

# Teacher's Guide for Odyssey: *Identity Theft*

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## TARGET Identity Theft

Introductory activity:

Display five or so baby pictures from well-known members of the school staff, perhaps including yourself. Place a number next to each baby picture and ask students to work in groups to identify each photograph. Then share the results of the groups and the true identities of the person in each photograph.

Were the student identifications correct? How often were they correct?

Then move into a discussion of what identity is, how identity can be hidden, what is permanent about physical identity (for example, fingerprints). Then introduce the idea of identity theft, asking whether students have ever heard a story of identity theft which they would like to share. If students have stories, use them to define the concept of identity theft.

Watch *What You Eat*, p. 2-3, and *Digital Fingerprints*, p. 5

Discuss,

- 1/ How are biometrics used in school cafeterias?
- 2/ Why are schools using biometrics?
- 3/ Why are some parents concerned about biometric systems of identification?
- 4/ What is keystroke identification and how can it be used?
- 5/ How would you feel about a software program that monitored your identification through your use of a computer keyboard?

*Can It Happen to You*, pp. 6-8

Refer back to previously told identity theft stories and the beginning of this article. Divide students into pairs or small groups to create a short scene of identity theft among kids and act it out for the group.

Have students make a list of ways they and their families can protect themselves from identity theft by thinking about the ways in which identity thieves find and use information. For example, shred bank and credit card statements before tossing them in the trash.

Discuss: What can you do if your identify is stolen?

What pieces of personal information should you protect?

*The Biometric Body and Why Biometrics?*, pp. 9-12

Reading for Information:

1. What is the Ticket Tag system?
2. Where is it used and why?
3. What does a computerized biometrics system use to recognize individuals?
4. What is an algorithm and how does it work in the biometrics system?
5. Define a stable physical feature.

6. Give three examples each of stable and changing physical features.
7. List two problems with biometric identification.
8. How are biometric systems used for convenience?

Fingered! Pp.13-14

Understanding Modern Technology

Discuss:

1. What problems with biometric systems does Engineer Stephanie Schuckers try to prevent?
2. How can she develop a system to prevent fingerprint spoofing with an inanimate object?
3. How do some people trick iris scanners?
4. How did engineers develop a system to prevent that trickery?
5. What kind of supersafe system does Stephanie Smuckers promote?

Knock, Knock, pp 15-17 and Uniquely Identical, pp. 28-29

Discuss in class:

1. Is identity a permanent attribute of a person?
2. If so, how is identity defined?
3. Do you believe in free will or imagination?
4. What does the picture on page 16-17 show about human identity?
5. Why does cognitive scientist Daniel Denett believe "we can plan who our future selves will be?"
6. How do twins "share" an identity? How are they unique?

TBI: Identity Thief, pp. 19

1. What other ways in addition to war activities could people get TBI or traumatic brain injury.
2. How many TBI injuries occur in the US every year?
3. How could some of them be prevented?
4. What are some ways that TBI sufferers show symptoms of identity loss?
5. Do scientists have an explanation for how TBI works?
6. How might right brain injury contribute to identity problems?
7. How might the left brain and parietal lobe injury contribute to identify problems?
8. Do you think the study of TBI is important? Why or why not?

EYE-DENTITY, p. 20-21, and A Good Look in the Mirror, pp. 24-27.

Art:

- Which of the iris pictures do you like the best and why? Use the idea of a 3 x 3 grid of pictures to create your own art work.
- Pair up with a friend and draw two portraits – a self-portrait and a portrait of your friend. How does the way your friend sees you and you see yourself different? Compare the way your friend sees herself and the way you see her.

Expository writing:

Define iris recognition and summarize the main points of the article.

Do you think the MSR test is a good way to discriminate intelligence? Why or why not?

Do You Smell? pp. 31- 32

The author mentions different kinds of ENoses, such as Doctor Nose and Detective Nose. Think of five "new" ENoses, name them, and describe what they do.

Career Watch: Working in Biometrics, pp. 33-35

Discuss in large or small groups:

1. Which of these careers is most challenging and why?
2. Which do you like the best? Why?
3. What skills do you need for each career?
4. How would you prepare yourself to work in biometrics?

Feeding the Lion, pp. 41-43

Creative Writing:

Tell this story from the point of view of Richard

OR

Write a story with the grandchild of Mark as the central character. What would the world be like if the scanners in the story had been used for 50 years?

Wrap Up:

What does the class think are the ten most important things they have learned about

- Identity, and
- Biometrics