



Lesson Plan

How to avoid being scammed (latest post-Covid scammers)

Context of the lesson Where this fits into the “Big Picture”	With the continuing growth and use of Internet Shopping during the Covid period, it is essential that students are aware of potential risks to their own and their families’ safety, in the face of a series of financial scams. These are some of the rules they should follow to reduce these risks. This challenge sets them a role to learn and pass on their learning.	
MLO for this lesson. What will pupils know/understand by the end of the lesson	<p><i>Know:</i> What not to do, to avoid becoming a victim of a financial fraud or scam</p> <p><i>Understand:</i> The implications of certain behaviours in response to triggers set up by scammers, and the importance of passing this back into the community - via parents and grandparents</p> <p><i>Be able to:</i> Identify what constitutes risky behaviour in relation to digitally delivered prompts. Identify these possible risks and report them to the appropriate authorities.</p>	
Teacher input/Activities. What the pupils should undertake with approximate timings.	<p>Greet and settle students.</p> <p>Starter information for this lesson. Announce the challenge - hand out sheets on the challenge - entitled ‘student challenge’.</p> <p>Survey (Personal) Working in pairs or singly carry out Personal survey (stress that this is anonymous)</p> <p>Teacher led discussion Generate discussion about the group’s use of the internet, compared to their parents’ use and grandparents’ use for shopping over the Covid period.</p> <ul style="list-style-type: none"> • How often has your family needed to shop on the internet during 2020? • Have you come across the scams which start with parcel deliveries? <p>At this stage, you are looking to open up communication channels and generate thoughts and discussion of their online shopping experience and those of their parents and possibly grandparents, (or the generation above).</p> <p>Video Introduce and play the video: HOW TO BEHAVE AROUND SCAMS The video is just over 5 minutes long. But you can stop the video at each slide and decide if you want to spend time emphasising what each slide contains</p> <p>https://www.youtube.com/watch?v=Ie1sQakAEcM</p> <p>Group activity Divide into groups of approximately 4 or 5 students per group. Each group will need a few post-it notes (or paper squares and blutack). Ask the groups to discuss the video and identify 4 points that they think the film was trying to highlight. Each group should write each point on a different post-it and groups take it in turns to stick post-its on the board, keeping similar points together. Compare the answers and discuss why groups chose the ones they did.</p>	<p>2.5 mins</p> <p>3-4 mins</p> <p>10 mins</p> <p>5 mins</p> <p>10 mins</p> <p>10 mins</p>
Review/Summary At least 5 minutes before end.	The class takes on the task of dissemination. Each student puts in his/her ‘promise’ of educating ----- (number) adults, by ----- (date)	
Feedback session in place of extension work	One week later - each student posts a note in a box to say that they have done their promise. One person in the class will collect these together, count them up, and send it to the teacher, who will go to the resources webpage and notify the LSN via a form.	



Homework	Communication - by email, letter, phone call, or face to face presentation - to parents and grandparents, about the scams, and a passing on a checklist of the 'notifying the authorities' phone or email addresses, or a webpage reference for where to find it. Ask each young person to write on a webpage they might create or a briefing note they will send out, one thing that they will change/do from now on when they are using the internet. The point they write should be something that will help them disengage from a scammer that they didn't do before today. Each young person will then have an outcome from the session that they can actively apply.
Materials required	Video from LSN 3 Printable pages downloaded from the challenge resources page

More general discussion:

- Would you leave your front door wide open, with your bank details on the hall table? Yes/No
- The fraudsters make getting your address details a practical part of getting typically less than £5 out of you so your 'parcel' can be released. Do you think it is worth a business hiring someone to do that? Yes/No
- The tone of these fraudsters is usually friendly - Would you speak to someone you had never met as though they were your best friend? Yes/No
- Is it possible for someone to find out where you live by how you use the internet? Yes/No

Teaching points -

- Couriers, as businesses, don't have the capacity to send out texts except in bulk, including the Royal Mail - so if it is a specific amount that someone owes, then they won't be contacting you by text.
- Anyone you think you know, asking for your private information is likely to sell it. There is a price card for each item of personal information
- Banks don't ring you about opening new accounts - if you do suspect fraud notify them; they have a line for that. You wouldn't let your bank details sit on a piece of paper on your porch, would you? Remember to be as careful online as you are offline
- Know where to go for help (Government agencies monitoring these activities and putting a stop to them quickly)
- Every person who knows this, because your student told them, is saved from fraud - you have saved someone money, and a huge amount of harassment by simply passing this information on.

OTHER RESOURCES AND LESSON PLANS

CIFAS

On [this page](#) you see what the joint fraud task force is setting out for schools.

CIFAS has a set of lesson plans. [Here is a link to their plans page.](#)

If you are interested in just letting your upper sixth students see a newspaper and discuss what they see, here is one which might appeal:

<https://www.theguardian.com/money/2021/apr/17/bank-transfer-scams-fraud-victims>