

Identity Theft

SUBJECT(S): Personal Finance

GRADE LEVEL(S): 9, 10, 11, 12

≡ NBEA STANDARD(S):

- Personal Finance, I. Personal Decision Making

≡ RELATED ARTICLES:

- [“The Secret Life of Internet Trolls”](#)
- [“Lessons in FinTech: Connecting Screen Skills to Real-world Spending”](#)
- [“Learning to Be a ‘Rocket Scientist of Statistics’”](#)
- [“FinTech Puts Money Management at Your Fingertips”](#)
- [“Fintech Megatrends Transform Our Relationship with Money”](#)
- [“Financial Technology: Evolution or Revolution?”](#)
- [“Digital-age Danger: Learning to Protect Your Identity”](#)

TOPIC/COMPETENCY: Financial Decision Making

CEE National Standard:

VI Protecting and Insuring

Jump\$tart National Standard: Financial Responsibility and Decision Making

Standard 6. *Control personal information*

Common Core State Standard:

CCSS.ELA-Literacy.RST.9-10.4

CCSS.ELA-Literacy.RST.11-12.2

ESTIMATED TIME: 50 minutes

MATERIALS NEEDED: Internet access, computer, mobile device, video activity [worksheet 1](#) and [worksheet 2](#); [complaint and affidavit](#)

KEY VOCABULARY/TERMS: [identity theft](#), [credit agency](#), [credit bureau](#), [credit report](#),

WHY THIS MATTERS TO YOU NOW: As technology develops more and more over the years, it's important to keep your personal information out of the hands of the wrong people. Learn how to protect your identity NOW to save yourself headaches later.

_____ 1. Introduce students to identity theft by showing the following video from the Federal Trade Commission: [What is Identity Theft?](#) After the video, have students work in pairs to complete the given worksheet to help them plan their next steps to prevent identity theft. Give students time in class to share their ideas on how to prevent identity theft.

_____ 2. Show the students the following video from the Federal Trade Commission: [What if You're a Victim of Identity Theft?](#) After the video, have students work in pairs to complete the given worksheet to help them plan a strategy for dealing with a potential identity theft. Give students time in class to share their ideas on how to handle identity theft.

_____ 3. Review the [Identity Theft Victim's Complain and Affidavit](#) form with students from the Federal Trade Commission. This form is an example of what would need to be filed in order to correct identity theft.

_____ 4. Give students time to play the [ID Theft Faceoff game](#) from OnGuardonline.gov.

ASSESSMENT

Have students use [ToonDoo.com](#) to create a comic strip or a cartoon that conveys the importance of protecting your identity. Students may focus on how to protect identity, how to deal with identity theft, or something else that piqued their interest through the course of the lesson.

Further WGYP Reading: [Digital-age Danger: Learning to Protect Your Identity](#)

