

## Lesson Plan on Identify Theft

**Goal:** Students will learn about identity theft and how to avoid becoming a victim.

**Warm Up:** Ask student what pieces of paper/cards they carry in their wallet that contain personal information about them. Ask if they have ever lost those items. What happened?

### Word Study:

1. Review words and definitions

|            |   |
|------------|---|
| Fraud      | A crime of causing someone to believe something untrue  |
| Identity   | A person's private details, such as name, birthdate, address  |
| Theft      | The stealing of something   |
| Legitimate | Following rules or laws   |
| Phishing   | An attempt to "hook" you into revealing your personal and confidential information by sending emails that appear to come from a real business |
| Suspicious | Thinking that someone or something is unusual   |
| Victim     | A person hurt or cheated  |

2. Identify the part of speech (noun or adjective) for each above word
3. Divide longer words into syllables. Discuss which syllable is stressed during pronunciation.
4. Fill in the blank with the definitions.
  - a. Miyuki was \_\_\_\_\_ of a phone caller who asked for a donation to an organization to help animals.
  - b. The email asking for payment was not really from AT&T but from an example of \_\_\_\_\_.
  - c. A \_\_\_\_\_ retailer will never ask for your Social Security Number.
  - d. Credit card companies investigate thousands of \_\_\_\_\_ cases each year.
  - e. A thief used Kate's \_\_\_\_\_ to open a new credit card account.
  - f. Kate discovered the \_\_\_\_\_ of \$10,000 from her bank account.

**Reading:**

**A. Federal Trade Commission Chart:**

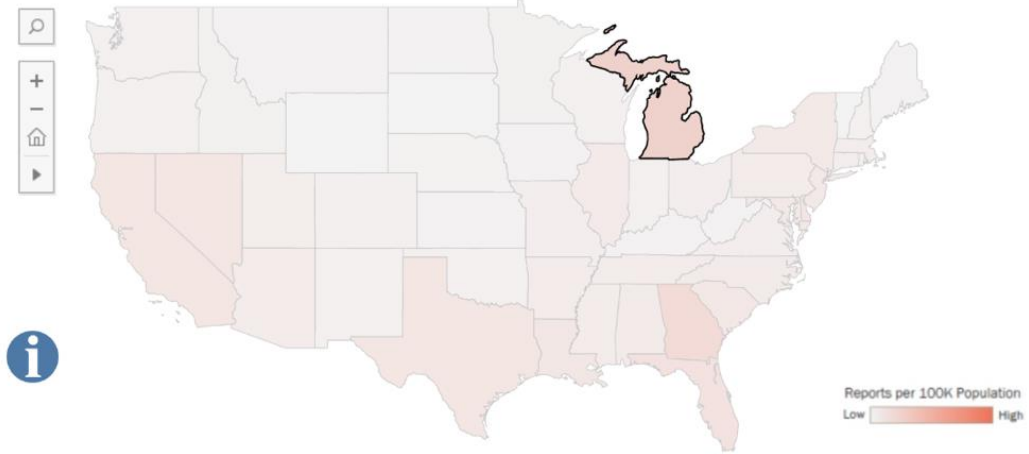
1. How many reports of identity theft were made in Michigan in 2019?
2. What was the most common type of identity theft?
3. Compared to other states, how severe is identity theft in Michigan?

**FTC CONSUMER SENTINEL NETWORK**

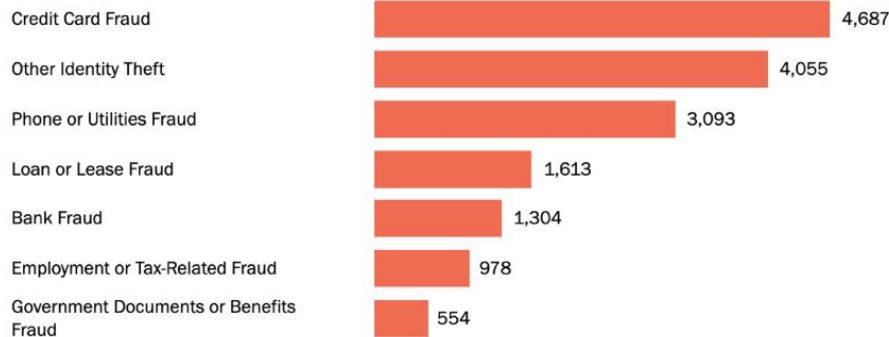
Published January 23, 2020  
(data as of December 31, 2019)

Michigan  
Year: 2019

View:  Year:  Quarter:



**Theft Type**



**13,532**

Total Identity Theft Reports

**135**

Reports per 100K Population

State population estimates are based on U.S. Census population estimates for 2018.

FEDERAL TRADE COMMISSION · [ftc.gov/exploredata](https://ftc.gov/exploredata)

[Got Feedback?](#) Tell us what you think.

**B. Read Aloud: How Can I Protect My Identity?**

<https://www.consumer.gov/articles/1015-avoiding-identity-theft#!what-to-do>

1. Based on the nonfiction passage above, answer the following true/false questions:
  - a. A thief might send an email asking you to share personal information (T/F)
  - b. An unknown charge on your credit card statement might be a theft (T/F)
  - c. You must pay to get your credit report (T/F)

## Listening

Listen to the “For Example” video at:

<https://www.consumer.gov/articles/1015-avoiding-identity-theft>

1. What’s Lynn’s problem?
2. How did Lynn learn she had a problem?
3. How did Lynn fix the problem?
4. How does she avoid identity theft each year?

## Speaking

Use discussion questions about identity theft at:

[https://esldiscussions.com/i/identity\\_theft.html](https://esldiscussions.com/i/identity_theft.html)

## Writing

A.

Tim and Maria have saved money for years for their children’s college education. They have two boys, one aged 10, the other 12. One day, Maria received a call from her bank. Her account has no more money because she bought a new sports car and a sofa. She and Tim did not buy either item. Maria believes she has been a victim of fraud. She wants the bank to investigate.

*Write a dialogue between the bank officer and Maria as she hears about the problem and attempts to solve it.*

B.

If your student has ever been a victim of identity theft, then do a language experience story based on your student’s telling of the incident.