

Money Laundering

Key Stage 4 | Lesson 1



QUALITY
ASSURED
RESOURCE
PSHE ASSOCIATION

Ground Rules

- Everyone has the right to be heard and respected
- We will use language that won't offend or upset other people
- We will use the correct terms, and if we don't know them, we'll ask the teacher
- We will comment on what was said, not the person who said it
- We won't share our own, or our friends', personal experiences
- We won't put anyone on the spot, and we have the right to pass
- We won't judge or make assumptions about anyone

Baseline: Scenario

Penny has been talking to Andrea on social media for a couple of weeks now. Penny has asked Andrea if she can keep some money in Andrea's account for a few days and if Andrea can then transfer it to a friend for her.

If Andrea agrees to help out, Penny will give her 10% of the money in cash. Penny wants Andrea to transfer £1,000 so that means Andrea will earn £100 for doing Penny this favour.

What questions do you think Andrea needs to ask about this?





Learning Objective and Outcomes

To learn what money laundering is, the risks, the law and how to seek support.

We will be able to:

- define what money laundering is and identify the financial, legal and moral consequences of it
- explain how targets can be complicit or deceived into money laundering and strategies to prevent this
- explain how to seek support if concerned about ourselves or a friend

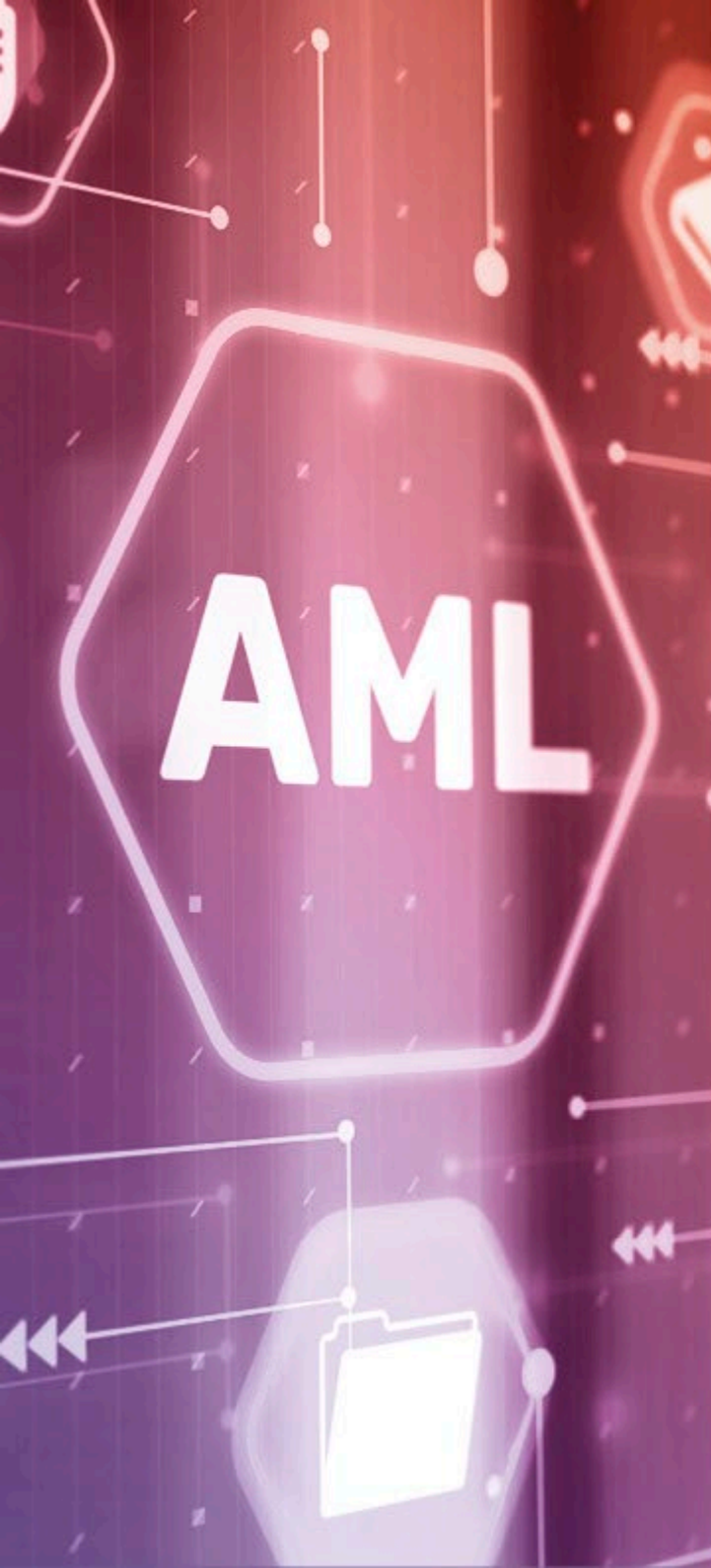
Money Laundering

Money laundering is the process of transferring money from one account to another to hide its criminal source.

It is **illegal** under the Proceeds of Crime Act (2002).

Criminals sometimes target individuals to get them to **transfer stolen money**, usually through their own bank account, on behalf of the criminals.





Money Laundering

Sometimes the individual **knows** they are taking part in a criminal act, in which case they are **complicit** in the crime.

Other times they may be **tricked or forced** into doing it by the criminal, in which case they are being **financially exploited**.

If someone knowingly takes part they could face up to 14 years in prison, difficulties opening a bank account and face challenges getting a job.

If someone has been exploited, the police can investigate to find the criminals and they can receive support, such as from Victim Support.

Timeline: Projecting Back and Forward

Thinking about Andrea and Penny's conversation:



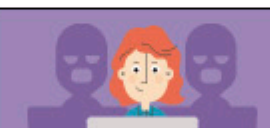
1. What might have happened before this conversation took place? Where do you think the money might have come from?
2. Where do you think the money will end up if Andrea agrees to transfer it?
3. What consequences might there be for Penny and Andrea in the future if they are caught transferring illegal funds?

Timeline: Projecting Back and Forward

Organise the cards into a time sequence going both forwards and backwards from Penny and Andrea's conversation (the play card ).

Pick out cards showing the financial, legal and moral consequences of Andrea laundering money

Resource 1: Projecting Back and Forward

  Penny speaks to Andrea on social media to try to convince her to launder money	 The transferred money, now out of the UK, reaches its final destination funding organised crime or a terrorist group	 Andrea's bank account is closed down and other banks are warned about her behaviour	 Penny and those she 'works for' decide to find an innocent person to trick into moving the money
 A large sum of money has been stolen from an elderly lady who was the target of a scam	 Andrea is skint and fed up of never having enough money to buy the things she likes	 Penny starts visiting online chatrooms to find a target to launder money	 Andrea is reported to the police and is arrested for questioning
 Andrea attends court and receives a criminal record	 Penny is part of a group carrying out a scam on elderly and vulnerable people	 Andrea tries to get back in touch with her friend Penny, but finds that all Penny's accounts have disappeared	 Andrea's bank notice some irregular activity on her account and decide to investigate
 With a criminal record and no bank account, Andrea is more skint than ever and finding it hard to get a job	 Penny changes her name to 'Paula', sets up a new social media account and starts to recruit her next target	 The elderly lady who had £10,000 scammed from her only receives a small amount of it back from her insurance company	 The money is moved through several more bank accounts before leaving the country on the way to its final destination

Manipulation Techniques

Why might someone agree to launder money?

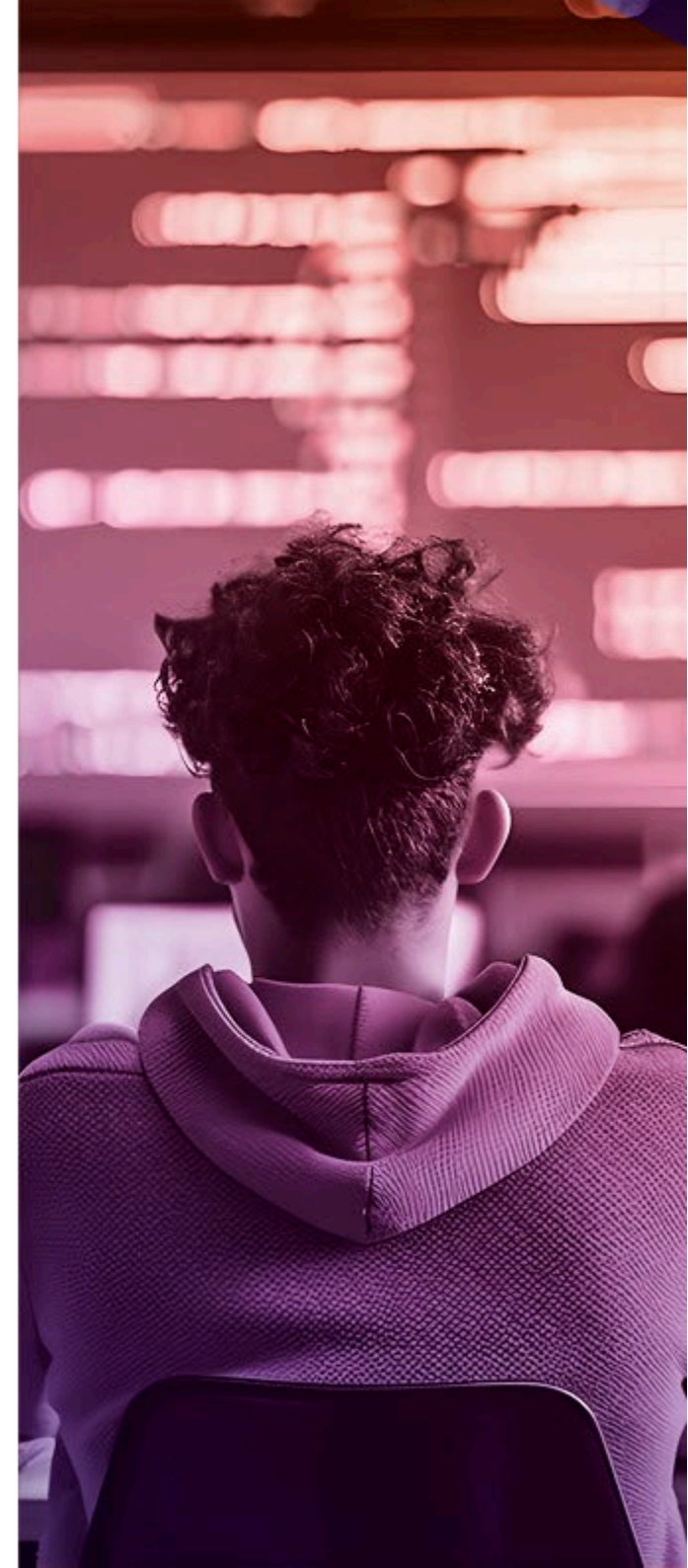
Think about the push and pull factors:

PUSH FACTORS:

reasons or personal circumstances that might lead a person to choose to launder money

PULL FACTORS:

techniques used by a fraudster to manipulate an innocent person into laundering money



Manipulation Techniques

I'm at college and don't have much money to spare. I saw an advert to make quick money and clicked the link. It went to this legit-looking website with all these reviews from people who'd made loads of money, so I filled in my contact details.

They messaged me and said the job was easy; just transferring money. I did think it seemed a bit too good to be true, but they said it'd be quick and easy, and I'd get to keep some of the money. All I had to do was send the money on. I'm skint so I thought, 'what's the harm, really?'



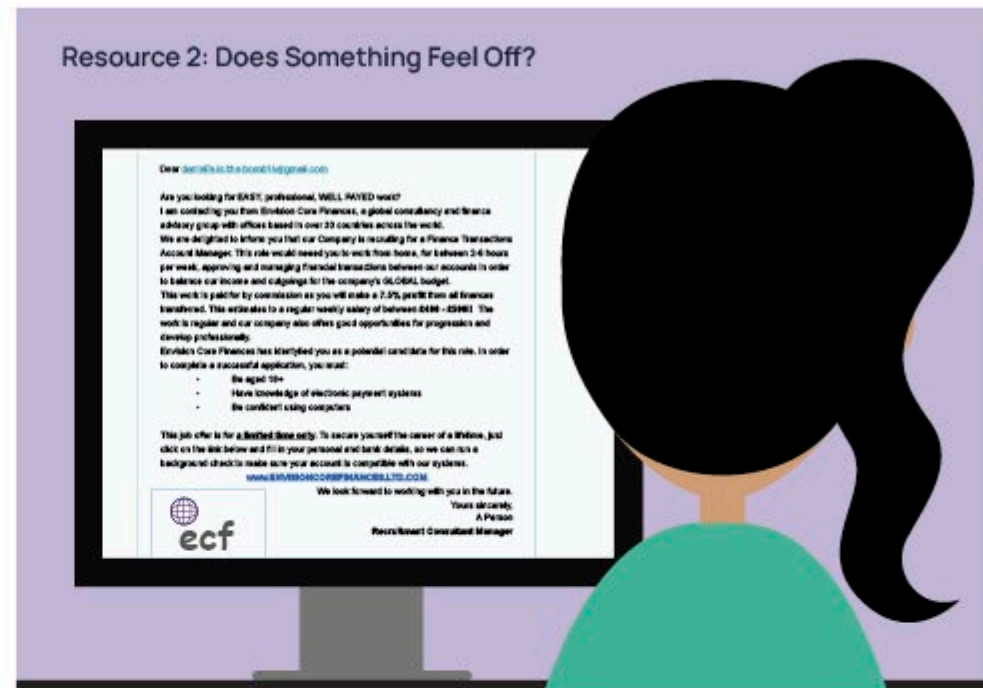
I met them in a chatroom, and we had loads in common – sport, music, gaming, so we just got chatting over time. We got on well. But when they asked me to transfer money, something didn't feel right, so I said I didn't want to. They tried to talk me round but I still said I wasn't keen.

Then things changed. They said they would create some deepfake images of me and post them online if I didn't do it. So, I panicked and sent the money.



Read through the examples.

Highlight and annotate anything about them that might make you suspicious that the job offer is not legitimate.



Signposting Support

If you are worried about fraud or want to find out more, you can speak to:

- a parent/carer or other trusted adult outside of school
- a tutor, pastoral lead or other trusted staff member in school

And/or visit:

Report Fraud: www.reportfraud.police.uk

Childline: www.childline.org.uk | 0800 1111

Don't Be Fooled: www.dontbefooled.org.uk



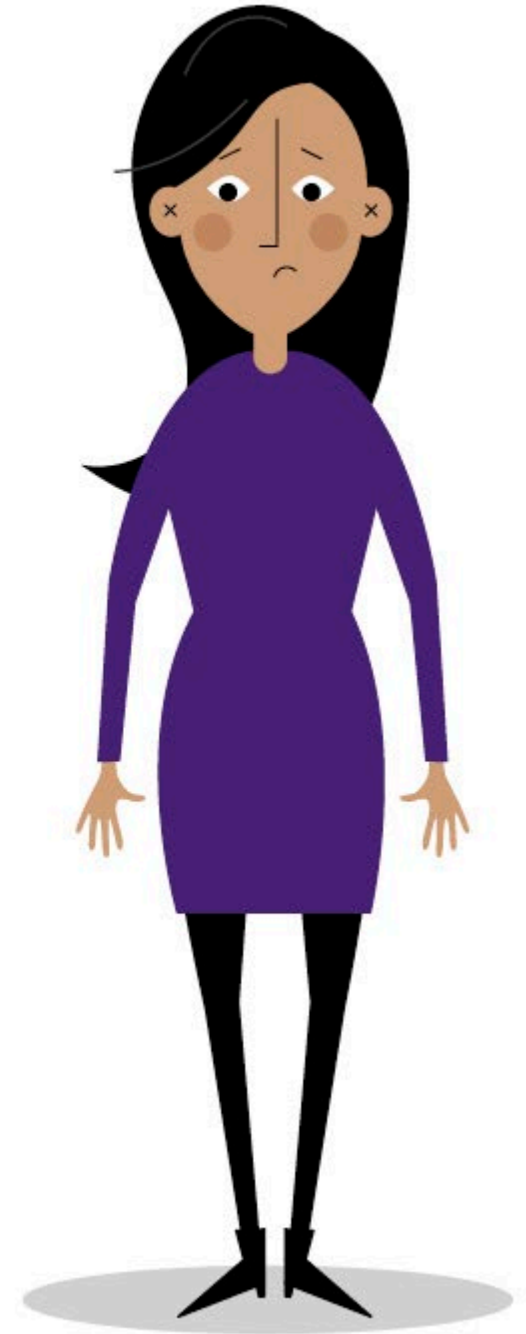
Endpoint: Advising Andrea

Go back to the questions you asked in the scenario with Andrea and Penny at the start of the lesson.

Using a different colour pen, add any other questions you now think Andrea should ask.

Finally, imagine you were having a conversation with Andrea and giving her some advice:

- What would you say?
- How would you be persuasive?
- What is the most convincing reason you can give for her not to launder money?



Extension Activity

Create a vlog or podcast about the rise of money laundering, explaining:

- what money laundering is
- how people are targeted and recruited
- what the consequences of money laundering are

