



CATCH ME IF YOU CAN

GRADE LEVEL 10-12



“ACTIVE LEARNING TOOL”

Original Source: Glenda McDowell - Seward, Family and Consumer Sciences Teacher, Mid – Prairie High School, Wellman, IA

Time to complete: 150 minutes

NATIONAL CONTENT STANDARDS

Family and Consumer Science Standards: 2.3.2, 2.3.3, 2.4.1, 3.2.5, 3.2.7

National Council of Economic Education Teaching Standards:

National Standards for Business Education:

- Career Development:
- Economics:
- Personal Finance: V.I.3-4

OBJECTIVES

Upon completion of this lesson, participants will be able to:

- Understand how identity theft can affect a person’s life
- Understand potential consequences of identity theft, both for the perpetrator and for the victim
- List ways individuals can protect themselves against identity theft

INTRODUCTION

Identity theft has become a widespread problem with serious consequences for the victim, in terms of time, money, damage to reputation and credit score, and inconveniences. Forms and methods of identity theft undergo continual changes in levels of sophistication and numbers of potential targets reached. Learning about identity theft practices from the past can lead individuals to better understand identity theft practices of the present and yield increasingly effective ways of protecting individuals from being victimized.

FACILITATION

**Note to educator:* Profanity is used a few times in this movie as well as a few scenes alluding to sex outside of marriage. The educator should first watch this movie and decide if it is appropriate for the participants in his/her class.

1. Instruct participants to break into groups of two.
2. Within their groups of two, instruct them to answer the following questions:
 - a. What types of identity theft have you or your family experienced or heard about?
 - b. What steps do you or your families take in protecting yourselves against identity theft?
3. Tell participants that they will be watching a movie about the true story of an identity thief and some of the methods he used during his criminal life, along with how he began working for the FBI.
4. Hand out the *Catch Me If You Can* worksheet 5.0.43.A1 for participants to complete while watching the movie.
5. Have participants watch the movie, “Catch Me If You Can.”

CONCLUSION

Complete question 11 on the *Catch Me If You Can* worksheet 5.0.43.A1.

ASSESSMENT

Write an essay about the movie based on the *Catch Me If You Can Essay* Rubric 5.0.43.B1.

MATERIALS

Catch Me If You Can worksheet – 5.0.43.A1

Catch Me If You Can Essay rubric – 5.0.43.B1

Catch Me If You Can Movie

*This movie can be purchased from Amazon www.amazon.com for under \$10.00.

Optional: Stealing Your Life by Frank Abagnale. New York: Broadway Books. 2007 ISBN # 978-0-7679- 2734-5 (0-7679-2734-6)

CATCH ME IF YOU CAN

Name _____

Date _____

Class _____

	Total Points Earned
17	Total Points Possible
	Percentage

Directions: Complete the following questions while watching the movie "Catch Me If You Can."

1. Write two examples of ways that Frank Abagnale, Jr. successfully obtained identity information to commit identity theft. (2 points)

2. Write two precipitating factors in Frank's home life that may have led him to his early life in crime. (2 points)

3. Why did the airlines have such a difficult time catching and prosecuting Frank for impersonating a pilot and forging payroll checks? (2 points)

4. How did Frank cheat on the Louisiana State Bar Exam? (1 point)

5. Do you believe that Frank choosing who he had to live with post his parents divorce started his criminal lifestyle? Why or why not? (2 points)

6. True or False: Frank did not start his criminal lifestyle until he was into his early twenties. (1 point)

7. True or False: Throughout the movie, Frank appeared to have a stronger relationship with his father than his mother. (1 point)

8. How did Frank get money throughout the movie without depositing checks into a bank account? (1 point)

9. Even though Frank posed as an adult throughout the film, how was his actual age demonstrated through his actions? Give two examples and explain why. (2 points)

10. How many Federal Reserve branches are there? How did Frank use this to his advantage? (2 points)

11. Why do you believe Carl took such a personal interest in catching Frank? (1 point)

CATCH ME IF YOU CAN ESSAY RUBRIC

Name: _____

Date: _____

Directions:

1. Participants must complete research through reading the book excerpt or using the internet to identify a minimum of 10 steps individuals can take to safeguard against identity theft.
2. Participants must write a two page typed, double-spaced, 12 font with 1 inch margins news article communicating the information obtained in their research.
3. You will be graded based upon the following rubric.

	Exemplary - 3	Satisfactory - 2	Unsatisfactory - 1	Rating	Weight	Score
Content	Essay identifies ten or more effective safeguards against identity theft.	Essay identifies seven to ten effective safeguards against identity theft.	Essay includes less than seven safeguards against identity theft.		3	
Content	Essay includes exemplary information on how the safeguards identified can be implemented to protect individuals against identity theft.	Essay includes adequate information on how the safeguards identified can be implemented to protect individuals against identity theft.	Essay includes minimal information on how the safeguards identified can be implemented to protect individuals against identity theft.		3	
Writing Skills	Sentences are fluent and effective. Very few errors in mechanics, punctuation, and word usage.	Sentences are usually controlled. There are minor errors in mechanics, punctuation, and word usage.	Sentences are generally adequate. There are lapses in mechanics, punctuation, and grammar.		2	
Presentation and Completion	Assignment is easily read and neatly assembled with an introduction, body and conclusion. Presentation quality is excellent. The format is consistent with the news article concept.	Assignment is adequate. Answers may be missing, incomplete or too brief. Presentation quality is adequate. The format does not follow all guidelines set.	Assignment is incomplete. Answers show lack of attention. Presentation is sloppy. The format is inconsistent.		2	
				Total Points Earned		
				Total Points Available		30
				Percentage		