

Overview

In this lesson students will be learning about different types of scams that could happen over the phone or on the computer. They will be able to identify when they find a scam and will learn the importance of not falling into the scam.

Objectives

By the end of the lesson, students will:

- Identify various scams
- Understand the importance of not falling victim to a scam
- Protect themselves from scams

Lesson Plan Includes

- | | |
|------------------------------|-------------------------------|
| □ Direct Instruction | □ Technology-Based Activities |
| □ Accompanying Presentations | □ Worksheets |
| □ Class Discussion | □ Assessments |
| □ Full Class Activities | □ External Resources |
| □ Individual Activities | □ Small Group Activities |
| □ In Class or Homework | |

Standards

Financial Decision Making

Standard 7: Control personal information

This listing is based on the JumpStart National Standards for Personal Finance. To see how this lesson aligns with other standards (including for your state), visit content.PersonalFinanceLab.com/Standards

Vocabulary

- **Personal Information** - any piece of information that reveals something about your identity (name, age, address, school, social security number, phone number etc.)
- **Phishing** - a scam where an entity tries to steal private information by pretending to be someone that you trust like a friend, your bank or even your email service.
- **Scam** - something that is trying to trick you, often into giving away your personal information

Activity Summary

- Introduction
□ □ **Time: 5 Minutes**
- PFL Protecting Against Fraud Lesson
□ □ □ □ □ □ **Time: 15 Minutes**
Requires: PFinLab Curriculum Site License, Computer Access
- Fraud Finder
□ □ □ □ □ □ **Time: 15 Minutes**
Requires: Worksheet
- Avoiding Scams
□ □ □ □ □ **Time: 20 Minutes**
- Scam Project
□ □ □ **Time: 20 Minutes**
Requires: Computer Access

Instructor's Guide

Introduction

Ask students if they know what a scam is?

Explain:

- Scam- something that is trying to trick you, often into giving away your personal information

Ask them

- If they know any examples of fraud?
- Why do you think people scam others?
- What can you do to not be a victim of a scam?

Explain that today they will be learning about what a scam is and how to deal with a situation that might be a scam.

Time:

5 Minutes

Type:



Required Resources:

Independent Activities

Activities designed for students to learn independently—either in class or as homework. Some activities include presentations if you prefer to use them for direct instruction instead of independent study.

Fraud Finder

In this activity students will be reading different examples of fraud and identifying which type of fraud it is.

Pass out worksheet and have students complete in class or as homework. Collect as an assessment.

Resource Links:

https://files.consumerfinance.gov/f/documents/bcfp_building_block_activities_types-fraud-identity-theft_worksheet.pdf

Time:

10 Minutes

Type:



Required Resources:

- Worksheet

Instructor's Guide

PFinLab Protecting Against Fraud Lesson

Assign your students the "Protecting Against Fraud " lesson on PersonalFinanceLab.com. This lesson defines what fraud is and how to protect yourself from it.

Students will be required to complete the quiz at the end as an assessment. If used as homework, follow up with discussion questions the next day

Discussion Questions:

- What is fraud?
- What are some examples of fraud?
- How can you protect yourself from fraud?

Resource Links:

Lesson Content (Included in the Assignment on PersonalFinanceLab.com)

[Protecting Against Fraud \(personalfinancelab.com\)](https://www.personalfinancelab.com/protecting-against-fraud)

Accompanying Presentation:

[Protecting Against Fraud Presentation - Personal Finance Lab](#)

Open-Ended Challenge Questions

- Why are your personal details valuable to hackers?
- How can you be effected when your private information gets into the wrong hands?
- Have you or anyone you know ever been a victim of fraud. If so, explain how it could have been prevented.
- Give three pieces of advice that you would pass onto someone younger than you, on how you can protect yourself against fraud and scammers.

Time:

15 Minutes

Type:

□ □ □ □ □ □

Required Resources:

- PFinLab Curriculum
- Computer Access

Instructor's Guide

Full Class Activities

Activities designed for whole-class participation. These are best used along with the direct instruction portion of the lesson.

Avoiding Scams

This is a teacher led class discussion about avoiding scams.

Ask the class the following questions:

What are the basic ingredients of a scam?

Answers should focus around a scam:

Wanting money or access to bank accounts

Trying to entice you with a free offer or prize

Having a time limit on it (e.g. register now)

Ask : How do you spot a scam?

Answers should focus around:

If a scam appears too good to be true – it is!

If a scam sounds or reads as dodgy – it is!

Many scams have several simple grammar or spelling errors.

Most scams come via an indirect and/or impersonal source (e.g. internet, email, letter etc).

Most scams are a variation of an old or well-known scam from history.

Show this video: https://www.youtube.com/watch?v=MrG061_Rm7E

Present the following classic scams to the class:

- 'Distant Relative Inheritance Scam': You have inherited a large sum of money from a distant relative overseas. Just send us your bank account and we'll send you the money within 24 hours.
- 'Lost Gold Mine Scam': I have discovered an ancient African/Australian/South American gold mine worth millions, but you need to send me a mere \$10,000 to help secure the land title. In return you'll receive a big percentage of the profits.
- You have won a \$1 million jackpot! Just transfer \$100 into my bank account to cover fees and I'll post you your prize money by cheque.

Ask Students how they know the examples are scams and if they have any other examples

Time:

20 Minutes

Type:

□ □ □ □

Required Resources:

- Worksheet

Avoiding Scams

Instructor's Guide

Small Group Activities

Activities designed for small groups of students. These resources are best used after full-class direct instruction and activities.

Scam Project

In small groups students will research different scams and create a presentation or poster to share with the class.

Students will be in groups answering the following questions.

- What is the name of your scam?
- How many people are effected?
- Who usually is the target victim?
- How does the scam work? What does the scammer do?
- How can you prevent it from happening to you?

Find a real life example of some one was a victim of this scam.

Options:

- Catfishing
- Email Phishing
- Travel Scams
- Phone Scams
- Ebay/ Craigslist Scam
- Pyramid Scam
- IRS Phone Scam

Have groups share their findings and allow other student/ groups to ask questions.

Time:
15 Minutes

Type:



Required Resources:

- Computer Access

Conclusion

Wrap up the lesson by reminding students that:

- Scam- something that is trying to trick you, often into giving away your personal information

And give them a few quick tips on how to avoid scams

1. Think before you click. Don't click on any link or file in a suspicious email.
2. Stay away from pop-up contests. You can't win and there is usually a secret trick such as collecting information about you, seeing if your email address is active, or infecting your computer with bad software.
3. Do a web search for a company's name before you give them any information about yourself.
4. Read the fine print.
5. At the very bottom of most documents there is what is called the fine print. This text is often barely legible, but many times contains various tricks.
6. The top of the page may say that you have won a free phone, but in the fine print, it may say that you actually have to pay that company \$200 every month.