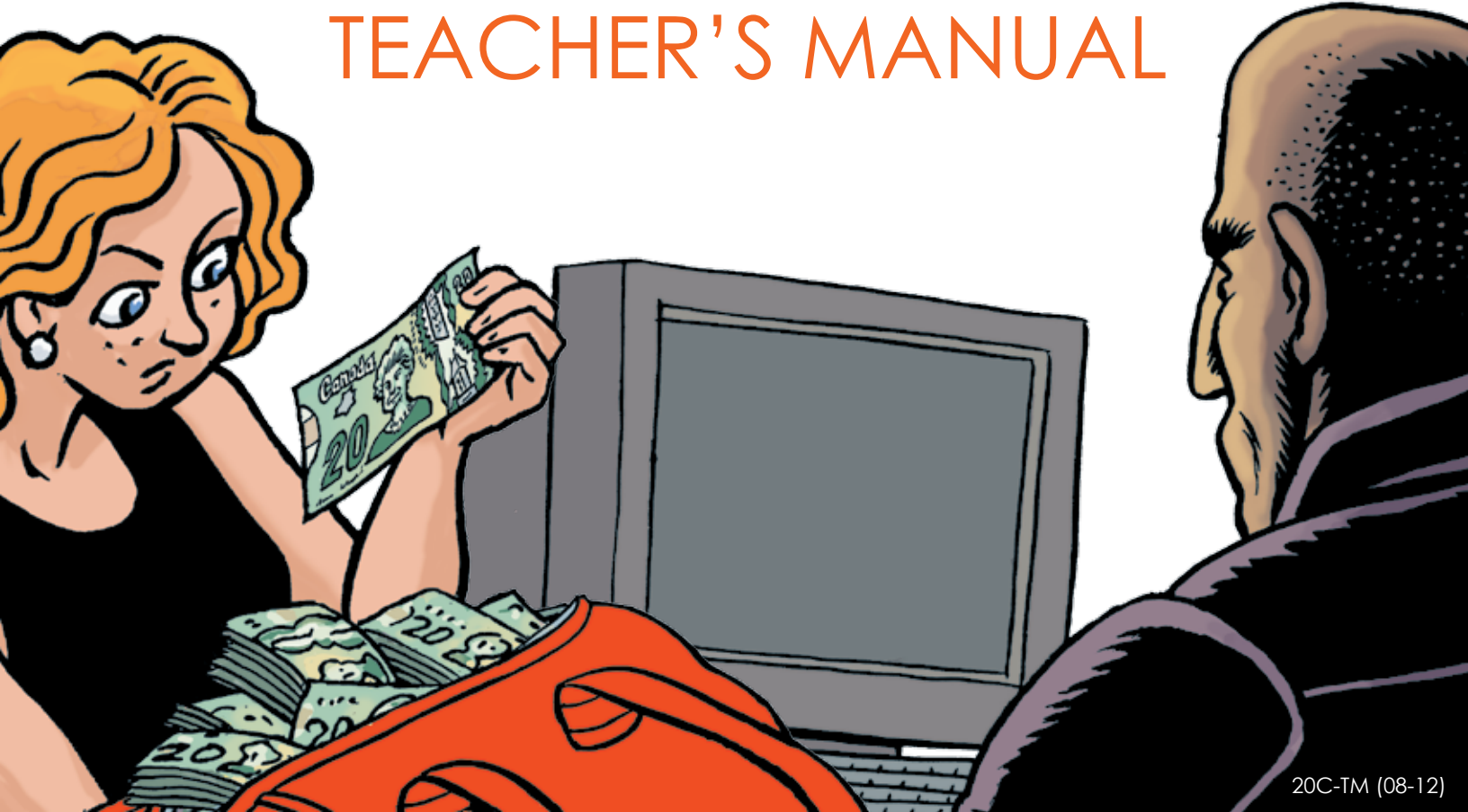




BANK OF CANADA  
BANQUE DU CANADA

# TEACHER'S MANUAL





# ACKNOWLEDGEMENTS

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Royal Canadian Mounted Police    Gendarmerie royale du Canada

# ENDORSEMENTS

The following organizations encourage the use of this material to teach students about the prevention of loss to bank note counterfeiting and identity crime.



Royal Canadian Mounted Police    Gendarmerie royale du Canada





## Module 1

# BANK NOTE COUNTERFEITING





For learning skills and curriculum links for your province or territory,  
see the CD that is provided with this kit.

Lesson	Title	Duration	Objective
<b>POLYMER BANK NOTES</b>			
<b>Lesson 1-1**</b>	How do I know it's real?	15 minutes	Students will demonstrate their prior knowledge about how to verify genuine bills.
<b>Lesson 1-2**</b>	Security features: <i>Polymer</i> and <i>Canadian Journey</i> series	20 minutes	Students will identify and explain the security features of the polymer bank notes and paper notes.
<b>Lesson 1-3</b>	The life of a bank note	20 minutes	Understand the life cycle of a polymer bank note as it moves through research and development, design, production, distribution, and end of life.
<b>Exit out**</b>	Exit out	5 minutes	Students will identify two ways to verify genuine bank notes.



Lesson	Title	Duration	Objective
<b>Lesson 2-1</b>	Polymer bank note themes	60 minutes	Students will identify the themes on the polymer bank notes and how they relate to Canada's history and identity.
<b>COUNTERFEITING AND ITS IMPACT</b>			
<b>Lesson 3-1***</b>	Counterfeiting statistics	35 minutes	Students will learn about counterfeiting using statistics to graph and analyze the prevalence of bank note counterfeiting in Canada.
<b>Lesson 3-2***</b>	Role play: Impact of counterfeiting	30 minutes	Understand how counterfeiting affects individuals, businesses and the community.
<b>Lesson 3-3***</b>	Criminal Code offences: Case studies	45 minutes	Examine real-life counterfeit cases and use the Criminal Code of Canada to determine the consequences of counterfeiting bank notes.

Lesson	Title	Duration	Objective
<b>Exit out**</b>	Exit out	5 minutes	Students will be able to state how they could reduce counterfeiting and its impact on the economy.
<b>HISTORY OF THE BANK OF CANADA AND FUTURE DESIGN OF BANK NOTES</b>			
<b>Lesson 4-1</b>	History of the Bank of Canada and past bank note series	30 minutes	Students will learn about the creation of the Bank of Canada and the design of past series of bank notes (security features, general themes and <i>Did you know</i> facts).
<b>Lesson 4-2</b>	Design your own bank note (optional evaluation)	45 minutes	Students will design their own Canadian bank notes using theme-development exercises learned in this module.

Lesson	Title	Duration	Objective
<b>EVALUATION</b>			
<b>Evaluation 1-1**</b>	Teaching journal	Homework	Teach others how to check the security features on Canadian polymer and paper notes.
<b>Evaluation 1-2**</b>	Security features quiz	20 minutes	Students will demonstrate their knowledge of the security features in Canadian polymer and paper notes.

\*\*Indicates that these lessons are mandatory to receive a certificate.

\*\*\* Choose one of the three lessons as the mandatory lesson.

### **Suggestion for certificate distribution**

Invite a special guest, such as a business owner/manager or community police officer, to distribute certificates and congratulate the students for their participation in the training session.

# POLYMER BANK NOTES

## Lesson 1-1 (Mandatory)

How do I know it's real?

### Objective

Students will demonstrate their prior knowledge about how to verify genuine bills.

### Duration

15 minutes

### Activity

- Ask students to bring a polymer note and a paper bank note or use the images of the notes provided in PowerPoint 1.
- Organize students into groups of four and assign the role of investigator.
- Choose one student from each group to record the group's responses on Worksheet 1.
- Students examine their bills and discuss and record their ideas on what makes the bank notes real.

- All groups then share their ideas with the class while you record them on a worksheet or on the board.
- As ideas are communicated, you can expand on them to lead to a discussion of counterfeiting and the importance of knowing the security features on Canadian bills.

## **Materials**

- Worksheet 1: How do I know it's real?
- PowerPoint 1: Images of bank notes

## Lesson 1-2 (Mandatory)

### Security features: *Polymer* and *Canadian Journey* series

#### Objective

Students will identify and explain the security features of the polymer bank notes and paper notes.

#### Duration

20 minutes

#### Activity

- Have students watch the bank note counterfeiting segment in the video *Fighting Fraud on the Front Lines*. Students will complete Worksheet 2 as they watch the video.
- After viewing the video, use Worksheet 2 answers to discuss.
- Ask the students to take out their polymer notes and give them time to look at the security features on the bill.
- To see the hidden numbers, you need a small light like an incandescent bulb or a pot light. Ask students to bring a light source, such as a flashlight, or use a table-top lamp. No light source should be pointed directly at your eye at close range. Dangerous sources of light, such as the sun, laser lights and many LEDs, should never be used to view the feature. For a

video that shows you how to use this feature, go to the polymer security features section at [www.bankofcanada.ca/banknotes](http://www.bankofcanada.ca/banknotes).

- Divide the class into small teams. Each team must work together to win the game, “Know your polymer security features.”
- Photocopy Game sheet 1 and cut out the names of the security features. Put the slips of paper with the names into a hat.
- One student from each team will choose a security feature name from the hat and will attach the slip of paper with the name to a projected image of a polymer note from PowerPoint 2.
- For every answer a team gets right, they earn points. The team with the most points will be declared the counterfeit-detection expert!
- If there is time, view PowerPoint 3 and have the students record the security features of the *Canadian Journey* series on Worksheet 3.
- After viewing the PowerPoint, briefly discuss the Worksheet 3 answers.

## Materials

- Worksheet 2: Security features: *Polymer series*, to be used with the *Fighting Fraud on the Front Lines* video
- Worksheet 2 answers: Security features: *Polymer series*
- PowerPoint 2: Images of the front and back of a polymer note
- Game sheet 1: Know your polymer security features
- Worksheet 3: Security features: *Canadian Journey series*
- Worksheet 3 answers: Security features: *Canadian Journey series*
- PowerPoint 3: *Canadian Journey* security features
- Bank note counterfeiting segment of the *Fighting Fraud on the Front Lines* video on the DVD provided or from the Bank of Canada's website at [www.bankofcanada.ca/banknotes/bank-note-videos](http://www.bankofcanada.ca/banknotes/bank-note-videos)



## Lesson 1-3 (Optional)

### The life of a bank note

#### Objective

Understand the life cycle of a polymer bank note as it moves through research and development, design, production, distribution, and end of life.

#### Duration

20 minutes

#### Activity

Option A

- Have students watch the *Life of a Bank Note* videos.
- Students will complete Worksheet 4 as they watch the videos.
- After viewing the videos, discuss the student's responses to the Worksheet 4 questions.
- You can choose to show all five videos or any combination of them.

### Option B

- Have students watch the *Life of a Bank Note* videos.
- Students will complete Summary worksheet 1.
- After viewing the videos, discuss what the students thought were the main points of each one.
- You can choose to show all five videos or any combination of them.

### Option C

- Book a computer lab.
- Have students choose which videos from the *Life of a Bank Note* series they wish to watch. They can complete either Worksheet 4 or Summary worksheet 1.

### Materials

- *Life of a Bank Note* videos on the DVD provided or on the Bank of Canada's website at [www.bankofcanada.ca/banknotes/bank-note-videos](http://www.bankofcanada.ca/banknotes/bank-note-videos)
- Worksheet 4: Life of a bank note
- Worksheet 4 answers: Life of a bank note
- Summary worksheet 1: Life of a bank note

# Exit out (Mandatory)

## Objective

Students will identify two ways to verify genuine bank notes.

## Duration

5 minutes

## Activity

- At the end of the class, students will complete the Exit out 1 card:  
Explain two ways that you can check your bills to make sure that they are genuine.

## Materials

- Exit out 1 card

## Lesson 2-1 (Optional)

### Polymer bank note themes

#### Objective

Students will identify the themes on the polymer bank notes and how they relate to Canada's history and identity.

#### Duration

60 minutes

#### Activity

- Have students, individually or with a partner, brainstorm potential images, symbols, events, places or people that best represent Canada's identity, using Worksheet 5. (Images have been supplied to provide inspiration.)
- Using the Canadian identity and Vimy Ridge quotations, discuss what happened at Vimy Ridge, the importance of the battle of Vimy Ridge and the reasons why the monument was chosen as a symbol of Canadian identity on the \$20 bank note.
- Students will research the images on the \$20 bank note and complete the table in Worksheet 7.
- Extension exercise: Students will research the images on the \$50 and \$100 bank notes and complete the table in Worksheet 8.

## Materials

- Worksheet 5: Canadian identity brainstorm
- Worksheet 6: Canadian identity and Vimy Ridge quotations
- Worksheet 7: Canadian identity research assignment
- Worksheet 8, extension exercise: Canadian identity research assignment

# COUNTERFEITING AND ITS IMPACT

## Lesson 3-1 (Either 3-1, 3-2 or 3-3 is mandatory)

### Counterfeiting statistics

#### Objective

Students will learn about counterfeiting using statistics to graph and analyze the prevalence of bank note counterfeiting in Canada.

#### Duration

35 minutes

#### Activity

- Give students Worksheet 9 to work on individually or in teams.
- Have them complete the graphing activity and analyze the data using the questions provided.
- Using Worksheet 9 answers, discuss the findings as a class.

## Materials

- Worksheet 9: Counterfeiting statistics
- Worksheet 9 answers: Counterfeiting statistics

## **Lesson 3-2** (Either 3-1, 3-2 or 3-3 is mandatory)

### Role play: Impact of counterfeiting

#### **Objective**

Understand how counterfeiting affects individuals, businesses and the community.

#### **Duration**

30 minutes

#### **Activity**

Option A

- Have students form teams of six.
- Give students the role-playing script. Ask each student to choose the name of his or her character and act out that role.
- As a class, discuss the impact that counterfeiting has on individuals, businesses and the community.
- Ask students to read Information sheet 1, either as a class or individually, and then complete Worksheet 10.



### Option B

- Ask students to volunteer to act out the role-playing script in front of the class. Have each student choose the name of his or her character and act out that role.
- As a class, discuss the impact that counterfeiting has on individuals, businesses and the community.
- Ask students to read Information sheet 1, either as a class or individually, and then complete Worksheet 10.

### **Materials**

- Role-playing script
- Role-playing script answer sheet
- Information sheet 1: Impact of counterfeiting
- Worksheet 10: Impact of counterfeiting
- Worksheet 10 answers: Impact of counterfeiting

## **Lesson 3-3** (Either 3-1, 3-2 or 3-3 is mandatory)

### Criminal Code offences: Case studies

#### **Objective**

Examine real-life counterfeit cases and use the Criminal Code of Canada to determine the consequences of counterfeiting bank notes.

#### **Duration**

45 minutes

#### **Activity**

- Give students Information sheet 2 on the Criminal Code.
- Give students Worksheet 11.
- Have students work with a partner to complete Worksheet 11 using Information sheet 2.
- As a class, discuss the consequences of counterfeiting using Worksheet 11 answers.

#### **Materials**

- Information sheet 2: Criminal Code of Canada: Part XII/Offences Relating to Currency
- Worksheet 11: Understanding the consequences of counterfeiting
- Worksheet 11 answers: Understanding the consequences of counterfeiting

# Exit out (Mandatory)

## Objective

Students will be able to state how they could reduce counterfeiting and its impact on the economy.

## Duration

5 minutes

## Activity

- At the end of the class, students will complete the Exit out 2 card:
  - What can you do to reduce counterfeiting?
  - What is the impact of counterfeiting on individuals and businesses?

## Materials

- Exit out 2 card

# HISTORY OF THE BANK OF CANADA AND FUTURE DESIGN OF BANK NOTES

## Lesson 4-1 (Optional)

History of the Bank of Canada and past bank note series

### Objective

Students will learn about the creation of the Bank of Canada and the design of past series of bank notes (security features, general themes and *Did you know* facts).

### Duration

30 minutes

### Activity

- Hand out Information sheet 3 to read and discuss with the class.
- Give students Worksheet 12, to be completed while viewing the corresponding PowerPoint 4.
- Discuss the security features, themes and *Did you know* facts while viewing PowerPoint 4.

## Materials

- Information sheet 3: History of the Bank of Canada
- Worksheet 12: History of bank note series
- Worksheet 12 answers: History of bank note series
- PowerPoint 4: History of bank note series

## **Lesson 4-2** (Optional)

### Design your own bank note

#### **Objective**

Students will design their own Canadian bank notes using theme-development exercises learned in this module.

#### **Duration**

45 minutes

#### **Activity**

- Ask the students to do a think-pair-share on Canadian identity (focusing on people, places, events, symbols and inventions).
- Give students Worksheet 13 to complete in small teams.
- At the end of class, share the designs with the class. (These could be shared in a gallery walk, circle or oral presentation.)
- You may choose to evaluate this assignment.

#### **Materials**

- Worksheet 13: Design your own bank note

# EVALUATION

## Evaluation 1-1 (Mandatory)

### Teaching journal

#### Objective

Teach others how to check the security features on Canadian polymer and paper notes.

#### Duration

Homework

#### Activity

- At the end of the class, assign the teaching journal as homework.
- Collect the completed journals during the next period.

#### Materials

- Teaching journal

## **Evaluation 1-2** (Mandatory) Security features quiz

### **Objective**

Students will demonstrate their knowledge of the security features in Canadian polymer and paper notes.

### **Duration**

20 minutes

### **Activity**

- Hand out the Security features quiz and allow time for students to complete it.
- Collect and redistribute the completed quizzes to other students.
- Have students mark each other's quizzes using the answer sheet.

### **Materials**

- Security features quiz
- Security features quiz answer sheet

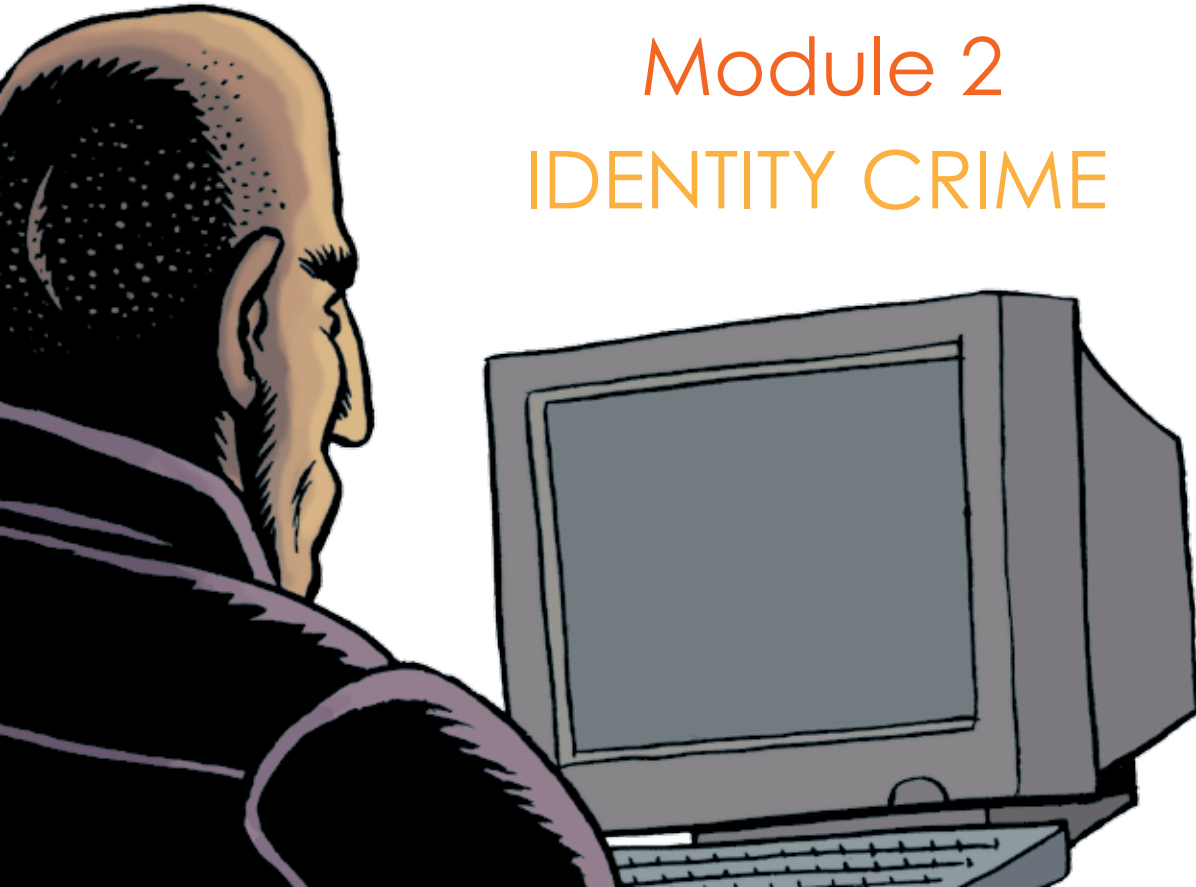






# Module 2

## IDENTITY CRIME





For learning skills and curriculum links for your province or territory,  
see the CD that is provided with this kit.

Lesson	Title	Duration	Objective
<b>IDENTITY CRIME INTRODUCTION</b>			
<b>Lesson 1-1**</b>	Identity crime: Recognize it, report it and stop it	60 minutes	Recognize, report and stop identity crime.
<b>RECOGNIZE IT</b>			
<b>Lesson 2-1**</b>	Protecting yourself	30 minutes	Students will be able to identify various ways to protect themselves from being victims of identity crime.
<b>Lesson 2-2**</b>	Gone phishing	20 minutes	Students will be able to explain what phishing is and how to identify phishing techniques that are used in emails.
<b>Lesson 2-3**</b>	Face it: The dangers of social media	20 minutes	Students will be able to identify how they could be targeted for identity crime on social media sites.

Lesson	Title	Duration	Objective
<b>STOP IT: LEGISLATION</b>			
<b>Lesson 3-1</b>	Identity crime: Case study	40 minutes	Understand the impact of identity crime on Canadians.
<b>Lesson 3-2</b>	Criminal Code	20 minutes	Understand the criminal consequences of identity crime.
<b>EVALUATION</b>			
<b>Evaluation 1-1**</b>	Teaching journal	Homework	Teach others how to recognize, report and stop identity crime.

\*\*Indicates that these lessons are mandatory to receive a certificate.

### **Suggestion for certificate distribution**

Invite a special guest, such as a business owner/manager or community police officer, to distribute certificates and congratulate the students for their participation in the training session.

# IDENTITY CRIME INTRODUCTION

## Lesson 1-1 (Mandatory)

Identity crime: Recognize it, report it and stop it

### Objective

Recognize, report and stop identity crime.

### Duration

60 minutes

### Activity

- Think-pair-share: Ask students to write down their thoughts on the question, “What is identity crime?”.
- Ask students to share their answers. Discuss any similarities and differences.
- Have students compare what they wrote and ask them to come up with an answer by consensus.



- Print Web quest 1 and take students to the computer lab to complete it. The answers for Web quest 1 can be found on the RCMP's website at [www.rcmp-grc.gc.ca/scams-fraudes/id-theft-vol-eng.htm](http://www.rcmp-grc.gc.ca/scams-fraudes/id-theft-vol-eng.htm).
- Circle: This could be done with or without a ball (to toss). Allow every student a chance to share something about identity crime. It could be a real-life experience, a television show or a movie that has dealt with the issue. (For example, Sandra Bullock's movie *The Net* deals with identity crime.)

### Materials

- Web quest 1: Identity crime: Recognize it, report it and stop it
- Ball (optional)

# RECOGNIZE IT

## Lesson 2-1 (Mandatory)

### Protecting yourself

#### Objective

Students will be able to identify various ways to protect themselves from being victims of identity crime.

#### Duration

30 minutes

#### Activity

- In small groups, students will brainstorm about how to protect themselves from identity crime. Ask students to record their answers on Worksheet 1.
- Have students watch the identity crime segment in the video *Fighting Fraud on the Front Lines*. Students will complete Worksheet 2 as they watch the video.
- After viewing the video, students should use Worksheet 2 answers to discuss ways to protect themselves from identity crime.

- Using Worksheet 2 answers, have students individually or with a partner pick one way to protect themselves.
- Students should then create slogans to illustrate the method of protection they have chosen and share with the class.

## Materials

- Worksheet 1: Identity crime protection brainstorm
- Worksheet 2: Identity crime segment of the *Fighting Fraud on the Front Lines* video
- Worksheet 2 answers: Identity crime segment of the *Fighting Fraud on the Front Lines* video
- Identity crime segment of the *Fighting Fraud on the Front Lines* video on the DVD provided or from the Bank of Canada's website at [www.bankofcanada.ca/banknotes/bank-note-videos](http://www.bankofcanada.ca/banknotes/bank-note-videos)

## Lesson 2-2 (Mandatory)

### Gone phishing

#### Objective

Students will be able to explain what phishing is and how to identify phishing techniques that are used in emails.

#### Duration

20 minutes

#### Activity

- Present PowerPoint 1 to students. The answers for PowerPoint 1 can be found on the RCMP's website at [www.rcmp-grc.gc.ca/scams-fraudes/phishing-eng.htm](http://www.rcmp-grc.gc.ca/scams-fraudes/phishing-eng.htm).
- Have students fill in Worksheet 3.
- As a class, work through Worksheet 3 answers.
- Divide the class into small groups. Each group will study one of the two examples of email phishing. In groups, students will identify the techniques that are used to phish for information.

## Materials

- PowerPoint 1: Email fraud/phishing
- Worksheet 3: What is phishing?
- Worksheet 3 answers: What is phishing?
- Email fraud examples

## Lesson 2-3 (Mandatory)

### Face it: The dangers of social media

#### Objective

Students will be able to identify how they could be targeted for identity crime on social media sites.

#### Duration

20 minutes

#### Activity

- Have students individually answer the discussion questions.
- In small groups or in a large class setting, discuss the answers provided (i.e., what are the positive and negative consequences of their answers).
- Four corners: Ask students the question, "How secure do you think your privacy settings are on Facebook and other social media sites?" (e.g., Twitter, Tumblr, Myspace, etc.).
- Print the four possible answers (very secure, somewhat secure, unsure/not applicable, not secure) and put them up on the wall.
- Have students move to their answer.

- Once in their corners, students will brainstorm ways to make sure that they are secure from phishing while using social media sites.
- If time permits, have students come back together as a class to discuss their options.

### **Materials**

- Social media discussion questions
- Four corners question and statements

# STOP IT: LEGISLATION

## Lesson 3-1 (Optional)

### Identity crime: Case study

#### Objective

Understand the impact of identity crime on Canadians.

#### Duration

40 minutes

#### Activity

- Have students watch the identity crime segment in the video *Fighting Fraud on the Front Lines*. Students will complete Worksheet 4 as they watch the video.
- After viewing the video, use Worksheet 4 answers, either with the whole class or in small groups, to discuss why identity crime is such an important issue.
- Using Worksheet 5, ask students to tell a personal story (or that of someone they know) about being the victim of identity crime. Assign as homework.



## Materials

- Worksheet 4: Identity crime case study
- Worksheet 4 answers: Identity crime case study
- Worksheet 5: Case study assignment
- Identity crime segment in the *Fighting Fraud on the Front Lines* video on the DVD provided or from the Bank of Canada's website at [www.bankofcanada.ca/banknotes/bank-note-videos](http://www.bankofcanada.ca/banknotes/bank-note-videos)

## Lesson 3-2 (Optional)

### Criminal Code

#### Objective

Understand the criminal consequences of identity crime.

#### Duration

20 minutes

#### Activity

- Have students read Article 1 and answer the questions on Worksheet 6.
- As a class, work through Worksheet 6 answers.

#### Materials

- Worksheet 6: "Gazette: Landmark legislation targets early stages of identity theft"
- Worksheet 6 answers: "Gazette: Landmark legislation targets early stages of identity theft"
- Article 1: "Gazette: Landmark legislation targets early stages of identity theft"

# EVALUATION

## Evaluation 1-1 (Mandatory)

### Teaching journal

#### Objective

Teach others how to recognize, report and stop identity crime.

#### Duration

Homework

#### Activity

- At the end of class, assign the teaching journal as homework.
- Collect the completed journals during the next period.

#### Materials

- Teaching journal



## TO CONTACT US

To learn more about the teaching tools available from the Bank of Canada, we invite you to:

- visit our website at [www.bankofcanada.ca/banknotes](http://www.bankofcanada.ca/banknotes)
- call our toll-free number: 1 888 513-8212
- write to us at [education@bankofcanada.ca](mailto:education@bankofcanada.ca)





[www.bankofcanada.ca/banknotes](http://www.bankofcanada.ca/banknotes)