

## INTRODUCTION

Older adults over the age of sixty lost 1.7 billion dollars throughout 2021. Scams are a pressing issue the elderly face, but financial scams often go unreported or can be difficult to pursue as they are viewed as a “low-risk” crime and often happen outside American jurisdiction. The main reason this problem exists is because scammers see older adults as an easy target to steal money from as they are less adept with technology and less skeptical. Seeing as it is difficult for elderly to recoup their losses, It is important that I educate the elderly to identify and defend against scams themselves.

## RESEARCH METHODOLOGIES

### 1. Preliminary Statistics

I researched into scam awareness using statistics from the US Government. With these statistics, I chose 6 common scams I would like to address in my educational program

### 2. Local Community

I distributed a survey at the local senior center to receive information on what scams are most effective in deceiving my local population of older adults

### 3. Educational Process

I attended an unit development course for teachers at my high school. I learned how to construct a compelling and effective educational unit.

## DATA AND FINDINGS - Unit Development

**CYBER SANDWICH**  
Two Students + Five Slides + One Source + Read Compare Talk Write  
Use - Read, annotate and summarize

**FAST AND CURIOUS**  
One Quick Rep + Immediate Feedback + One Quick Rep  
Quick check and or practice of skills, vocab and comprehension

**THIN SLIDES**  
One Word or phrase + One Image + One Slide + Three Minutes  
Notice and wonder, new vocabulary

**LEARNING IN THE ROUND**  
Pose a Problem + 2 students solve a problem + Immediate Feedback  
Use - Notice and wonder, new vocabulary, vertical learning

The unit development featured two main systems for education:

### 1. T3 Framework

- The T3 framework is a “highly reliable model for enhancing modern instructional practice with modern teaching and learning tools”
- Emphasis on the integration of education with technology, local issues, and community needs
- Translational, Transformational, Transcendent
- Due to an older generation of students, I made the personal choice to not integrate technology into group projects; paper resources, online slideshows, and videos will be the main media. The four protocols will selected from the larger list of EduProtocols because they can be translated into a paper only format where slides are replaced with laminated pictures

### 2. EduProtocols

- EduProtocols are base models for in class activities that cultivate critical thinking, collaboration, communication, and creativity in my students.
- These will serve as guides and a base formula for all in class activities.

## DISCUSSION, ANALYSIS, AND EVALUATION

### 1. Laguna Beach High School’s Student Development Goals

From the unit development course, three key skills were chose to cultivate in students:

#### Empowered Learner:

- Creating older adults armed with the knowledge to identify, research, and defend against online scams
- Educating adults on how to safely navigate the internet to find accurate, reliable information
- Educating adults on the dangers of internet use
- Educating on raw physical skills (keyboard, phone typing, mouse use)

#### Creating Problem Solver:

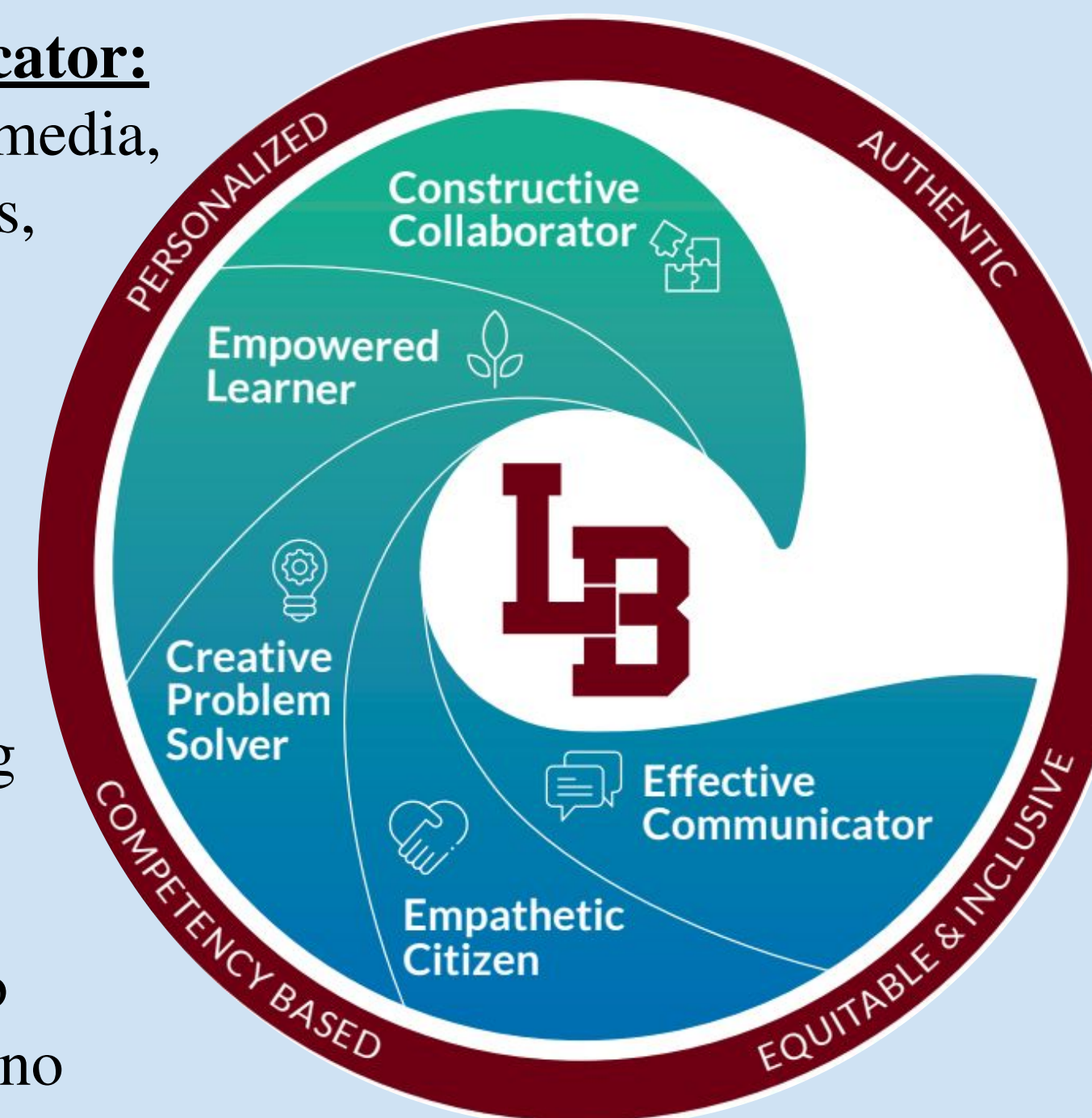
- Creating critical thinkers who question the media they consume online
- Creating an investigative person who seeks out new information and explores the full abilities of their technology use

#### Effective Communicator:

- Educate on social media, texting, phone calls, facetimes, other messaging apps.

- High emphasis on peer-to-peer classroom discussion utilizing the EduProtocols

- Completely face to face learning with no homework or individual testing



### 2. Laguna Beach High School’s Learn Profile & Student Ideals

May 18th <i>Connect Tech Laguna</i>	June 2nd <i>Connect Tech Laguna</i>	2023-2024 <i>Connect Tech Laguna</i>
-Decide leadership positions	-Finalize two lesson plans	-Continue club for the next school year
-Explain EduProtocols & development goals	-Discuss the plans for the club throughout the summer	-Bi-monthly meetings
-Discuss the creation of two lesson plans	-Possibly connect with Susi Q about summer classes	-Create a concrete schedule of classes with Susi Q

## CONCLUSIONS, IMPLICATIONS, AND NEXT STEPS

### 1. Creating compelling classroom activities

-As these classes will be purely optional, older adults will chose to spend their freetime in these class. Consequently, the classes will be designed to be effective and informative while maintaining and enticing, fun experience that builds high student retention. Group activities and in class activities will be most common with individual work being extremely rare.

#### **Example Activities include:**

- Mock-scam phone class where the students and teacher run though a scam phone call to provide close to real life experience so the students are better prepared for a scam experience. This will help reduce the stress and allow a person to remain calm, collected, and logical.
- Games; This would be games like bingo, trivia, game show-esque activities.
- In-person discussions of online media and scams (compare and contrast real and fake media)
- Few videos with a follow up discussion to introduce certain scams and the power scammers have over how things appear

### 2. Integration into High School System

- I am the president of a club I have created at the high school during the 2023 year named “Connect Tech Laguna” under the guidance of Ms. Carrie Denton.
  - 12 Current members with bimonthly meetings in the first year
- I hope to foster this educational program with this club to facilitate the continuation of the education of older adults in my community after I graduate
- Furthermore I have talked with the local senior center (Susi Q)
  - Goal would be a class once a week following scam awareness
  - Possible additional topics include physical skills for technology use, messaging, video chat, email, news, entertainment, research, and other technological uses

## ACKNOWLEDGEMENTS / REFERENCES

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#### Works Cited:

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