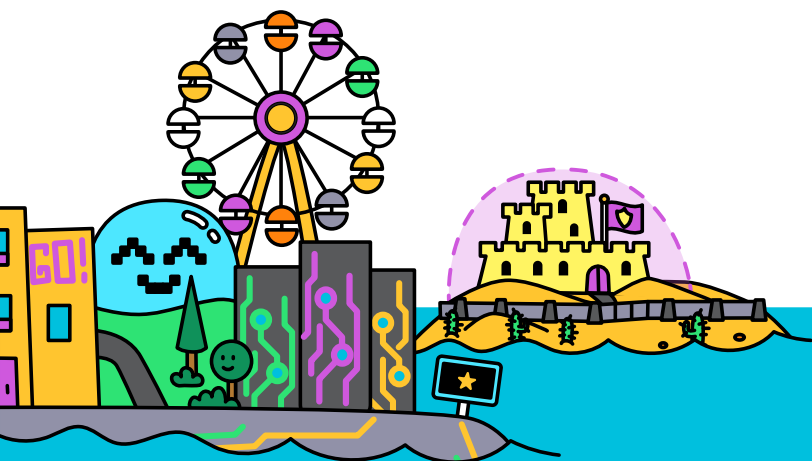
Learners should make sure that it is enticing and designed to lure people in. Review previous slides if necessary to provide visual cues and prompts.

Uh oh!

Something weird has  
happened to the game.

What's this box that has  
popped up on the screen?

Should we click on it?



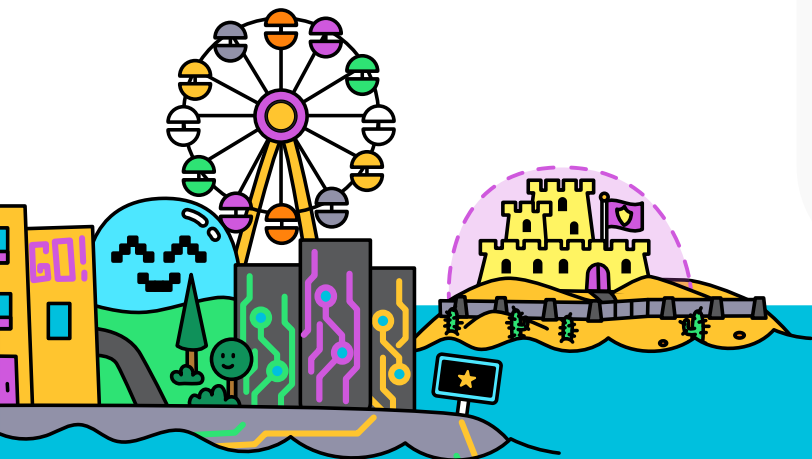
Oh no!

It's a pop-up ad. It's not part  
of the game. It wants to sell  
us something.

What should we do?  
How do we close it?

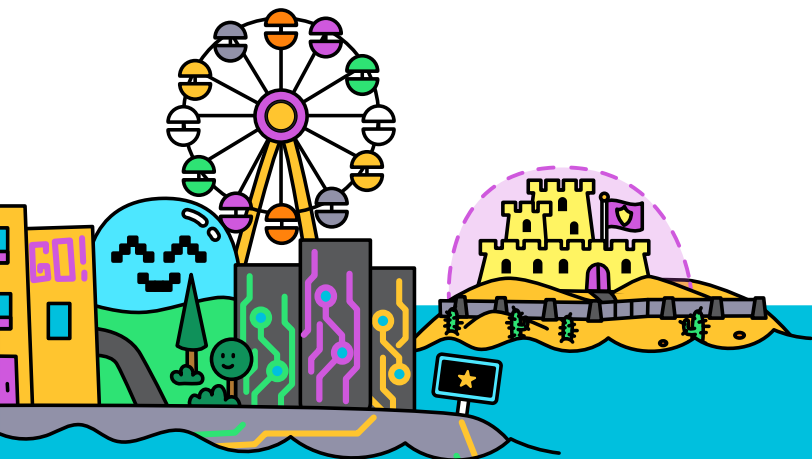


Has this happened to you? How did you feel?



# Why do pop-ups exist?

Let's guess some of the reasons:





# What would make you click on a pop-up?



Free things or rewards!



Limited time offer!



On sale - costs less!



Looks fun!

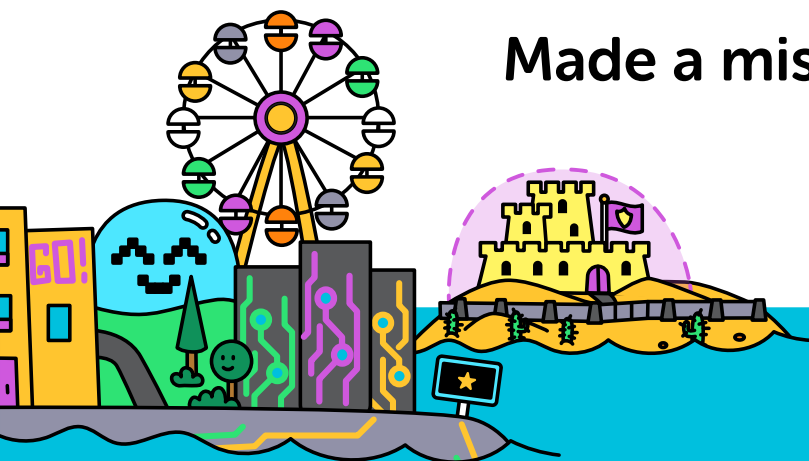


Made a mistake - that's OK!



Fun challenges or quests!

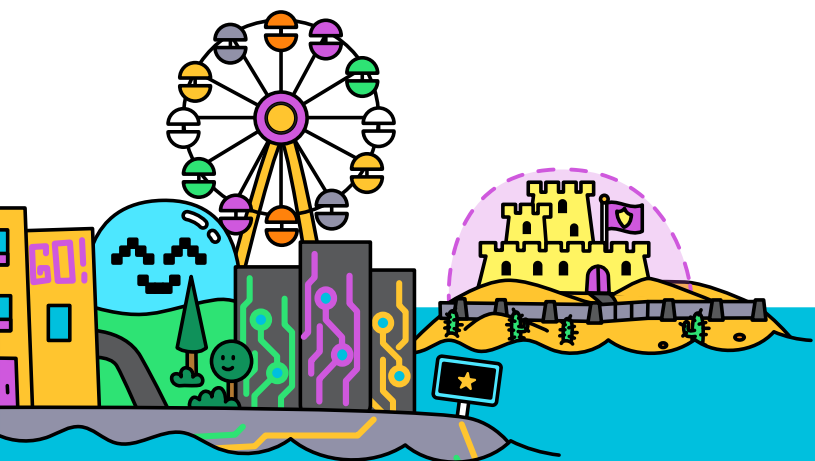
Any more reasons?



**What if... you turned into  
a pop-up ad?**

**Yes, you heard right.**

**One day you decided to  
turn into a pop-up ad  
(but it's OK, luckily you  
can turn back whenever  
you like).**



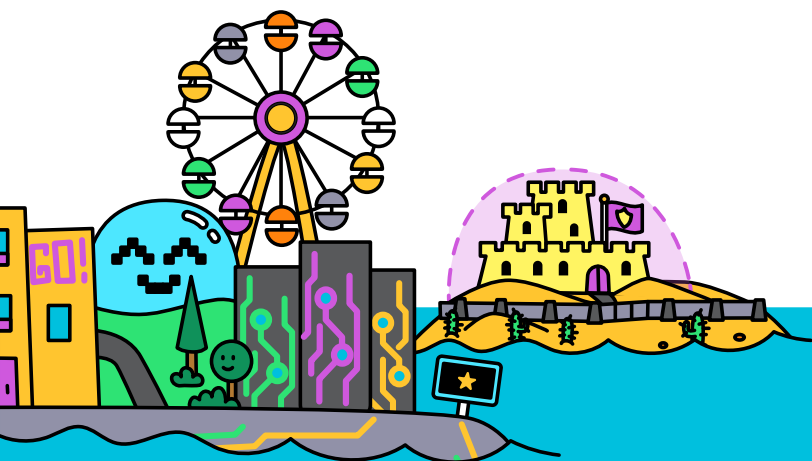


# What kinds of things would you do as a pop-up ad?

## Make up a story about your time as a pop-up.

Maybe it includes...

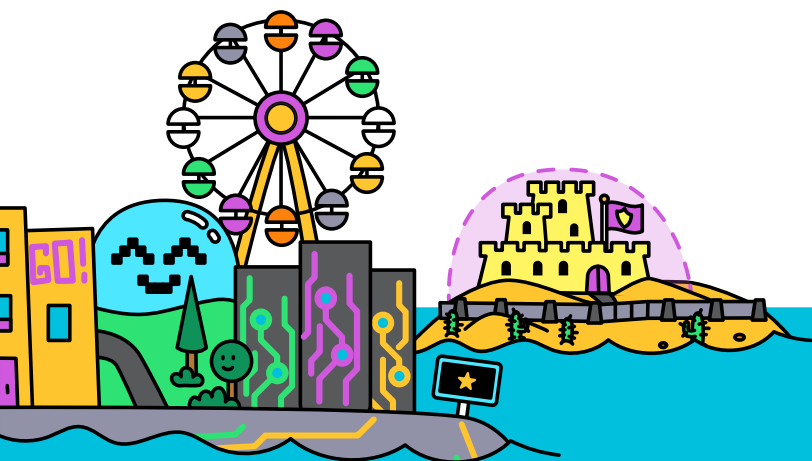
- Jumping up suddenly.
- Trying to sell something.
- Asking people for their information.
- Someone trying to close the pop-up.
- Turning back into a real person. Phew!



Thumbs up for agree, thumbs down for disagree...



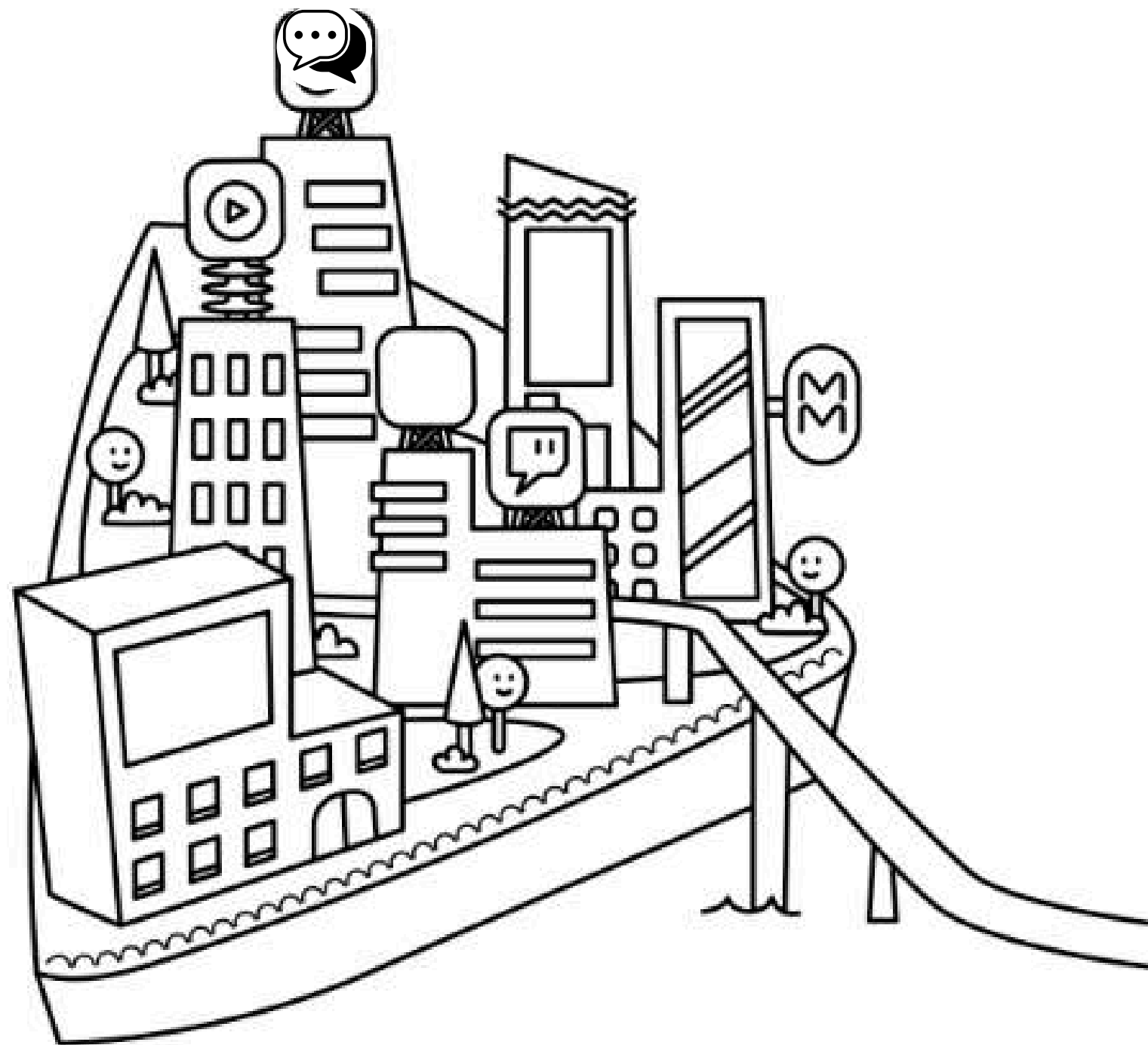
1. A pop-up ad is something that suddenly appears on the screen when I'm playing a game or watching a video.
2. It's important to ask a trusted adult if I'm unsure about a pop-up ad.
3. All ads on the internet are safe to click on.
4. If a pop-up ad asks for my personal information, it's okay to share it.
5. I should use a "Close", "X", or "Skip Ad" button when the option appears!



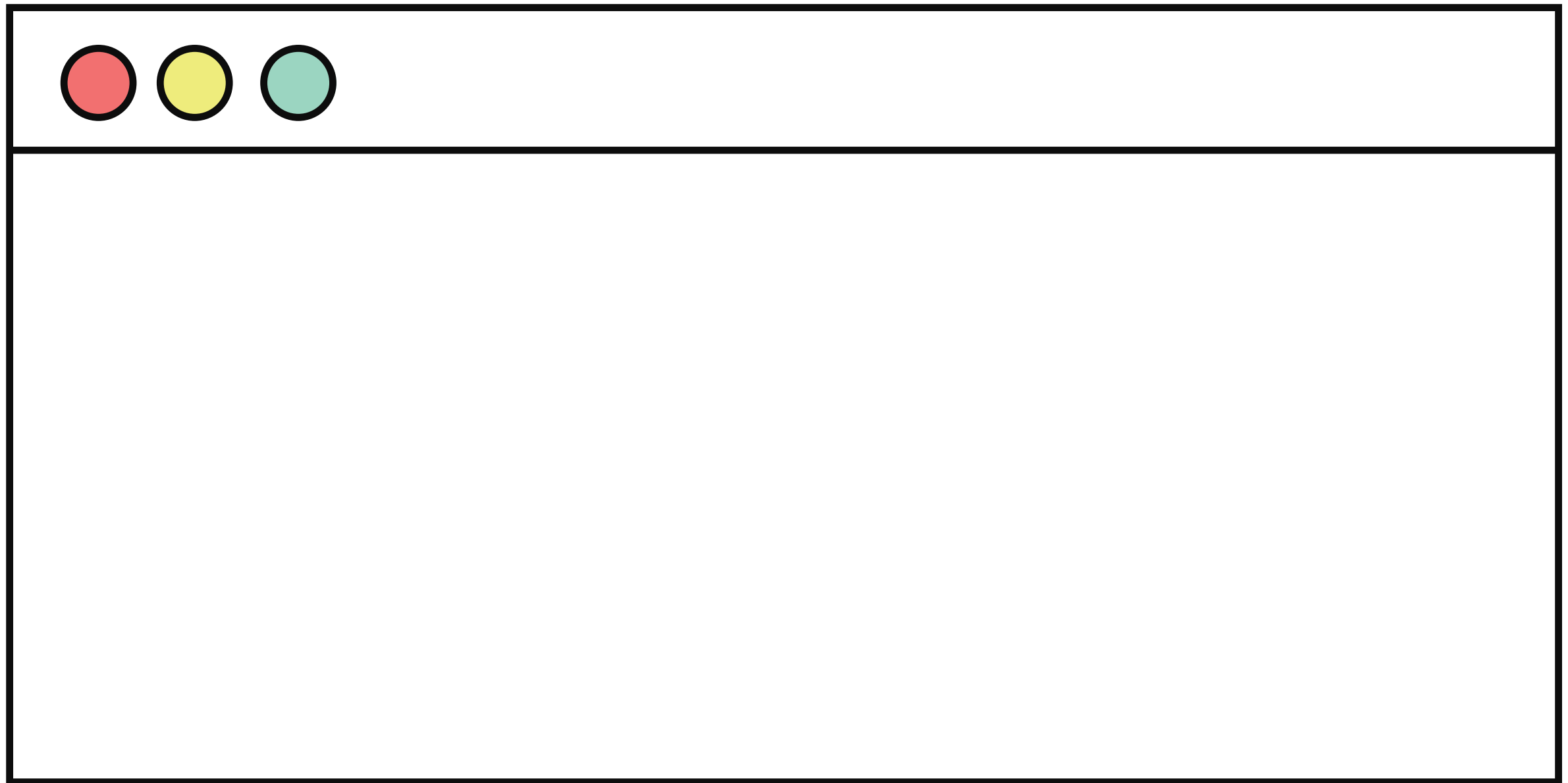
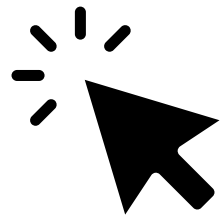


## Colour in the Content Island map.

Around it, write or draw what you should do if an ad pops-up while you are watching videos or playing games.



Make a pop-up ad for a new game that people will REALLY want to click!



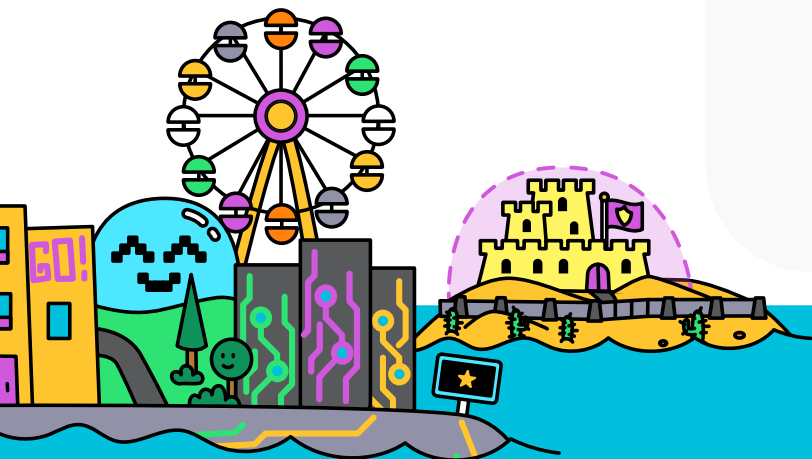
What you could include:

**FREE**

**SALE!**



**LIMITED  
OFFER**



## Australian Curriculum (Version 9.0)



Digital Literacy

Digital Technologies

Drama

### Foundation: Digital Literacy

#### Manage Digital Privacy and Identity

Recognise their personal data and that data (including text, images, and video) can be seen by others when shared online

### Foundation: Digital Technologies

- AC9TDIFK01: recognise and explore digital systems (hardware and software) for a purpose
- AC9TDIFP01: identify some data that is personal and owned by them.

### Foundation: Drama

- AC9ADRFD01: Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas.

### Year One: Digital Literacy

#### Manage Digital Privacy and Identity

Recognise that online tools (website and apps) store their personal data, which may give an impression of them

### Year One: Digital Technologies

- AC9TDI2K01: identify and explore digital systems and their components for a purpose
- AC9TDI2P07: discuss that some websites and apps store their personal data online

### Year One: Drama

- AC9ADR2D01: Use the elements of drama and imagination in dramatic play and/or process drama.
- AC9ADR2C01: Create and co-create fictional situations based on imagination and/or experience.
- AC9ADR2P01: Share their drama in informal settings.

## My Time, Our Place



### Outcome 2: Children are connected with and contribute to their world

This is evident when children:

- Understand that people put up information that tells you news about the world.
- Understand that not all information on digital technology is true.

### Outcome 4: Children are confident and involved learners

This is evident, for example, when children:

- Apply a wide variety of strategies to use digital technology to engage with situations and solve problems, and adapt these strategies to new situations.

## CASEL Framework



Responsible decision-making: The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.

- Recognising how critical thinking skills are useful both inside and outside of school