

Year 4 Teachers' lesson plans

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Contents

Mathematics	3
Dealing with money	3
Lesson outline: Going shopping and using our money	4
Student activities: Becoming smarter shoppers	5
Student project: Making our money work	6
Worksheet 1: Smart shoppers	7
Marking guide: Dealing with money	9
English	10
How does advertising really work?	10
Lesson outline: Where do advertisers reach us?	11
Student activities: The ads in my life	12
Student project: Making an advertisement	
Worksheet 1: Where might we encounter ads?	14
Worksheet 2: The ads in my life	15
Do you want to play like a pro?	
Marking guide: How does advertising really work?	19
Civics and citizenship	20
Sneaky scammers	20
Lesson outline: Too good to be true?	21
Student activities: Scammers	22
Student project: Help us all avoid the sneaky scammers! .	23
Worksheet 1: Avoiding sneaky scammers	24
Worksheet 2: Is it a scam?	25
Worksheet 3: Prove your identity	26
Marking guide: Sneaky scammers?	27

Mathematics

Dealing with money

Section overview

- Teacher-directed lesson (60 mins)
- Independent student activities
- Student project (2–3 x 60 min sessions)
- Worksheets

Learning intention

During these lessons, students will learn to apply mathematical thinking to real-world situations involving spending and calculating money. Students will apply their problem-solving skills as they learn about making choices at the shops.

Suggested curriculum connections

Learning area—Mathematics

- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)

General capability-Numeracy

- Understand and use numbers in context—model, represent, order and use numbers up to five digits (Level 3—by the end of Year 4)
- Use money—estimate the change from simple purchases (Level 3—by the end of Year 4)

Fair Trading incursions

The Office of Fair Trading offers a variety of free classroom presentations as part of our Buy Smart program. We can present to Year 4 students on the topic of **Advertising: how does it work?**

Contact us for more details.

Email: buysmart@qld.gov.au

Phone: 13 QGOV (13 74 68)

Teacher's background information

The Office of Fair Trading ensures a fair, safe marketplace for consumers and businesses. This includes providing consumers with advice to make smarter, more informed choices when at the shops.

Visit www.qld.gov.au/fairtrading for information about:

- Smarter shopping
- Budgeting and saving
- Buying online

The <u>Australian Securities and Investment Commission</u> (ASIC) also offers relevant information and advice through its <u>MoneySmart</u> website (including <u>MoneySmart Teaching</u>).





Lesson outline Going shopping and using our money

Teacher-led session with hands-on student participation

Time allocation	Description	Resources needed
0–15 mins 15 mins total	 Money and the shops Teacher asks students about grocery shopping with parents—what did students notice about the decisions their parents made about milk/bread/etc— Did they buy the cheapest option? Was it one we liked best? Was it the one that most suited their requirements (for example skim milk)? We pay for our purchases with cash, card, etc—but where does the money actually come from? Make an explicit link between work and income Paying by card is still spending the money we have earned—it can run out just the same as cash in a wallet 	NIL
15–30 mins 20 mins total	 Calculating totals Teacher to lead an exploration of online catalogue prices at two different supermarkets Draw a table on the whiteboard listing the five following grocery staples— Loaf of bread 2L milk Cereal 500g apples 1kg frozen peas Find prices for each of the above listed online by each supermarket (choosing the cheapest brand or variety) and write the prices into the table Ask student volunteers to the board to complete addition for total amount spent at each shop 	Internet-enabled device with screen Whiteboard
35–50 mins 15 mins total	 Spending the cash Divide class into pairs and provide each group with a supply of play money Based on the cheapest supermarket option identified previously (or considering other factors e.g. geography), students are to— Use the play money to make up exact change for paying the supermarket Hand over one or two notes at most that will cover the cost of the groceries but that will therefore require change Work out the amount of change required and represent that amount with play money 	Play money
50–60 mins 10 mins total	 Close the lesson Discuss how money influences and limits our choices—income, other expenses, etc, and how we must often prioritise needs over wants 	NIL

Student activities Becoming smarter shoppers



Completion time (average)	Description	Resources needed
20–30 mins • M t • V t s	Money worksheet 1 presents a scenario for students to work through with buying supplies for a camping trip Worksheet includes mathematical calculations as well as linking these calculations with other aspects of making decisions at the shops Worksheet includes some follow-up questions to complete in class where students compare the choices made in their answers with another classmate's	<u>Money worksheet 1</u>



Student project Making our money work



The task

Object

We're in control of how we spend our own money. Create a story about a group of students spending their money over the weekend, or on the holidays that can help teach other kids about managing their own spending.

How

Students might be challenged to:

- Create a collage-style poster to go on the classroom wall. or
- Write a comic book or adventure story that might go into the library. or
- Illustrate and narrate a digital-format picture story.

You can select the task or allow students to choose for themselves.

Details

Provide students with direction that they should:

- Include clear, specific examples of spending money and receiving change.
- Describe considerations like quality and price.
- Explain what it means to shop around.

Groups

2-4 students per group

Time

Up to 3×60 min classroom sessions (plus optional time outside class).

Developing the project

The Office of Fair Trading has produced a student entry kit to assist with developing an entry into the Buy Smart Competition. The document assists students in organising their ideas as they design, develop and finalise their project.

Download the entry kit

Using the project

Student projects may be used to assess the following achievement standards for Year 4 Mathematics following their engagement with content in this unit:

• Students **solve** simple purchasing problems.

The project also meets the entry criteria for entering into the Office of Fair Trading's annual Buy Smart Competition. Students can win up to \$500 for themselves and \$2000 for their school.

Visit **www.qld.gov.au/buysmartcomp** to find out more about the Buy Smart Competition.





Worksheet 1 Smart shoppers

Twins Bailey and Riley have become very good at budgets and saving up their money. They decide to use their skills to plan a family camping trip by the lake for the weekend (Friday and Saturday nights). They already have camping supplies like tents and sleeping bags, and they can take clothes from home (except they have grown out of their swimwear!)

Bailey and Riley have written a list of things to buy. Decide if each item is **needed** or only **wanted** in the columns provided.

Remember: Bailey and Riley will be stuck sharing **a very stinky tent** unless they wash regularly!



ltem	Need	Want
Toothpaste		
Food for breakfast (×2)		
Pair of thongs (each)		
Bucket and spade		
Food for lunch (×2)		
MP3 player & music		
Soap and shampoo		
Hot chocolate powder		
Snacks and lollies		
Comic books		
Disposable camera		
New swimming togs		
Food for dinner (×2)		

Map of the supermarket

All prices listed will buy enough for ONE MEAL only (feeding Mum, Dad, Bailey and Riley)

APPLES \$1.00	PEARS \$1.50	BANANAS \$2.00	BERRIES \$4.00	CARROTS \$0.75	ONIONS \$1.00		POTATOES \$0.50
			Aisle 1				
JAM \$3.00	HONEY \$4.00	PEANUT BUTTER \$4.50	DRIED FRUIT \$3.00	LOAF OF BREAD \$2.00	EGGS \$4.00		CHICKEN \$7.00
TEA BAGS \$1.00	HOT CHOCOLATE \$5.00	CURRY SAUCE \$2.50	TINNED SOUP \$3.50	TIN SPAGHETTI \$4.00	BAKED BEANS \$2.50		HAM \$3.00
			Aisle 2				
CEREAL \$5.00	ROLLED OATS \$3.00	INSTANT NOODLES \$1.50	BOLOGNESE \$4.50	SPAGHETTI \$2.00	RICE \$2.50		BACON \$8.50
MIXED LOLLIES \$6.00	CHOCOLATES \$8.00	MARSHMALLOWS \$4.00	COOKIES \$5.00	COLA \$6.50	LEMONADE \$6.00		MINCE \$5.00
			Aisle 3				
POTATO CHIPS \$5.00	CORN CHIPS \$4.50	SALSA/DIP \$3.00	MUESLI BARS \$3.50	MIXED NUTS \$3.00	BOTTLED WATER \$2.50		SAUSAGES \$4.00
BIG BAG OF ICE \$2.00	PARTY PIES \$3.00	ICE BLOCKS \$4.00	ICE CREAM \$5.00	FROZEN CORN \$4.50	FROZEN PEAS \$3.00		STEAK \$20.00
			Aisle 4				
CHEESE \$3.00	BUTTER \$2.00	YOGHURT \$3.50	CREAM \$3.50	MILK \$3.00	ORANGE JUICE \$4.50	A	APPLE JUICE \$5.00



Worksheet 1 continued

Bailey and Riley have a limit of **\$50** to spend on food, drinks and snacks for the trip. Help them make a **shopping list**!

1. They decide to have Spaghetti Bolognese on the first night and Curried Sausages with vegetables and rice on the second night. What will they need to buy?

Assume they only need to buy one of each item.			
First night	Cost		
Second night	Cost		

- 2. Look at what they can buy at the supermarket (previous page). Using only these items, what could they...
 - a) Make for breakfast:
 - b) Make for lunch:
 - c) Have as treats:
- 3. What other food from the supermarket might they **need** or **want** for the trip?

- 4. Which things at the supermarket would **not** be a good idea to take camping (and why not)?
- 5. Compare your list with a partner. Which of you: a) Spent more money on needs: b) Bought more items they want: 6. Discuss with your partner why you decided things were needs or wants, and why you chose the items you did for each list. Write down some of your answers: 7. The supermarket sells two brands of marshmallows. Brand 1 is \$4.00, while Brand 2 costs \$6.00. However, a packet from Brand 2 is double the weight of a packet from Brand 1. a) How many packets of Brand 1 marshmallows are equal in weight to one packet from Brand 2? b) **Use multiplication** to work out how much it costs to buy an equal weight of marshmallows from Brand 1 as you get from Brand 2: c) Which brand is the cheapest way to buy the same total weight?

Marking guide Dealing with money



Purpose of assessment

Students will learn to apply mathematical thinking to real-world situations involving spending and calculating money. Students will apply their problem-solving skills as they learn about making choices at the shops.

Mathemat	Mathematics: Year 4		
Number and Place Value	Money and Financial Mathematics		
Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)		
Demonstrates mental efficiency in working out how much it costs to buy an equal weight of marshmallows.	Efficiently solves a range of addition and subtraction problems involving purchases and the calculation of change to the nearest 5 cents.	A	
		В	
Uses written multiplication effectively to work out how much it costs to buy an equal weight of marshmallows.	Solves a range of addition and subtraction problems involving purchases and the calculation of change.	С	
Tries to use multiplication or uses addition to work out how much it costs to buy an equal weight of marshmallows.	Solves a range of addition problems involving purchases.	D	
		E	
FEEDBACK			

English

How does advertising really work?

Section overview

- Teacher-directed lesson (60 mins)
- Independent student activities
- Student project (2–3 x 60 min sessions)
- Worksheets

Learning intention

During these lessons, students will learn to recognise how advertisements are a form of text designed to persuade an audience to a certain course of action (usually making a purchase). Students will recognise how advertisements use language features, images and vocabulary to attract, interest and persuade the audience.

Suggested curriculum connections

Learning area—English

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

General capability-Literacy

- Comprehending texts through listening, reading and viewing (Level 3—by the end of Year 4)
- Text knowledge (Level 3—by the end of Year 4)
- Visual knowledge (Level 3—by the end of Year 4)

Fair Trading incursions

The Office of Fair Trading offers a variety of free classroom presentations as part of our Buy Smart program. We can present to Year 4 students on the topic of **Advertising: how does it work?**

Contact us for more details.

Email: buysmart@qld.gov.au

Phone: 13 QGOV (13 74 68)

Teacher's background information

The Australian Consumer Law regulates aspects of how businesses advertise themselves, their products or services.

Visit **www.qld.gov.au/fairtrading** for information on laws about:

- <u>Claims about products or services</u>
- Statements about price, quality and value
- Advertised prices being less than the full price.

Other government and industry bodies also monitor or regulate advertising:

- <u>Australian Communications and Media Authority (ACMA)</u>
- Advertising Standards Bureau





Lesson outline Where do advertisers reach us?

Small-group activity plus teacher-led learning

Time allocation	Description	Resources needed
0–15 mins 15 mins total	 Introducing the session: Ad encounters! Ask students to consider how many times a day they might be exposed to advertisements Write out some responses on the side of the board to refer back to later in the lesson 	NIL
15–30 mins 15 mins total	 Where do we find advertising? Split the class into small groups (3–4 students) Each group will need to identify formats/places where they are likely to encounter advertising Each group should list their answers on their worksheet/s or in their own workbooks, with likely responses to include: On TV/video streaming service (during the ad breaks or prior to video load) At the cinema (before the movie) On a billboard or sign (including posters in public spaces such as bus shelters or shopping centre thoroughfares) In a brochure/catalogue (incl. online) Other online modes (such as pop-up ads or on social media) Teacher to move between groups and suggest students consider types of ads that 'may not look like ads' (e.g. product placement, social media, sports sponsorship) Close off discussions and appoint one spokesperson per group to report their findings 	Students' workbooks or <u>Worksheet 1</u>
30–50 mins 20 mins total	 What are these ads doing? List all responses on the board as each spokesperson introduces them With each response, ask spokesperson or class for a specific example of this type of ad Ask for student feedback about ways the ad tried to <i>convince</i> us, including— Language Images, important colours and/or soundscapes Emotions in tone or body language 	NIL
50–60 mins 10 mins total	 Closing off the session Ask the question again—how many times do students encounter advertising? Refer to students' previous responses and ask to reconsider and possibly amend these responses Add additional responses to the board Since ads are everywhere, we always need to think about what they're trying to do: <i>convince</i> us to do something 	NIL

Student activities The ads in my life



Completion time (average)	Description	Resources needed
10–20 mins	 Students consider fictional website samples provided with <u>Worksheet 2</u> OR select and load websites that they've— Visited in the past 48 hrs 'Bookmarked' or 'favourited' and visit regularly Seen their parents visit Worksheet 2 asks students to answer questions about the following— What type of website they visited (news, games, social media, etc) How many ads they saw on each site / on the homepage What format of ads they find (static image, video, pop-up, etc) Whether the student had noticed ads on the page previously What company, product and/or service was being advertised What made the student realise that the ad <i>was</i> an ad 	<u>Worksheet 1</u> and/or Internet-enabled device



Student project Making an advertisement



The task

Object

Let's use the techniques of advertising to help kids our age think carefully about the ads we see in real life. Make a project to convince your classmates to think carefully before spending their money on products or services they see in advertisements.

How

Students might be challenged to:

- Design a poster to display around the school or in the classroom or
- Film a TV ad (30 sec to 1 min) that could be shown at a school assembly or
- Record a radio ad (30 sec to 1 min) to play as part of a new Year 4 radio station

You can select the task or allow students to choose for themselves.

Details

Provide students with direction that they should:

- Consider how to make it appealing to kids our age
- Include a catchy slogan
- Think about how we can convince and not merely tell.

Groups

2-4 students per group.

Time

Up to 3×60 -minute classroom sessions (plus optional time outside class).

Developing the project

The Office of Fair Trading has produced a student entry kit to assist with developing an entry into the Buy Smart Competition. The document assists students in organising their ideas as they design, develop and finalise their project.

Completing this kit can also form part of the project.

Download the entry kit

Using the project

Student projects may be used to assess the following achievement standards for Year 4 English following their engagement with content in this unit:

- Students **understand** that texts have different text structures depending on purpose and context
- They **explain** how language features, images and vocabulary are used to engage the interest of audiences.

The project may also be applied to assess other achievement standards across a range of learning areas.

The project also meets the entry criteria for entering into the Office of Fair Trading's annual Buy Smart Competition. Students can win up to \$500 for themselves and \$2000 for their school.

Visit **www.qld.gov.au/buysmartcomp** to find out more about the Buy Smart Competition.





Worksheet 1 Where might we encounter ads?

Think about all the types of ads we see and the places we see them. Make a list with as many different types of ads as you can think of and where you might find them.

How convincing!

Advertisers want to convince us to do something—usually to buy something from them. Think about an ad you liked. Why did you find it convincing?

What are some of the words or phrases they commonly use? What kind of images do they show us? Why do they use these kinds of words and images? What makes them convincing (or "persuasive"?)



Worksheet 2 The ads in my life

Where did you see the ad (Name the website, TV show, radio station, app, etc.)?

What time did the ad appear?
What type of ad was it? e.g. video, pop-up window, still image, other (please describe)
what company, product and/or service was being advertised?
Did the ad suggest a kind of emotion, and if so what?
Did the ad use persuasive words or phrases (e.g. "buy now", "amazing deal", "best prices", etc.)
Were there any other details that made you realise that the ad was an ad?
For real-world ads, have you ever noticed ads on this website, station, app, etc. before?

BUY SMART NEWS



Do you really know who you're dealing with?

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Queensland



Do you want to play like a pro?

If the answer to that question is 'yes', then come into **Bob's Sporting Supplies** today and experience the wonders of **Bob's platinum sporting products**. Our equipment is designed to make your talent shine like the pros with the **finest quality bats, rackets, balls and more**!

Bob's many years of experience will help make your visit to **Bob's Sporting Supplies** a life-changing experience—with all supplies on sale now! A worthwhile investment in your future sporting career.

Call today on 1300 LIKETHEPROS





Marking guide How does advertising really work?

Purpose of assessment

Students learn to recognise how advertisements are a form of text designed to persuade an audience to a certain course of action (usually making a purchase). Students will recognise how advertisements use language features, images and vocabulary to attract, interest and persuade the audience.

English: Year 4			
Literacy	Literacy	Literacy	
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	
Demonstrates in student project, clear links between imagery, language and purpose in their own advertisement to persuade an audience to make financial decisions.	Clearly articulates through the student project how they have linked text, imagery and other features to infer meaning for an intended audience.	Publishes a compelling advertisement with control over text structures and language features.	A
Identifies how language and imagery is used in a variety of money-related advertisements.			В
Identifies an advertisement's intended audience and simple ways advertisers try to persuade an audience.	Analyses text and imagery within advertisements to form valid interpretations of meaning and purpose.	Plans, drafts and publishes a persuasive and relevant advertisement for peers that encourages them to think carefully before spending.	С
Identifies advertisements in various modes of communication (formats) and can state their intended message.	Identifies advertisements from a variety of media formats.	Develops an advertisement for peers that has persuasive aspects.	D
Identifies an advertisement from other forms of media.			E
FEEDBACK			

Civics and citizenship

Sneaky scammers

Section overview

- Teacher-directed lesson (60 mins)
- Independent student activities
- Worksheets
- Student project (2–3 x 60 min sessions)

Learning intention

During these lessons, students will learn about analysing sources of information to differentiate between reasonable and unreasonable claims. They will learn ways to recognise common tactics of scammers and how to keep themselves safe, particularly in the online space.

Suggested curriculum connections

Learning area-Humanities and social sciences

- Locate and collect information and data from different sources, including observations (ACHASSI074)
- Draw simple conclusions based on analysis of information and data (ACHASSI079)
- The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)

General capability-Ethical understanding

- Consider consequences—examine the links between emotions, dispositions and intended and unintended consequences of their actions on others (Level 3—by the end of Year 4)
- Explore rights and responsibilities—investigate children's rights and responsibilities at school and in the local community (Level 3—by the end of Year 4)

General capability-Critical and creative thinking

- Think about thinking (metacognition)—reflect on, explain and check the processes used to come to conclusions (Level 3—by the end of Year 4)
- Reflect on processes—identify pertinent information in an investigation and separate into smaller parts or ideas (Level 3—by the end of Year 4)
- Apply logic and reasoning—identify and apply appropriate reasoning and thinking strategies for particular outcomes (Level 3—by the end of Year 4)
- Draw conclusions and design a course of action—draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion (Level 3—by the end of Year 4)

General capability-Personal and social capability

- Recognise emotions—describe the influence that people, situations and events have on their emotions (Level 3 by the end of Year 4)
- Express emotions appropriately—identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
- Contribute to civil society—identify the various communities to which they belong and what they can do to make a difference (Level 3—by the end of Year 4)

Fair Trading incursions

The Office of Fair Trading offers a variety of free classroom presentations as part of our Buy Smart program. We can present to Year 4 students on the topic of **Avoiding the sneaky scammers.**

Contact us for more details.

Email: buysmart@qld.gov.au

Phone: 13 QGOV (13 74 68)

Teacher's background information

The Office of Fair Trading ensures a fair, safe marketplace for consumers and businesses. This includes providing consumers with advice to make smarter, more informed choices, including tips for recognising and avoiding scams.

Visit **www.qld.gov.au/fairtrading** for information about:

- <u>Recognising common scams</u>
- Reporting a scam
- Protecting yourself
- Current scams targeting Queenslanders

The Australian Government's <u>Scamwatch</u> website offers comprehensive information about recognising, reporting and recovering from scam activity.



Lesson outline Too good to be true?

Teacher-led session with individual student exercises

Time allocation	Description	Resources needed
0–15 mins 15 mins total	 Introducing the session Write SCAM on the board in large letters Teacher to ask what the word means, noting (suggesting if needed) elements such as— Being sneaky Trying to make money Breaking the law Students tend to answer with own experiences or anecdotes—teacher should highlight the above elements in the anecdotes 	NIL
15–25 mins 10 mins total	 It sounds too good to be true Hand out Scam worksheet 1 to students and direct attention to the word puzzle Students may partner up to solve the puzzle ("If it sounds too good to be true, it probably is!") Close off small-group discussions after five minutes and ask students to share ideas as to what this phrase means 	<u>Scam worksheet 1</u>
25–45 mins 20 mins total	 What are the scammers doing? Direct students to Question 1 in right column of Worksheet 1 (How scammers contact us) Allow 1 minute for students to answer before asking them to share—every answer will be correct as scammers use all methods of communication Propose that if any unexpected contact might be a scam, we can use our mindsets to protect ourselves Provide ten minutes for students to finish remaining questions on Worksheet 1 Teacher to move through the class and offer suggestions as needed Discuss why these types of scams are against the law—taking advantage of people to get their money unfairly 	<u>Scam worksheet 1</u>
45–50 mins 5 mins total	 Close the session: Thinking clearly and logically Draw attention to the question the students have just addressed—emotional tricks are trying to stop victims from using logical mindsets Close off by reinforcing not to hurry and to ask a trusted adult for help and/or a second opinion 	NIL

Student activities Scammers



Completion time (average)	Description	Resources needed
Exercise 1: Is it a scam	?	
20–30 mins	 Students are to complete Scam worksheet 2, which asks them to identify scam situations— Question 1 presents simple scenarios for identification as scams or not Question 2 presents a more involved scenario of a 'phishing' scam (tricking victims to send personal details) within an online multiplayer game Question 3 presents an email falsely offering prize winnings—sub-questions to reinforce concepts from the lesson 	<u>Scam worksheet 2</u>

Exercise 2: Prove your identity

10–20 mins	 Scam worksheet 3 provides two activities for students to think about recognising and protecting personal information— 	
	 Activity 1 is a word search with various forms of personal information hidden within 	Scam worksheet 3
	 Activity 2 provides a list of words for students to choose from in order to complete to a series of partial sentences 	

Exercise 3: Scam survey

20–30 mins	 Scam worksheet 3 includes survey questions for students to ask to a parent or trusted adult about a scam they've encountered, including— 	
	 How contact was made What the scam 'offered' Whether they recognised it as a scam What elements—including emotional manipulation, offers 'too good to be true'—signposted the scam 	<u>Scam worksheet 3</u>



Student project Help us all avoid the sneaky scammers!

The task

Object

Sneaky scammers can be all around. Think of the ways we can protect ourselves from scams and come up with an interactive project that can help your friends learn what they need to know.

How

Students might be challenged to:

- Use familiar software (e.g. Microsoft PowerPoint) to create an interactive quiz. or
- Create a question-and-answer card game for the class to play together.
 or
- Write an interactive story book where readers control what happens by flipping to specific pages.

You can select the task or allow students to choose for themselves.

Details

Provide students with direction that they should:

- Choose a particular type of scam and research how it works.
- Include an explanation why these types of scams are against the law and not just breaking rules.
- Include opportunities for the target audience to make decisions.

Groups

2-4 students per group

Time

Up to 3×60 minute classroom sessions (plus optional time outside class).

Developing the project

The Office of Fair Trading has produced a student entry kit to assist with developing an entry into the Buy Smart Competition. The document assists students in organising their ideas as they design, develop and finalise their project.

Completing this kit can also form part of the project.

Download the entry kit

Using the project

Student projects may be used to assess the following achievement standards for Year 4 HASS and/or Digital Technologies following their engagement with content in this unit:

- Students **identify** structures and decisions that support their local community.
- They **recognise** the importance of laws in society.
- Students **develop** questions about the society in which they live and locate and collect information from different sources to answer these questions.
- They **examine** information to distinguish between facts and opinions, identify points of view and to draw conclusions.
- Students **outline and define** needs, opportunities or problems.
- They **collect, manipulate and interpret** data from a range of sources to support decisions.
- Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms.
- They **plan** a sequence of steps (algorithms) to create solutions.

The project also meets the entry criteria for entering into the Office of Fair Trading's annual Buy Smart Competition. Students can win up to \$500 for themselves and \$2000 for their school.

Visit **www.qld.gov.au/buysmartcomp** to find out more about the Buy Smart Competition.





Worksheet 1 Avoiding sneaky scammers

Twins Bailey and Riley have been earning pocket money for a while now. They've become very good at saving up and spending wisely. But they still have to be careful!

While most of the time people are honest and try to do the right thing, some sneaky people try to pull nasty tricks called scams. A scammer will try to make money by doing something dishonest. Dad gives Bailey and Riley a golden rule to remember, which can help them avoid the scammers' tricks and traps.

Each letter in the code below has been randomly given a number. Decode it to work out Dad's golden rule:

Hint: Look for tiles that could be vowels. Which vowels fit into the nearly-complete words?



- 1. Which ways might a scammer try to contact you?
 - Over the phone (or SMS)
 - By email or instant messaging
 - On social media
 - In person

With an app or computer game

Hint: You can choose more than one answer.

- 2. Unscramble the letters to work out some tricks that scammers might use to make money dishonestly:
 - a) Sell you items or services that don't really

_ _ _ _ _ • T I X E S

b) Fool you into giving them your



c) Find out important details about your

____ __ __ __ __ __ and use them to make money.

YITIEDNT

A scammer wants to stop you thinking carefully. They might try to manipulate (play around with) your emotions.

Have a look at these statements from scammers and **match** each one to the emotions below:

- 1. Answer now or you're **under arrest**!
- 2. Please help me—**I'm sick**!
- 3. If you do this, you will **get rich**!
-
- 4. Help me since **you're my friend**!

Emotions: LOVE | PANIC | GREED | SYMPATHY

Combine the bold letters above to see what these scams have in common:

Worksheet 2 Is it a scam?

You always need to be very alert about scams if someone **contacts you unexpectedly**. They might not be who they say they are (and you haven't been able to check). They might also try to catch you up before you have a chance to think clearly.

1. Decide if these examples are likely to be scams:

Someone from the government phones Bailey and Riley's Mum and says she owes them more tax.	Scam
Bailey gets a message in her school email inbox saying she won a lucky draw she never entered worth millions of dollars!	Scam
The family gets a letter from a lawyer saying they've inherited money from a dead relative they'd never met or even heard of.	Scam
Dad calls the phone company and asks to change his details.	Scam
A message pops up on Riley's laptop with a link to fix a 'malware issue'.	Scam

 Riley and Dad like to play an online fantasy game together. One day a new player sends them a message... they can have a free copy of the game's expansion if they just send their account details!

What should Dad and Riley do?

Send	their	account	details

Block messages from the player

Ask for more information

____ Make a complaint to the moderators

Why did you choose your answer?



Read the scam email Bailey got about the 'lucky draw'.

From:Aus Luckyprize [mailto:info22466@mailbox.de]Date:Monday, 4 July 2016, 7:11AMTo:RecipientsSubject: your a WINNER – READ ASAP

Dear winner!

The Australians government approved **RANDOM EMAIL DRAW** has selected your registered email address as a **MAJOR PRIZE WINNER**, You have won **\$10,000,000**!

Click here to claim winnings

This is a computer-generated prize draw of all registered Australian emails addresses. For security reesons, we advice all winners to keep this information confential(VERY SECRET) from the public until your prize money released to you. This is part of our measure to avoid double claiming and unwarranted abuse of this programe by some dishonest.

You can click the link, reply to these email or phone 0400-111-111 to claim your prise.

Note that, all winnings MUST be claimed by in **24 HOURS** (TODAY!). otherwize all fund will be returned into our nex tlucky dip sweepstakes. **BE WARNED**!!!

Kind regards The Australian Luckyprize Corp.

1. Can you find **two** emotions this scam tries to use, and where it uses them?

.....

2. Why do you think the scammer doesn't want Bailey to show or tell anyone about the email?

3. One tell-tale sign of an email being a scam can be bad spelling, punctuation and grammar. Circle or highlight all the mistakes. How many did you find?

 The email gives a link, an email address and a phone number. What should Bailey do with them?

Worksheet 3 Prove your identity

Your personal information helps you **prove your identity.** It can include any document, detail or item that you could use to identify yourself. Scammers try to get these details because it can help them commit more scams. For example, they might try to pretend to be someone as a way to get access to their money or other property.

See how many types or sources of personal information you can find in the word search below:

S Ρ I Е LFTPMLBV A S Μ S Ρ Ε R С В GNUAQAXN F А К Т U F Т А Х ΜV А S V Т R Μ Α 0 Н D RXU А В Ν А Ν Ν S Ν D Е Ε U Μ С Ζ ΕX D Х Ν А А Y D W H К Ρ Ε Υ В QIEYUZ Ν Q L N LNAME G А 0 Ρ Т Μ F U L А Ε ΖΧΑ D Ν В С R 0 U С Х Q Т Т Υ L К V Е C M γ С Т S Ν А А Т С С А R D Ν U Μ В Е R Ε T D S Ν Е Ρ 0 γ Т U Е L А Υ Μ Μ F S Т 0 U R C U Ν Ν R GΥ Ρ Т К F U Ε Т S A F Υ Ν 0 S 0 D Е G R U Ν R В R Ρ Н 0 0 S L Т 0 Р Т D Е Н D В U ΜХ 0 Ρ L Ζ V C W Т А S S W R D Ζ D Ε R Ρ 0 S R Т 0 R Н F Е С Ε С L Κ В Ρ D Ν F D Х Н D Ε Ν 0 Ζ К G А Ζ ΧG G В QR А В R 0 U D Ν ΒO Ε Т Т QM Е Ρ L НОМЕ А D D R S S JL R Ν L QEAY J SZZG G СA Ν ΗA R D Ρ ААН R ECSAUN Ζ F L L ΨU ΕE IAAILXMWBIRTHDATEAO Н γ Q N C M H D N T O F H U K G E N D E R

Help Riley protect his personal information by matching the words below with the correct sentences:

MONEY / TRUST / SURVEY / SHARE / PASSWORDS / GAMES / FRIENDS / PARENTS

Don't give details to someone you don't
Regularly update your security settings and
Treat information as carefully as you treat
Scammers might ask for details in a fake
Don't give any details before you ask your
Be careful in social media when accepting
Some scams try to trick you by looking like
Scams can spread on social media if you click





Talk to a parent or another trusted adult about a scam they've encountered, and find out whether they fell for it or not. Ask them these questions and write down their answers. Compare your investigated scam with someone else in your class.

1.	How did the scammer contact you?
	PHONE EMAIL IN PERSON ONLINE
	Another way:
2.	What was the scammer 'offering'?
3.	Did you fall for the scam? YES NO
4.	Which emotion or emotions did it try to manipulate?
	GREED PANIC LOVE SYMPATHY
	Something else:
5.	Did you see any signs that told you it was a scam, and if so what were they?
6.	Which parts of the scammer's offer were too good to be true ?

MARKING

Marking guide Sneaky scammers?

Purpose of assessment

Students will learn about analysing sources of information to differentiate between reasonable and unreasonable claims. They will learn ways to recognise common tactics of scammers and how to keep themselves safe, particularly in the online space.

Humanities and Social Sciences: Year 4				
Inquiry and Skills: Researching	Inquiry and Skills: Evaluating and Reflecting	Knowledge and Understanding: Civics and Citizenship		
Locate and collect information and data from different sources, including observations (ACHASSI074)	Draw simple conclusions based on analysis of information and data (ACHASSI079)	The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people , including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)		
	Clearly explains why emotion is used by scammers in a variety of contexts, to take advantage of others.		A	
Demonstrates skill in explaining the information gathered.	Explains the meaning of "If it sounds to good to be true, it probably is!".	Describes the potential impact of scamming on people's lives.	В	
Collects information from an interview with adult.	Draw a simple conclusion as to why scammers try to take advantage of others and why this is against the law.	Provide reasonable explanation as to why scamming is against the law.	С	
	Demonstrates basic understanding of 'scamming'.	Explains the purpose and importance of laws	D	
			E	
FEEDBACK				



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