KEY STAGE 4/5

Lesson two

Drive smart: Insurance and scams



Context

This is the second of two lessons developed by MIB (Motor Insurers' Bureau) for Key Stage 4 or 5. This lesson explores fraud and scams in relation to motor insurance, and how to be a responsible driver and vehicle owner. It is intended for use in a comprehensive PSHE programme, and could be taught as part of a unit on personal safety, economic wellbeing or digital literacy.

Learning objective

We are learning:

- About fraud and scams in relation to motor insurance, and how to be a responsible driver.

Learning outcomes

By the end of the lesson, students will be able to:

- Identify signs of fraud, scams and ghost broking in relation to motor insurance
- Explain how drivers and vehicle owners can protect themselves and seek help
- Assess how young people can reduce the cost of motor insurance.

Resources required:

- Box or envelope for questions
- Resource 1: Problem page (one or two copies, depending on class size)
- Resource 2: Information sheets (one or two copies, depending on class size)
- Resource 3: Higher or lower (one per pair)
- Resource 3a: Teacher answers (teacher copy)

Lesson summary

Activity	Description	Timing (60 mins total)
1. Baseline assessment	Students analyse their attitudes towards different risks.	7 minutes
2. Introduction	Reinforce ground rules and introduce learning objectives and outcomes.	5 minutes
3. Suspicious adverts	The class brainstorm what the signs of suspicious adverts for motor insurance might be.	10 minutes
4. Responding to problems	Groups create short presentations in response to different problem-page scenarios.	20 minutes
5. Higher or lower?	Pairs analyse what might cause the cost of car insurance to increase or decrease.	10 minutes
6. Endpoint assessment	Students respond to the forum post from the baseline assessment.	5 minutes
7. Signpost support	Remind students how to access further advice, guidance and support related to driving and motor insurance.	3 minutes

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for relevant subject knowledge and guidance on establishing a safe learning environment.

Baseline assessment

Baseline assessment activity

7 min

Negotiate or revisit ground rules for the lesson and remind students of the question box. Share the fictional forum post on slide 3. Working on their own, ask students to answer the following questions:

- What might someone need to consider when choosing an insurance policy?
- Why might this character decide not to buy the policy?
- Who could the character speak to for further help and support?

Ask volunteers for feedback. Use this to assess students' current understanding and beliefs and consider any implications for the lesson.

Introduction

5 min

Introduce the learning objective and outcomes and explain that today's lesson will explore fraud and scams in relation to motor insurance, how to be a responsible driver/vehicle owner and how to manage the costs of motor insurance.

Remind students that insurance is a type of financial protection designed to cover the costs associated with using a vehicle – in exchange for a regular payment, the insurer agrees to cover certain costs if specified events occur, for example a road accident. It is a legal requirement for anyone driving a vehicle on public roads to have at least a minimum level of motor insurance. Show slide 4 and explain that motor insurance policies are usually split into different 'uses' – what someone is allowed to use the vehicle for. The main types are:

- Social, Domestic & Pleasure (SDP) (everyday personal use)
- Commuting (travel to work or school)
- Business use (driving for work, such as visiting clients)
- Hire & Reward (carrying passengers or deliveries for payment).

It's important that someone gets the right cover; if they use a vehicle for something their insurance does not cover, they may be treated as driving without valid insurance.

Next, introduce the key terms: fraud, scam and ghost broking, using the definitions found in the teacher guidance document/slide 5.

Core activities

Suspicious adverts

10 min

Explain that ghost broking (where fraudsters sell fake or invalid motor insurance) has increased in recent years, with young drivers (aged 17 to 25) being the main target. Buying a fake policy has serious consequences, even if it was not done intentionally. If stopped by police, the driver will be treated as uninsured, and consequences can include a fine, points on a driving licence and the vehicle being seized. Many ghost-broking scams are promoted through suspicious social media adverts offering unusually cheap insurance, which are used to target young drivers and make fraudulent deals appear legitimate.

Show slide 6 and, using their thoughts from the baseline activity as a starting point, ask the class what they think the signs of a suspicious advert might be, what techniques someone advertising fraudulent policies might use, as well as how someone might recognise a trustworthy or legitimate source of information.

Take feedback, creating a whole-class checklist of key things to look out for when buying motor insurance online.

Students might offer a range of suggestions. Emphasise the following:

- If the quote is 'too good to be true', the chances are it probably is – proceeding with the purchase could result in significant legal/ financial consequences.
- Suspicious adverts might be from a personal account, have a mobile number or a non-UK phone number, have spelling mistakes or inaccuracies, have no website or a poor-quality website.
- If unsure about a seller, buyers should check that they have a legitimate website, a UK phone number and address.

- Check the insurance advisor is registered with the Financial Conduct Authority (FCA).
- If buying through a broker, check they're registered with British Insurance Brokers' Association (BIBA) or the FCA Financial Services Register for insurers.
- If buying directly through an insurer, check if they're a member of MIB (Motor Insurers' Bureau). Note that it may not always be clear whether a company is an insurer or a broker. Some companies appear to be the insurer, but the insurance may actually be provided, or 'underwritten', by a different company. This means the company selling the insurance is not always the company responsible for paying claims.

Finally, explain that fraudsters may use a variety of tactics to obtain personal information and money, so it's important to stay alert to potential warning signs, protect personal information and think carefully before sharing details or responding to offers that seem too good to be true. Highlight that someone should never share a driving licence number unnecessarily – this should be treated as sensitive information and kept secure. Similarly, someone should avoid posting images of theory test results or driving test certificates on social media, as fraudsters may search for these images and use personal details shown in them to commit fraud.

Challenge

Ask students if they think the consequences of buying a fake policy are fair. For example, should there be a fine? How effective do they think the consequences are?

Responding to problems



In small groups, give students a scenario from 'Resource 1: Problem page', along with the relevant supporting information in 'Resource 2: Information sheets'. Ask students to read the information and together create a short presentation which highlights the problem and how to best respond. This might be presented as a storyboard, advert, public information film or a written response. Each response must include:

- An overview of the issue
- An explanation of how it applies to young drivers
- A piece of advice about what the person could do/how their problem could be prevented or solved.

Ask students to share their responses with the rest of the class, teaching each other about how to best respond in different situations related to motor insurance. While students are watching the presentations, they should consider:

- Has the issue been clearly explained/demonstrated?
- Is it clear how the issue might affect young drivers?
- Have the group provided suggestions about how the issue could be solved?

Support/Challenge

Carefully consider the allocation of problems to each group. Some information sheets are more complex than others (eg students may find 'driving uninsured' more complex and 'motor frosting' less so; 'ghost broking' develops learning from activity 1 and may be more accessible).

Higher or lower?

10 min

Explain that although the cost of motor insurance can be high, it's crucial that drivers have a valid policy. In pairs, ask students to complete the higher or lower activity in 'Resource 3: Higher or lower?', considering how different decisions could increase or decrease the cost of motor insurance. Go through each answer as a class, using a hands up/hands down approach, and 'Resource 3a: Higher or lower answers' to help you, before sharing the top tips on slide 11.

Support

Give students five statements, instead of 10.

Challenge

Ask students to add their reasoning to each 'higher' or 'lower' answer, explaining why they think the cost of insurance would increase or decrease.

Plenary/Assessment for and of learning

Endpoint assessment and reflecting on learning

5 min

Ask students to return to the forum post from the baseline assessment activity and write a short response. They should consider:

- What the signs of fraud, scams and ghost broking might be
- How the young person might can protect themselves from fraud and scams
- How else they might reduce the cost of motor insurance.

This is an opportunity for you to gather evidence of the learning that has taken place and to inform your planning for subsequent learning.

Signposting support

3 min

Using slide 13, briefly highlight the role of MIB.

Ensure that students know where they can seek help and advice both now and in the future. Students wishing to seek further guidance can:

- Speak to a tutor, head of year or other trusted member of staff in the school
- Speak to a trusted adult outside of school such as parents, carers and other non-school trusted adults
- Contact BIBA **www.biba.org.uk/find-insurance/**
- Contact MIB **www.mib.org.uk**
- Contact CrimeStoppers **crimestoppers-uk.org/** 0800 555 111 – to report a fraudulent crime
- Visit **www.insurancefraudbureau.org** – to find out more about spotting the signs of a fraudulent insurance policy
- Contact Childline **www.childline.org.uk** 0800 1111 – for help and advice about a wide range of issues.

Extension activity

‘How to’ guide

Ask students to create a ‘how to’ guide for new drivers, detailing their learning over the past two lessons. This should include information on being a responsible driver/vehicle owner, why motor insurance is important and how to recognise scams and avoid fraudsters.

MIB

Ask students to visit the MIB learning hub to find out more about motor insurance.