



CAREERCONNECTIONS™
find your place in insurance

CAREER CONNECTIONS
A Gateway to Careers in the Property & Casualty Insurance Industry

Games and Activities

082011

Games & Activities

To help explain insurance to high school students.

Feed the Minds of Youth.

In support of The Learning Partnership's
Take Our Kids to Work™ Day.



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INTRODUCTION ACTIVITIES

10 Jobs in the Insurance Industry

A great way to get students to start thinking about insurance and careers in the insurance industry is to ask them what jobs can they name in the insurance industry?

Challenge the students to write down, or call out 10 different jobs related to the insurance industry. If you have already introduced yourself, then they should have at least one job listed.

Possible Careers:

Underwriter	Loss Adjuster	Broker
Agent	Actuary	Risk Manager
Risk Analyst	Forensic Engineer	Loss Prevention Specialist
Claims Examiner	Special Investigator	Reinsurance Broker
Reinsurance Underwriter	Marketing Manager	Public Affairs specialist
Benefits Administrator	Accounting Specialists	Appraiser
Claims Analyst	Systems Support	IT Manager
Auditor	Business Analyst	Pension Manager
Marine Claims Adjuster	Programmer	Systems Developer
Finance Manager	Human Resources Coordinator	Telecommunication Specialists
Training Consultant	Travel Administrator	Taxation Specialist
Legal Consultant	Customer Service Manager	Payroll Administrator
Business Development Manager	Lawyer	Forensic Accountant
Investment Consultant	Appraiser	Fraud Examiner
Risk Analyst	Marketing Consultant	Customer Service Representative
Loss Control Inspector	Accident Benefits Claims Representative	Field Adjuster
Image Appraiser	Vehicle Appraiser	Reinsurer

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Top 10 Myths about Car Insurance

Car insurance can be confusing. The following are some of the most common misconceptions about car insurance in Canada to help you weed through what's fact and what's fiction.

1) The colour of your car affects your insurance rate.

Most people may not know it, but the insurance industry is colour-blind. It doesn't matter if your car is blue, red, silver, white, or black, your insurance rate for that make and model of car will always remain the same.

2) Getting a parking ticket means your insurance rates will go up.

Parking tickets on their own do not count against your insurance, but unpaid tickets might affect your ability to renew your licence or licence plate. In extreme cases, it could even result in a licence suspension - which will affect your rate.

3) You can only lend your car to a driver who has their own insurance coverage.

Not so. You can lend your car to anyone who is not impaired and has a valid driver's licence. Regardless of whether or not the person has their own insurance coverage, if you lend that person your car it is your insurance that will kick in should they be involved in an accident.

4) Everything you keep in your car is covered under your car insurance policy.

Nope. If you typically leave your lap top, golf clubs or your MP3 player in your car and it is stolen, your possessions are not covered under your auto insurance policy. Your auto insurance policy covers you for the damage or loss of your vehicle - not the items inside.

5) Getting a speeding ticket means your insurance rates will go up.

It depends. Your first minor speeding ticket (typically under 45 km/h over the limit) may not affect your insurance rate. But get two or three and you'll likely pay more. Any faster, like a major speeding ticket and your rates go up for sure.

6) Cheaper cars cost less to insure and luxury cars more.

Not necessarily. The premium you pay for your auto insurance is based on many factors including the price of the car, its repair costs, theft frequency and its previous claims history. When these factors are combined, a cheaper car could cost more to insure than a luxury model.

7) A 2-door car is more expensive to insure than a 4-door.

Not necessarily. Insurance companies rate cars based on the claims history of that vehicle. They look at things like accident frequency, repair costs, theft, vandalism and safety ratings for each make and model. When these factors are combined, a 4-door could cost more to insure than a 2-door model.

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Top 10 Myth of Car Insurance (con't)

8) You will pay the same car insurance rate if you move.

Not necessarily. When you move, your rate will likely change because part of your premium is determined by where you live. For some it might mean paying less, for others, it might mean more. Whichever it is, don't assume your current insurer will continue to offer you the best rate at your new address.

9) Shopping around for car insurance is only for bad drivers.

False. Too often, drivers think that only those with bad driving histories have to shop around. This is simply not true. Everyone, good drivers or bad, should shop around to make sure they're getting the best price for the coverage they need.

10) It doesn't matter which insurer you're with, you end up paying the same rate.

Highly unlikely. In provinces, like Ontario, where insurers compete for your business, auto insurance rates vary considerably from company to company. Each insurer's car insurance rates are so unique to them that it's pretty safe to say that no two are alike.

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Automobile Insurance Vocabulary

Match the terms with the descriptions below.

- | | |
|----------------------------|---------------------|
| A. Bodily Injury Liability | H. Insurer |
| B. Collision | I. Liability |
| C. Comprehensive Coverage | J. Medical Payments |
| D. Coverage | K. Peril |
| E. Deductible | L. Policy Holder |
| F. Insurance Policy | M. Premium |
| G. Insured | N. Replacement Cost |
| | O. Risk |

- The Company or agency that writes an insurance policy
- What it would cost to replace a piece of property, or rebuild a structure
- The owner of an insurance policy
- The act or process of colliding; a crash or conflict
- An individual, usually but not always the buyer, covered by an insurance policy
- Auto insurance coverage can help to provide medical payments for treatment of bodily injury
- Insurance designed to pay for the repair or replacement of the policy owner's car in the event of damage not resulting from an accident
- Protection against a specific kind of loss
- A cause of loss
- A contract written to protect individuals named in the policy against specific future losses
- A situation in which some kind of loss is possible
- Payment made by the insured to the insurer
- Legal responsibility
- In auto insurance, liability coverage that pays for physical injury to people in other vehicles
- The amount the insured pays on a claim before the insurer pays the remainder

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Automobile Insurance Vocabulary – Answer Key

Match the terms with the descriptions below.

- | | |
|----------------------------|---------------------|
| A. Bodily Injury Liability | H. Insurer |
| B. Collision | I. Liability |
| C. Comprehensive Coverage | J. Medical Payments |
| D. Coverage | K. Peril |
| E. Deductible | L. Policy Holder |
| F. Insurance Policy | M. Premium |
| G. Insured | N. Replacement Cost |
| | O. Risk |

- H The Company or agency that writes an insurance policy
- N What it would cost to replace a piece of property, or rebuild a structure
- L The owner of an insurance policy
- B The act or process of colliding; a crash or conflict
- G An individual, usually but not always the buyer, covered by an insurance policy
- J Auto insurance coverage can help to provide medical payments for treatment of bodily injury
- C Insurance designed to pay for the repair or replacement of the policy owner's car in the event of damage not resulting from an accident
- D Protection against a specific kind of loss
- K A cause of loss
- E A contract written to protect individuals named in the policy against specific future losses
- O A situation in which some kind of loss is possible
- M Payment made by the insured to the insurer
- I Legal responsibility
- A In auto insurance, liability coverage that pays for physical injury to people in other vehicles
- E The amount the insured pays on a claim before the insurer pays the remainder

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Bingo Game – Version 1

The objective of this game is to keep your audience engaged by encouraging active listening. Reward them with a prize to further motivate them to participate.

Presenter can hand out the bingo card at the beginning of the presentation, and have the students mark off their cards as a word or phrase is said during the presentation.

Be sure to keep track of the words that you are saying, so that you know when someone will have a potential bingo!

Instructions:

- a. Fill in the attached Bingo Card to reflect your presentation and/or personality.
- b. Print and copy a bingo card for each student/player.
- c. Players listen to the presenter(s) to match descriptions in the Bingo squares.
- d. When a match is found, the player writes the name of the individual in the square.
- e. Depending on how many presenters there are, different names must be used in each square. If there is only one presenter, then this rule does not apply. When a player has filled a row with names, s/he yells "Bingo!" and earns a prize.
- f. With the group, check the squares and identify the individual(s) described.
- g. You may continue the game for a second round, with the new goal of filling the entire card.

When a player has filled the entire card, s/he yells "Bingo!" and earns a prize.

Possible words which can be added to the BINGO card:

- University (if you mention your own university, put that in)
- CIP designation
- Adjuster (or whatever your occupation may be)
- Travel (or a specific location which you have been to)
- # of years in insurance industry
- Descriptive words which you use within your presentation
 - Creative
 - Supportive
 - Work with people
- Be sure to put in a couple of words that you know you will not use...so as to stump them!



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Bingo Game – Version 2

This version of Bingo is a great ICE BREAKER to get the class interested and engaged in wanting to learn more about who you are and what careers there may be within the insurance industry. The bingo card is already filled in, and it is up to the students/players to go around to the other people within the class/presentation and find someone who has is a match.

Instructions:

- h. Print and copy a bingo card for each student/player.
- i. Players will take 5-10 minutes to mingle throughout the class and get signatures (legible!) of class mates who have done these things/experienced these activities.
- j. When a match is found, the player will sign the square. Must have different names to the card (only one person/per square/card). The “owner” of the card may sign one of the spaces for themselves.
- k. Depending on how many presenters there are, different names must be used in each square. If there is only one presenter, then this rule does not apply. When a player has filled all of the squares with names, s/he yells "Bingo!" and brings the sheet to the front. They can win a prize.
- l. Once you (the presenter) have received a number of completed cards back, you can then use them to further the discussion about insurance...asking them about their experience.

For example:

- (i) Has travelled to Europe...
 - I see that Betsy has signed a # of people’s bingo sheets...
 - a. Betsy, what type of insurance would you want/need to travel to insurance?
 - b. What could happen while you are abroad?
- (ii) Has had a flood in their home...
 - I see that Billy has signed a # of people’s bingo sheets...
 - a. Billy, what happened to your home?
 - b. Was there anyone who helped you and your family during this time?

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B	I	N	G	O
Someone who has been in a car accident	Someone who has something valuable stolen	Someone who has experienced a flood	Someone who knows their parents car insurance company name – what is the name?	Someone who has a pet
Someone who has cliff jumped	Someone who has their CPR/First Aid certification	Someone who knows what an Accident Reconstructionist does	Someone who has been to a concert	Someone whose has experienced a fire
Someone who has a part-time job	Someone who knows what they want to be when they grow up – What?	FREE	Someone whose parents own their own business	Someone who likes extreme sports
Someone who has had food poisoning	Someone who has been to a “rockin” house party	Someone who walks to school	Someone who knows what an insurance broker does	Someone who plays golf
Someone who has driven a car	Someone who can name a career in the insurance industry – what?	Someone who has broken a bone	Someone whose bedroom is in the basement	Someone whose parent owns a motorcycle

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CAR INSURANCE...What will they ask me?

Students are always curious about how the price of car insurance is determined. They are also curious about why they have to pay so much more for insurance than their parents.

Ask the students to call out questions that they think an agent, broker, or direct insurer would ask them in order to provide them a quote for their insurance. Here is a list of general questions which a broker, agent or direct insurer will ask a potential client to determine the price of their car insurance.

- Car (type, # of kms)
- Age
- Gender (in some provinces)
- Where do you live?
- What will car be used for? Commuting? Business?
- Driver's license? G2? G?
- # of years of driving experience
- Tickets? Convictions?
- Accidents?
- Who will be driving the car? Any other drivers in the house?

Explain that the price of insurance is determined from a number of variables (including those listed above). The number of years that you have driven, as well as the number of tickets, accidents or convictions can affect your rating, as can the type of car that you drive.

Explain the Law of Large Numbers – using actuarial science to determine pricings.

Car insurance tips from an ON broker (to reduce premiums):

- No additional premium for G1 driver on parent's car
- G1 drops from 12 to 8 months with driver training
- Driver training provides a discount on premium
- G2 is when occasional operator insurance charge starts
- Average cost of occasional operator is \$500 to \$1,000 for a male (30% less for female)
- Cost depends on type of car and where you live
- After 1 year can go for G
- Driver history doesn't start to accumulate until you have your G so don't stay on G2 for too long have up to 5 years)
- Premium for own car \$7,000 -10,000 for a male (30% less for female)
- All tickets affect your premium no matter what type
- Call broker/insurer before buying a car (cheap car doesn't always mean lower insurance
 - ie. Chev Cavalier is an inexpensive car but insurance is high)

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CAREERS IN INSURANCE - Video

1. Insurance protects _____, _____, _____, _____.
2. There are more than 110,000 Canadians working in the Insurance _____.
3. Insurance protects us if there is _____, _____, _____, _____.

4. Sara Runnalls is a _____
 Jerry Chien is a _____
 Derrick Alcock is a _____
 Michelle Snowdon is an _____
 Matthew Buchalter is an _____
 Mary Ann Anderson is a _____
 Gavin Mascarenhas is an _____

Try this!

**Look for words
from questions 1-4
in the word search
on the back of this
page.**

5. People who work in the insurance industry tend to stay in it? Why do you think that is true from what you know about insurance?

6. After watching the video what job do you think sounds the most interesting to you? Why?

7. If you had the choice do you think you would work for a big company or small one? Why?

8. Do you think you would prefer to work in an office or on the road? Why?

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CAREERS IN INSURANCE - WORDSEARCH

Find the terms mentioned in the video (answers from questions 1-4).

J	N	B	Z	A	F	E	P	Q	U	W	C	B	R	O	P	E	N	D	X	G	L	P	Y	I
O	W	N	F	R	I	D	C	R	A	R	E	T	S	U	J	D	A	U	N	I	B	S	T	N
B	A	Q	N	R	C	S	H	T	O	S	D	A	B	W	U	I	N	P	E	W	S	A	G	D
S	L	I	Y	T	T	L	I	W	H	P	Y	M	I	K	H	V	P	M	A	F	N	O	S	T
R	S	R	A	R	Z	E	W	H	A	S	E	H	T	A	P	P	Y	J	E	R	I	S	T	E
D	R	I	A	C	Y	I	L	F	W	E	O	R	N	T	C	F	O	R	A	R	Q	U	U	N
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N	I	N	G	T	R	E	A	E	L	E	M	P	X	D	R	W	E	T	F	R	E	L	Y	N

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CAREERS IN INSURANCE – ANSWER KEY

- Insurance protects **homes, jobs, cars, continuity of lives.**
- There are more than 110,000 Canadians working in the Insurance **Industry.**
- Insurance protects us if there is an accident, fire, weather, criminal act.
- Sara Runnalls is a **Broker**
Jerry Chien is a **Risk Manager**
Derrick Alcock is a **Claims Investigator**
Michelle Snowdon is an **Underwriter**
Matthew Buchalter is an **Actuary**
Mary Ann Anderson is a **Marketing Representative**
Gavin Mascarenhas is an **Adjuster**

Try this!

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J	N	B	Z	A	F	E	P	Q	U	W	C	B	R	O	P	E	N	D	X	G	L	P	Y	I
O	W	N	F	R	I	D	C	R	A	R	E	T	S	U	J	D	A	U	N	I	B	S	T	N
B	A	Q	N	R	C	S	H	T	O	S	D	A	B	W	U	I	N	P	E	W	S	A	G	D
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E	A	S	S	N	C	Y	A	S	T	I	R	L	T	A	N	A	M	U	G	B	H	T	S	E
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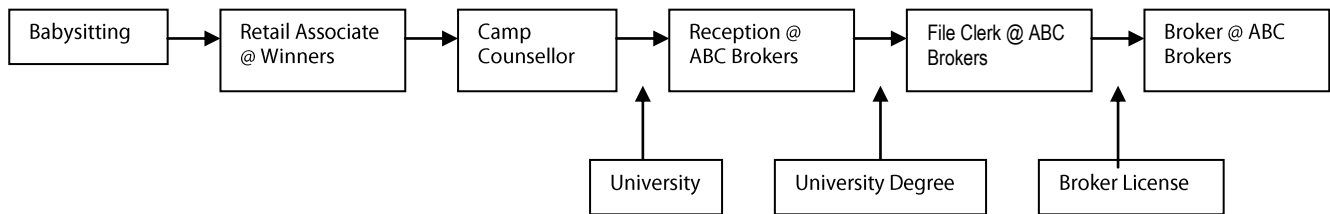
Career Path

This activity can be done in a couple of different ways.

Example #1

Draw your career road map or career web on the board or on a flip chart.

For example:



- Tell students how you ended up doing what you are doing
- Let them know who influenced you the most along the way
- Tell them how you got your first/current position
- Tell students where you plan to go next with your career and share how you will get there.
- Discuss additional options open to you now within this role or in another career
- Discuss other industries or fields you could work in

Example #2

Draw a blank career road map or career web, and as you conduct your presentation, add different jobs or skills which have gotten to where you are today.

If presenting a career web, be sure to add skills that are a part of who you are, this may include supportive, organized, curious, etc.

Example #3

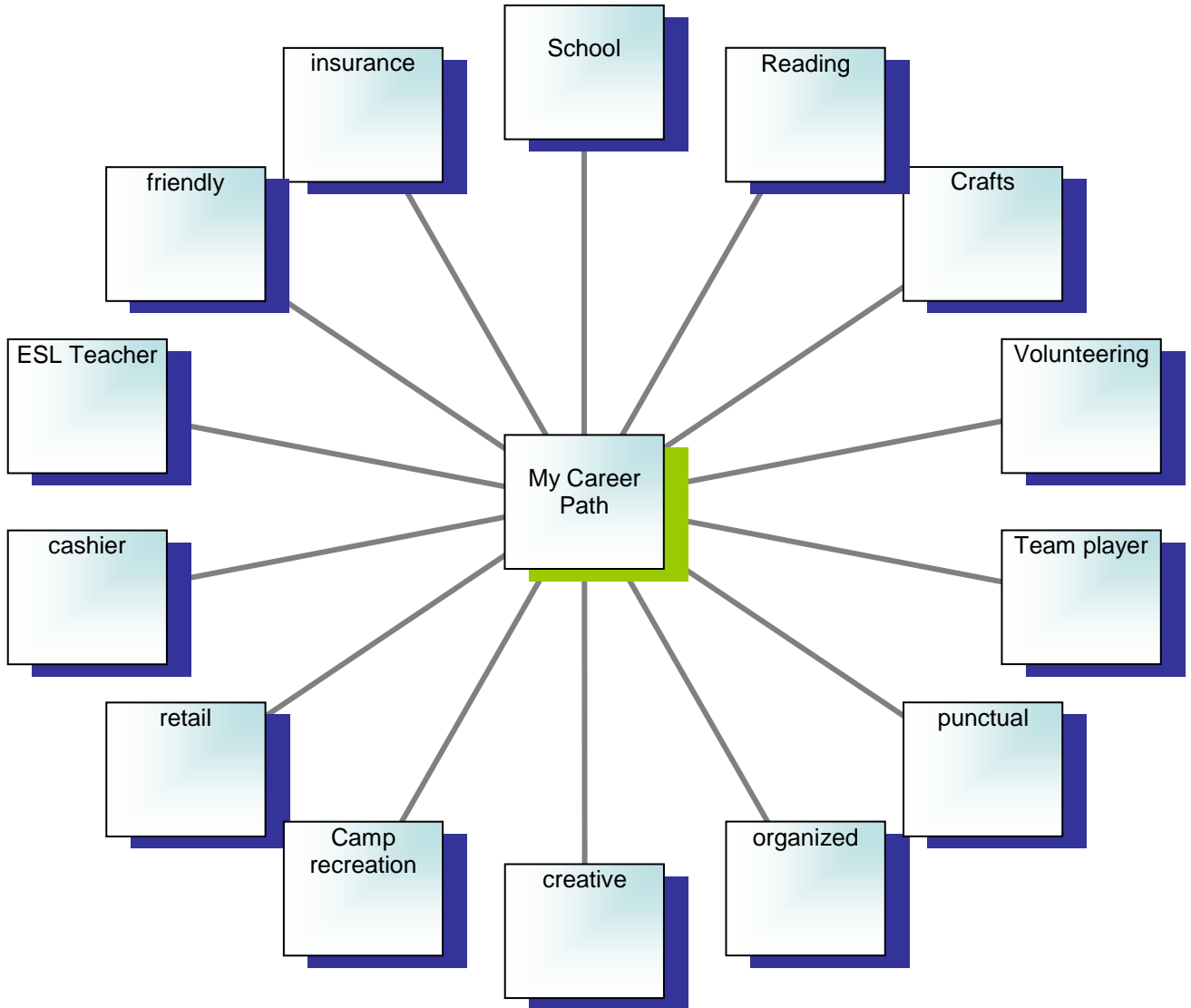
Career Web – have students construct their own career web. They put their own jobs and experiences. If they have not had a job, they can put down extra curricular activities, achievements, talents, abilities, volunteering, soft skills, etc. Focus the students on what they are naturally talented in as well as their interests. It is beneficial to discuss the difference between natural ability and development of skills.

Ask students what should be the first thing they put on their road-map? (i.e., high school diploma, part time and summer jobs, volunteer work, etc.)

There is so much potential with the career web to focus on different aspects of one's career development. Students really enjoy it and it provides them with a visual understanding that there are a variety of opportunities out there for them and they can do many different things.

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Career Web – provided by Jennifer Chachaj



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CSI...what would you do? – Provided by Laura Caulder and Rhonda Palmer (group activity)

Split class into three different groups. Provide each of them with a newspaper article about a recent accident/incident. i.e. car accident, house fire, slip and fall at the mall, theft. Photos or image cards can also be used for this activity.

Have the students put on their “investigator/adjuster” hats, and determine the questions that they would want to ask regarding the scenario described (shown). Give them 10 minutes to come up with a list of investigative questions.

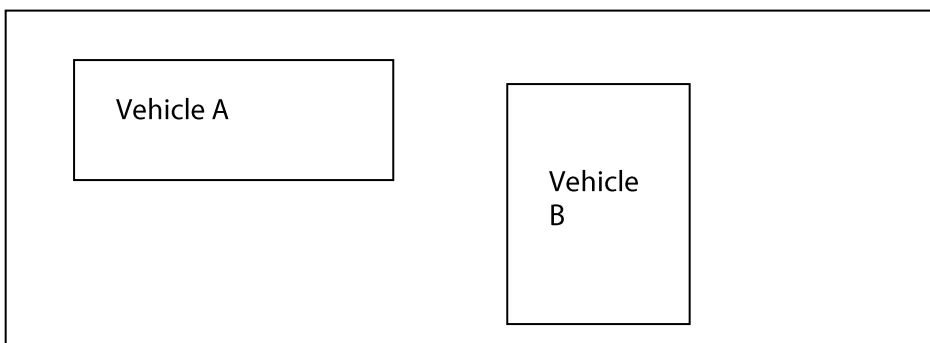
Possible questions or probing ideas which may help their discussions or lists:

- 1) What happened?
- 2) Who was involved?
- 3) Was anyone hurt?
- 4) Were there any witnesses?
- 5) What sorts of property damage was there?

Have each team come to the front to provide the questions/things that they would look for if they were the investigator/adjuster for this scenario.

Fault Determination Rule Activity – Provided by Brynn Tucker

- 1) Pair off students into groups of 3-6 students
- 2) Provide students with a copy of the Ontario Fault determination rules
- 3) Write on board a description of an automobile accident, whether it be visual or in writing
 - a. Create colour copies of vehicles and stick them to the board with tape



- 4) Make sure that the examples of automobile accidents include the following:
 - a. A full description of the accident (ie vehicle A was turning left and vehicle B was travelling straight through the intersection)
 - b. Direction in which each vehicle was travelling
 - c. Each vehicles speed and types of vehicles involved (trucks, car, cube vans)
 - d. Type of intersection (were there traffic lights on all 4 sides? How many and where were the stop signs? Was it a four way stop?)
 - e. Indicate if there were private roadways or if it was a public road
- 5) Make the examples fun and as easy or complicated as you like. Start off with an easy one to get them excited about giving the answer.
- 6) Be sure you know which rules correspond to each accident description you have created as you want to be sure to advise the students of the correct answers.

Link to Ontario Fault determination rules:

http://www.ibc.ca/en/car_insurance/documents/brochure/on-fault-determination-rules.pdf

(You can put this onto an overhead or reduce the size and provide a printout for each of the groups)

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Frequently Asked Questions by Students

Q. What is "no fault" auto insurance?

A. Sometimes known as "first party insurance", the "no fault" system has been instituted in several provinces in an effort to:

- Help control court costs when claims are disputed
- Provide prompt financial assistance for accident victims
- Stabilize insurance premiums

Under the "no fault" system, everyone involved in an accident submits a claim to their own insurance company. This means that if another person is at fault for an accident, you would still submit your claim to your own insurance company. Additionally, if you are not at fault but had to pay a deductible, your insurance company may seek to recover your deductible from the at-fault driver's insurance company.

Q. What is liability coverage?

A. Every auto insurance policy includes protection against third-party liability—and for good reason. Liability coverage, also called third-party or civil liability coverage, helps protect you financially if you or another driver on your policy are found legally liable for injuring someone or causing damage to another person's property or automobile while operating a vehicle. In this type of situation, your insurance would pay any legitimate claims against you up to the limits of your liability coverage and also pay for expenses related to settling the claims.

While every province requires a certain amount of liability coverage, the minimum amount required is unlikely to be enough if the courts order you to pay a substantial amount of money in damages.

Q. What is a deductible?

A. Your deductible is the amount of money you are required to pay out-of-pocket towards any claim you make under your insurance policy.

For example: If your vehicle sustains \$2,000 worth of damage in an accident and your collision deductible is \$500, then you would be responsible for paying the first \$500 and your insurance company would pay the remaining \$1,500.

You can choose a different deductible amount for your collision coverage and your comprehensive coverage.

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(Frequently Asked Questions by Students – continued)

Q. Do some vehicles cost less to insure than others?

A. Yes, particularly if they're less likely to be stolen or, statistically, less likely to be involved in an accident. Vehicles that are less expensive to repair will also typically cost less to insure.

Q. How is my premium calculated?

A. Because each person's situation is unique, there isn't a single answer to this question. However, using statistics and complex formulas, insurance companies usually calculate your premium by taking into account where you live, the type of vehicle you drive (and how you use it), your driving and claims record, other drivers on your policy and the amount of coverage you want.

Q. I have a couple of traffic tickets, will that affect my premium?

A. All tickets affect your premium, no matter what type. Insurance companies will check to see if any traffic violations, tickets or convictions have been made before renewing a policy.

Q. As a male young driver, why is my premium so high if I own my own car?

A. Premiums are based on statistics and complex formulas, and take into account a number of different variable, including what car you drive (and how you use it), your driving and claims record, other drivers on your policy and the amount of coverage you want. Statistics show that young male drivers have a tendency to speed, and be in an accident.

On average, the premium for a male to have their own car will be, on average, between \$6000 to \$10,000. (This price will be approximately 30% less for females)

Q. As a new driver, how can I lower my premium?

A. Participating in driver training will not only provide a discount on premium, it will also lower the G1 from 12 to 8 months.

Driver history doesn't start to accumulate until you have your G so don't stay on G2 for too long (have up to 5 years)

Call broker/insurer before buying a car (cheap car doesn't always mean lower insurance. For example, Chev Cavalier is an inexpensive car but insurance is high.

Q. If I've had no accidents or claims, will I pay less?

A. Most likely, yes. Your driving record is one of the factors insurance companies consider when calculating your premium. The more experienced you are and the fewer claims and accidents you've had, the lower your premium is likely to be.

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(Frequently Asked Questions by Students – continued)

Q: If I paid \$450 for my bicycle in 1999 and it gets stolen today do I get \$450 back?

A: On personal property that is lost or damaged by an Insured peril (such as theft), the insurance company will pay the lesser of either: the cost of repairs or the cost of new articles of similar kind, quality and usefulness without deduction for depreciation, up to the limit of insurance.

Actual cash value is the value of the property immediately before the loss or damage occurred. It takes into account such things as the cost of replacement less depreciation. Depreciation is determined by the age of the property, the condition of the property immediately before the damage occurred, the resale value and the property's normal life expectancy.

Example: A bicycle is purchased in 1999 for \$450. The replacement may be a different model at a cost of \$200. The Actual Cash Value would be \$200 minus depreciation.

Q: What happens if property has been stolen or damaged?

A: A Claims advisor will ask you to prepare an itemized list of all your missing and damaged property. Depending on the severity of the damages or loss, a claims advisor might inspect your property, document the claim and assist you through the process. The Claims advisor will review your policy and advise you which coverages apply and their corresponding limits. You may be asked to gather key documents to establish proof of ownership. These documents can include: receipts, owners manuals, warranty cards, appraisals, photographs, original manufacturer packaging etc.

Q. Insurance is a rip-off. Why do I even pay for insurance when I do not get anything from it? Where is my money going?

A. Of every dollar insurance companies collect in premiums, 60 cents goes back to policyholders to pay claims. 18 cents goes to pay operating expenses and 16 cents goes back into the communities in the form of taxes. Insurers keep 6 cents as profit.

Over the past decade, the insurance industry has seen earnings substantially lower than earnings of the rest of the financial sector, with 2002 being an all-time low in industry earnings. (Statistics courtesy of ibc.ca)

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Guess My Career / 20 questions

Prior to going to conduct the presentation, ask the teacher/educator NOT to let the students know who you are or what you will be talking about.

As you start your presentation, state that you would like the student to play 20 questions to figure out what your career is.

The students can only ask you YES or NO questions.

Once the 20 questions are up, you can decide if you would like to tell them or continue on.

Here is an example of what one school board has put together as a panel:

Guess my Career

The format consists of small groups of students asking you "yes and no" questions in an attempt to "guess your career". After rotating through several groups, all the speakers will be gathered on stage and the results will be revealed as to what the students chose as your career. You will then be given a couple minutes to share your career path with the whole audience. It is a very exciting and valuable way to share a selection of careers to the students.

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Guess the Word – provided by Andrew Janzen

Split the class in half – Team A and Team B.

Have one person from Team A come to the front of the class and sit down, facing their team, with their back to the board.

Presenter writes a word on the board.

(word can be from presentation, and can include a career in insurance, interviewing skills, basics of insurance, etc).

Students from Team A provide one word clues to help their team member determine what the word is that is written behind them. They can make one guess after each clue.

If the successfully guess the word, they will receive a point and then it is Team B's turn.

This can be played for 10minutes or 30 minutes.

Possible words to provide for guessing:

- Accident
- Insurance
- Claims investigator
- Occupation
- Statistics
- Car
- Business
- Education

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Handshake Exercise

With the Shaking Hands activity, students will learn some basic tools for effective networking and successful interviewing. Ambassadors have the opportunity to share their experience and connect students with real life scenarios as many students do not fully understand the value of a good handshake.

Start with a class discussion and demonstration by asking students:

- How many of you have or had a part time job or summer job?
- How many of you have had an interview for a part time or summer job?
- Have you learned about interviewing skills?
- What have you learned about interviews?
- What are some of the elements of a good interview?
- How important are interviews in choosing a candidate?
- How important are interviews in choosing the right company/organization for you?

Discuss with students some of the valuable tools in an interview, such as being on time, professional attire, be prepared with your resume, make eye contact, and a good handshake.

Demonstrate to students of what a handshake looks like by asking for a volunteer. Walk towards the volunteer to shake hands without breaking eye contact. Then, ask students to turn to their neighbour to shake hands. Ask students to switch to another neighbour.

Then, ask students:

- What makes a good handshake?
- What are some of the things you should watch for in a good handshake?
- How many students have witnessed a good handshake?

With a volunteer, demonstrate to students a good handshake, but with notes on the following:

- Eye contact
- Firm, but don't hurt
- Not too light and not too tight – Just right
- Note finger and thumb placement (i.e. no pinching)

Now ask students to try it again with a partner and pay particular attention to the notes provided.

- How many students witnessed better handshakes?
- How important is a good handshake in an interview?
- What does a good handshake tell you about the person?

A good handshake is important in the property and casualty insurance industry for three reasons:

1. A good handshake is a symbol of 'utmost good faith'
2. A good handshake represents a 'seal on the deal'
3. A good handshake reinforces good networking and tells the receiver you are confident and you can be trusted

At the end of your presentation, stand by the door to meet them and practice firm handshakes.

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Humpty Dumpty – provided by Pierre Chavigny

Ask the class if there is someone who can recite the nursery rhyme “Humpty Dumpty”. (Students think it is funny because it is a silly rhyme, but they also laugh because so few can actually remember all of the words).

Show a photo of Humpty Dumpty sitting on a wall.

Humpty Dumpty Nursery Rhyme

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men,
Couldn't put Humpty together again.

This is a great story, in that, for the purposes of insurance, “All the King’s horses and all the King’s men (and women) **‘could’** put Humpty together again.”

Go through the definition of Insurance

Definition of Insurance

“To indemnify is to place someone back in the same financial position that they were in immediately prior to the loss”

As an Adjuster, use this exercise to explain your job, and the different steps that you go through with a loss. You can put each of these points onto the board or on an overhead to help further explain. Be sure to keep the information simple for the students.

A loss...What happens now?

- 1) Investigation
 - Adjuster gathers details
 - Adjuster completes Schedule of Loss
 - Adjuster profiles the client
- 2) Quantification
 - Putting a value to the Loss
 - Contents
 - Building
 - Coverage
- 3) Settlement
 - Replacement cost
 - Actual Cash Value
- 4) Adjusting / Policing
 - Customer Service
 - Paperwork
 - Good Faith
 - Law
 - Theft Profile
 - Criminal Profile

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Image Cards

Photos are a great way to illustrate different types of insurance and different perils (losses). Put different images onto 8 x 10 cue cards which you can then use within your presentation.

Example #1

Types of insurance – use the photos to illustrate the types of insurance there are.
Home, auto, business, etc.

Example #2

Types of insurance – as a broker, use the photos to show the different clients that you may have. As an underwriter, use the photos to who the different types of risk that you work with.

Photos of different things that need/have insurance:

- airplane (travel/manufacturing/aviation)
- apartment
- house
- car
- truck
- boat
- farm
- construction site
- office building
- hotel (travel/property)
- pet
- computers
- golf course
- etc...

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Hold up each one of these images and have the audience try and figure out what type of insurance would be needed and why.

Example #3

Show images of different perils and explain how insurance will help in each of the situations.

OR

Distribute the photos to small groups, and have the audience determine the questions they will ask those who were involved in the loss, or what potentially could happen...what can we do to avoid the risk, control the risk, etc.

Photos of different perils:

- house fire
- car accident
- water damage / flood
- slip and fall

NEW! Image Cards from Career Connections:

Hotel	Skateboarding Park
Ship	Concert
Slip and fall	Auto collision
Fire	Airplane
Flood/water damage	Florist
Construction	Farm

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The Insurance Game – provided by Wayne Briggs

Objective: Learn about how insurance works and the relationship between premiums paid and claims paid, along with the “cost” of fraud.

This activity can be an opening game to lead into discussion of insurance, or included later on, to see “how the insurance industry works”.

Equipment:

- Roll of nickels (can be any type of coin).
 - This is “extra” in case students forget to bring a nickel to class.
- Envelope with bits of paper sufficient for everyone in the classroom
- 40 Bits of paper with “**Claim Details**”
- Container /Jar to hold the claim slips and the “premiums” (nickels) from the students

Claim Details: on each piece of paper, write out one of the following “claim details”

40 Total pieces of paper. – (can be adjusted for class size)

- 25 - “No Claim”
- 6 - “Claim 5 Cents”
- 3 - “Claim 10 Cents”
- 1 - “Claim 15 Cents”
- 1 - “Claim 25 Cents”
- 1 - “No Claim, but tell me you have a claim for 10 Cents”
- 2 - “Claim is 5 Cents, but tell me your claim is for 10 Cents”
- 1 - “Claim is 10 Cents, but tell me your claim is for 15 Cents”

Insurance Game:

In advance: Advise or ask the teacher, if at all possible, to have all their students bring a nickel with them to this class, to learn about how insurance works.

As students enter the room, they can put their nickel into the jar to pay for their insurance premium. Depending when you want to play the game, you can also have each student select a piece of paper from the jar or do this at a later time. (Game can be played at any time, but collecting the coins early stops them from playing with the coins during other activities).

When the students take their “claim sheets”, advise them not to talk to others about what each sheet says. Also, after all the claim sheets have been given out, review any that are left over to make sure that at least some of the “fraudulent” claims have been distributed, and if not, switch a few with some that might have a piece of paper stating “No claim”.

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Insurance 101 Jeopardy – Provided by Irene Fehr

*This can be done as a Power Point, overheads or 8 x 10 double-sided cue cards

Conduct this game towards the end of your presentation to see that the students were paying attention. Definitions can be changed or altered to reflect the information that you have presented. Use the brochure as a guide for ideas and suggestions.

CIP	What is a Chartered Insurance Professional designation?
Help consumers find the right coverage to protect their cars, homes, businesses, boats and belongings against loss through accident, fire or theft.	What is a Broker/Agent?
Responsible for protecting assets of organizations through insurance policies, but also with disaster recovery plans and emergency evacuations.	What is a Risk Manager?
Accept or reject risk on behalf of insurance companies.	What is an underwriter?
Like a detective, examine a claim to explore the facts and to determine if the claim is valid.	What is a Claims Investigator?

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Has a workforce of over 110,000 strong

What is the Property & Casualty insurance industry?

Promotes and sells the insurance company's products and services to the company's customers, typically agents and brokers

What is a Marketing Representative?

To identify risks and recommend ways to minimize them

What is a Loss Control Specialist?

Responsible for inspecting a damaged car, home or personal property to determine how much a repair or replacement will cost.

What is an Appraiser?

Responsible for ensuring that those who have suffered a loss receive the compensation and assistance they are eligible to receive.

What is a Loss Adjuster?

Through the use of statistics and risk theory, is responsible for calculating the odds of accidents or event claims

What is an Actuary?

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Inventions & Insurance

“Insurance is already a part of everything you do.”

Have students brainstorm things that have been invented. (ie computer, car, etc)

Have them think about this invention and how they have changed people’s lives. (eg businesses, leisure activities, family, and schooling). Lead into a discussion of how this has affected the need for insurance, and as a result, insurance careers.

Another way to do this activity is to think of an everyday object (a chair, for example) and figure out what insurance would be needed for that object as well as the different companies involved in the production of that object.

i.e. CHAIR:

- Research and Development – is there insurance or a patent for the design?
- Raw materials to build chair
 - What raw materials are needed to build the chair?
 - Where are they coming from? Imported?
 - Do the suppliers have insurance?
 - Who is responsible for the shipping? Are the raw materials insured up until they reach factory, or from when they leave supplier?
- Manufacturing of chair
 - Location – is building insured?
 - Machinery to be used – is it insured?
 - Is special training required for employees to construct the chair?
 - Will product be exported?
 - Who are main clients?
- Finished product
 - Is there insurance on the finished product (a warranty/guarantee?)?
 - How will finished product be package and shipped?

Who is responsible for shipping product?

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Jenga Game

"You take a block from the bottom and you put it on top, you take a block from the middle and you put it on top..."

This fun family game can also be used to illustrate how insurance works.

OPTION A:

Materials needed:

- Jenga Game
- A combination of red paper and green paper
 - (enough for each student...would recommend a few more green than red)
 - On each of the pieces of paper, place a number (from 1 – 4)

Set up Jenga game.

Have students choose a piece of paper. The number on the paper represents the number of blocks that they need to move from the structure to put on top. The colour of the paper relates to who has insurance and who does not. (red = no insurance, green = insurance)

Have the students come up randomly to the Jenga game, and move their blocks. Explain that those who have the green cards will be able to re-build the game if it falls down, as they have insurance. If someone with the red card knocks down the tower, then they will not be able to re-build as they do not have insurance, and therefore, the game is over.

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Jenga Game

OPTION B:

Materials needed:

- Jenga Game

Class Discussion:

Ask students to brainstorm situations in their lives where they might encounter risk. Write these on the board or chart paper. Encourage students to give a range of examples from the extreme to the everyday in such areas as personal relationships, school, home, extra-curricular activities, sports, physical activities, and community.

This game can be played as a whole class or in smaller groups. It is meant to help students understand that all risks could lead to a major event.

The Jenga Game:

1. Have students pick one of the topics they have been discussing in class or present participants with a hypothetical event (i.e. road trip, hosting a party, or going skiing)
2. Set up Jenga game. (or any type of blocks that can be stacked)
3. Ask for an example of a risk that could occur during this activity and determine its ranking. Depending on the level of risk, have a student remove a block from one of the locations below
 - High risk – students pull from the side, not a middle block, block is not very loose
 - Moderate risk – pull from anywhere, piece cannot be too loose
 - Low risk – middle piece or loose piece

*Ask participants to describe in detail all activities associated with the event, challenging them to think beyond the major components. They must put the block on the top of the tower.

4. Explain concept of risk including physical and emotional safety, property damage, financial security, reputation, etc. and determine what kind of risk they are encountering as they remove the blocks and place them on top of the tower
5. Repeat #3 and 4 until either
 - A. the tower falls, or
 - B. the audience cannot think of any other reasonable risks.
6. If A, explain how falling tower is like event that is impacted by risks. This represents risk realization. Discuss the nature of risk associated with last block pulled, recognizing that it may have represented a major risk or a minor risk.

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7. If B, explain how standing tower is what we are used to, unrealized risks. However with each block pulled the risk of the tower falling grows greater and greater. Explain how a block pulled for even a minimal risk, could cause it to fall.

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Penny Game

Purpose: To explain the Law of Large Numbers and Probability through a game of chance.

Materials needed:

- One penny for each person
- One slip of paper for each person (numbered 1 thru 15)

Explain that:

- Each person has a car worth \$35,000
- Everyone has the same driving record
- Annual Insurance for each individual will cost \$1000

Each person is given:

- One penny (this represents \$1,000)
- One slip of paper with number on it (from 1-15)

Students will need to make a decision on whether to:

- (i) purchase insurance (one penny = \$1000 = 1 yr of insurance); or
- (ii) keep the money and spend it on whatever they want

Go around the room, and ask each individual whether they would like to purchase insurance or not. If students want to purchase insurance, they give back the penny. If they do not want to purchase they keep the penny. (Use a zip lock bag to collect the pennies, and have more in the "pool", so they understand how the \$ will pay for the damages incurred)

Each individual will have been given a number. Each number will represent the possibility of an accident or peril happening over the course of one year.

Call out each of the numbers (one at a time) and have those who have this number to stand up.

le – anyone have number #1? Ask if they had purchased insurance. Then state whether they will need to make a claim (if they have insurance) or will need to find the \$ to pay for the damages incurred (if they did not purchase insurance).

Those who have these numbers will be affected:

- #1's – windshield claim costing \$600 to repair
- #2's – backed into a telephone pole - \$2500 damage
- #3's – car stolen - \$35,000 loss
- #4's – responsible for an accident and sued for \$1,000,000
- Rest – no incidents

Go through actual outcomes and find out how people have faired with their decision to purchase or not purchase insurance.

Note: Pennies can sometimes be frustrating in the classroom, as people have a tendency to play with them. As a result, presenter may want to use monopoly money or choose 5 people who will not have insurance for the year, and the rest of the class who does.

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When collecting the pennies, pay attention to the numbers of those who did not purchase insurance. Use those #'s as one of the perils that happen so that you are able to demonstrate what will happen if you do not have insurance.

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Personal Inventory

It is recommended by insurance companies to take an inventory of your belongings, and to keep these records in a safe place.

This can either be group work or individual work.

Group – have the students call out different items that may be found in their locker or bedroom. List these items on the board. Have them guess at what the cost may be for each of these items. Determine if the items are replaceable or not should there be a loss.

Individual – Have the students write down ten items in their locker or bedroom.

No.	POSSESSION	ESTIMATED COST	REPLACEABLE	ACTUAL COST
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
	TOTALS			

Students can do this with their parents by using the Insurance Bureau of Canada's Personal Inventory checklist. This can be found on www.ibc.ca.
Personal Inventory: http://www.knowyourstuff.org/iii/ibc_login.html

PART B:

Think of a scenario – Slave Lake or Kelowna Fires / Peterborough Floods

- You have to get out of the house as quickly as possible, what do you take with you/what do you grab?
- Why did you decide on that?

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Risky Business

Everything needs insurance, but some things may be riskier than others...

As a broker or underwriter, there are questions to be asked to be determining whether the risk will be a good business to insure or a bad business to insure.

Questions which a broker or underwriter may ask a client can include:

- Location of business
- Construction of building
- Square footage
- Neighbours on either side/behind
- What does business do?
- Who are clients?
- What are annual sales? Projected sales? Is there any import/export?
- How many employees?
- Who handles the finances for the business?
- Is there a safe on the premises?
- Is there a backup mechanism for computers/data? (on-site/off-site)
- If manufacturing, how are raw materials stored?
- What types of machinery do they use on premises?
- Are employees trained/certified to run machinery?
- How long are finished products kept on premises before shipping out?
- Who does the shipping of materials? Does company have their own fleet?
- Etc...

Write five different risks on the board or hand out cards with different risks on them, and have students decide which would be a more risky business to insure than others and why. They can also determine why insurance would be important for each of these different risks.

Example risks:

- Dance Studio
- Florist
- Clothing Store
- Office building
- Chair manufacturer
- Celebrity (David Beckham, Tiger Woods)
- Golf course – Hole in one tournament

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Stump the Insurance Expert

Audience members will provide “expert” with different careers, skills or interests, and then “expert” will provide an example of where it may fit within the insurance industry.

Example:

Participant says – favourite subject is gym

Expert says – I would suggest looking into a program like kinesiology, where you will learn about how the body works. You can then use those skills to become a bodily injury adjuster. You will assist people in their recovery process after an accident or incident. You will determine what sorts of needs they will require, and provide them with different solutions to help them get back to where they were before the incident or accident happened.

Participant says – professional golfer

Expert says – using your knowledge of golf and your skills of working on your own, working well under pressure, and your attention to detail, you could become a risk manager for an insurance company that has a special program for golf courses or golf professionals. With your understanding of the course, you will be able to provide key elements those insurance companies and their clients should be looking for. As a broker – by using their people skills, and knowledge from years of play in the golf industry, they would be able to sell insurance packages to the sporting world, including golf courses, manufacturers of golf merchandise/equipment or even the professional golfers – whether it is personal insurance, or professional

Participant says – mechanic

Expert says – with your understanding of how a car works and is built, you can become an appraiser. This is someone who will go out determine the cost to fix an automobile that has been in an accident.

Participant says – accountant

Expert says – all companies, including insurance companies, need accountants to manage their books and finances. There are also forensic accountants within the industry who investigate companies and individuals’ finances to be sure that the information that they are supplying is valid.

Participant says – farmer

Expert says – by using your understanding of farming, you could do a number of things within the insurance industry. You could sell insurance to farmers, as you will know what would be the best for their interests. You could be an underwriter, working on writing policies for the farming community. You will review and analyze the risks that come in, and determine whether it is a good risk for the insurance company or not.

Participant says – math

Expert says – math is a big part of insurance, and a great career to look into would be an Actuary. Using your analytical skills, you will assemble and analyze data to estimate the probability and likely cost of the occurrence of an event such as death, sickness, injury, disability or loss of property.

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Trivia Questions

Q - "CIP" is the premier insurance industry designation. What does CIP stand for?

A - Chartered Insurance Professional

Q - What is an Accident Reconstructionist?

A - An Accident Reconstructionist reconstructs accidents using scientific formulas.

Q - If you want to buy insurance, whom could you go to?

A - You could go to a broker, agent or to an insurance company directly.

Q - If you were to slip and fall on a slippery floor while shopping at a popular clothing store, who would be responsible?

A - The store would be held responsible.

Q - What kinds of items need insurance? Name three.

A - Everything - home, car, boat, jewellery, retail stores, manufacturing plant, concerts, sporting events, doctors, recycling depot, airport, restaurant, etc.

Q - How many people are employed in the general insurance industry in Canada?

A - There are 110,000 people employed in the industry.

Q - What are the anticipated total insurance losses due to Hurricane Katrina?

A - The anticipated losses are \$70 billion US.

Q - You have just received your G2 licence and have had one beer to celebrate. On the way home, you get into an accident that is not your fault. Will your insurance cover the costs to repair your vehicle?

A - No. If you are charged with an alcohol-related offence, your insurance becomes null and void.

Q - The 2005 Toronto flood was one of the LARGEST reported catastrophic event in Canadian History. Was the loss:

- a) \$4 million
- b) \$10 million
- c) \$50 million
- d) \$450 million

A - \$450 million

Q - Your neighbour has a dangling branch from a tree that is located in his backyard. This branch falls causing damage to your roof that must be repaired. Who pays for the repairs?

- a) You pay because it is your house
- b) Your neighbour's home insurance pays
- c) Your home insurance pays

A - Your neighbour pays via his home policy under liability coverage

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Q – True or False: All 30 year olds living in Toronto, driving a Ford Mustang pay the same insurance premium.

A – False. There is no one-size-fits-all premiums. Your premium depends on many factors – for example your gender, the area of Toronto you live in, your driving record, etc.

Trivia Questions (con't)

Q – If you have a couple of traffic tickets, will it affect your premium?

A – All tickets affect your premium, no matter what type. Insurance companies will check to see if you have any traffic violations, tickets or convictions on your record before renewing a policy.

Q – You have borrowed a friend's laptop computer for the weekend. The laptop is stolen while you are doing laundry. Will your tenant's insurance cover this item?

A – Yes. Items "in your possession" are covered under a standard policy.

Q – True or False: 60 % of those employed in the general insurance industry are male.

A – False. 60% of those employed by the general insurance industry are female.

Q – This individual helps corporate clients identify and control risks.

- a) Insurance Company Agent
- b) Marketer
- c) Underwriter
- d) Risk Manager/Risk Analyst

Q – Name three "risky" activities that you have taken part in today.

A – Driving to the fair (school), making toast, taking a shower, taking a bus, crossing the street, etc.

Q – Of all claims paid out annually, what percent represents fraudulent claims?

- a) 30 – 35%
- b) 20 – 25%
- c) 10 – 15%
- d) 50 – 55%

A – 10 – 15% of claims paid out annually are fraudulent claims.

Q – What is an Actuary?

A – An Actuary applies mathematics, statistical methods and risk theory to calculate insurance premiums. An actuary evaluates the risks that expose the insurance company to claims and puts a monetary value on those risks.

Q – Name 3 things that you or your parents currently have insured.

A – Home, car, boat, cottage, business, life, etc.

Q – How many general insurance companies are there in Canada?

A – 210

Q – What is the difference between an Agent and a Broker?

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A – A Broker represents several insurance providers. An agent represents one insurance company.

Q – If you were to slip and fall on a slippery floor while shopping at a popular clothing store, who would be responsible?

A – The store would be responsible.

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What is INSURANCE?

This activity is a great way to get audience participation, and will provide you with a board of different words which you can then use throughout your presentation. Keep in mind, these are youth, so they will not know or necessarily understand the word Indemnity. Write the word **INSURANCE** on the board.

Ask the audience to call out different words that come to mind when they hear the word insurance.

Write these words around the word **INSURANCE**.

Example:

Car	protection	risk	House	Fraud
Safety (death)	rip-off		body parts	life
Health money	accident	INSURANCE	theft/stolen	
Pet business	travel	peace of mind	motorcycles	
Fire	tornadoes		flood	break-in

Talk about some of the words which were mentioned on the board:

- Car, house, business, pet, travel, body parts are all types of property and casualty insurance
- People purchase insurance as a means of transferring the risk of a loss to make it more affordable. (Law of Large Numbers – the premiums of the many pay for the losses of the few).
- Risk - exposure to the chance of injury or loss; a hazard or dangerous chance. People who purchase insurance are trying to protect themselves or their belongings should something happen.
- Perils – an event that causes a loss to occur; can include fire, theft, tornadoes, floods, break-ins, accidents, windstorms, slip and falls.
- Fraud – unfortunately, there are some people who will put through a claim that may not be accurate. As a result, insurance companies will investigate claims to deem their validity. Within Canada, approximately 10-15% of all claims are fraudulent

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What is an Insurance Broker?

Please mark the following statements either *True* or *False*:

- Insurance Brokers are required to be licensed in order to work with the general public.
- You must have a university degree to be an Insurance Broker.
- Insurance Brokers work for insurance companies.
- An Insurance Broker is the same as an Insurance Agent.
- Many Insurance Brokers are well-respected members of their community, who often volunteer time and/or financial support to worthy causes.
- Insurance Brokers do not need to have strong communication skills because most of their day is spent doing paperwork.
- If you enjoy working with numbers, problem-solving and meeting new people, then becoming an insurance broker could be right for you.
- The amount of money an Insurance Broker earns can vary from an entry level salary to in the hundreds of thousands of dollars per year, depending on his or her education, experience, work ethic and method of compensation.
- There are significantly more men than women occupying top managerial positions in insurance brokerages across Canada.
- Some drawbacks to being an Insurance Broker are that your schedule is rigid, the office environment is boring, and the benefits packages are typically less than other financial institutions.

What is an Insurance Broker? - Answer Key

Please mark the following statements either *True* or *False*:

- T Insurance Brokers are required to be licensed in order to work with the general public.
- F You must have a university degree to be an Insurance Broker.
- F Insurance Brokers work for insurance companies.
- F An Insurance Broker is the same as an Insurance Agent.
- T Many Insurance Brokers are well-respected members of their community, who often volunteer time and/or financial support to worthy causes.
- F Insurance Brokers do not need to have strong communication skills because most of their day is spent doing paperwork.
- T If you enjoy working with numbers, problem-solving and meeting new people, then becoming an insurance broker could be right for you.
- T The amount of money an Insurance Broker earns can vary from an entry level salary to in the hundreds of thousands of dollars per year, depending on his or her education, experience, work ethic and method of compensation.
- F There are significantly more men than women occupying top managerial positions in insurance brokerages across Canada.
- F Some drawbacks to being an Insurance Broker are that your schedule is rigid, the office environment is boring, and the benefits packages are typically less than other financial institutions.

Wheel of Fortune / Hang-Man

Materials needed:

- Board to write on
- Spinning wheel with dollar amounts or points
 - Alternatively, you can write down numbers on the board, in a column, and move your hand up and down, telling the audience to yell “STOP”...and that will be the \$ amount

Split the class into groups.

Write the spaces for a word or phrase on the board.

le. _

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Answer: Insurance is everywhere

Each group will “spin the wheel” and then give you a letter from the alphabet.

If the letter is a part of the answer, then write the letter in, and give them the points. If they do not get the answer, then it is the next group/person’s turn to spin the wheel.

Be sure to write the letters that have already been used somewhere on the board, so that they are not repeated.

The team with the most points wins. It may be that the person who provides the final answer gets a prize.

Possible phrases / words:

- INSURANCE IS EVERYWHERE
- FIND YOU PLACE IN INSURANCE
- BROKERS ROCK
- CHARTERED INSURANCE PROFESSIONAL
- UNDERWRITER
- ACTUARY

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Word / Image Card Game

The objective is to help your audience better understand the insurance industry or your job through the use of word or image cards. There are a lot of different ways to execute this activity.

OBJECTS:

Use words or images that show types of risks (business). This is a great way to show what insurance is for.

Types of Insurance:

Words may include travel, auto, home, business (florist, manufacturer, retail store), pet, etc.

Sports & Entertainment insurance:

Words may include concert, music videos, hockey, animals, tv, football, etc.

SUBJECTS:

Use words or images which reflect “soft skills” used in your daily routine. This is a great way to show what skills and interests you need for your job.

Soft Skills: Words may include organization, support, working with people, travel, creative, curious, mediator, etc.

- Pick 6 key words or images that you come across in your daily interaction with customers and business.
- On 8.5 x 11 paper, create word or image cards using each of these words/images.
- Prepare questions for the word cards such as: who has been to a concert in the past 6 months? Who enjoys working with people?

Facilitation:

1. To get everyone involved, ask the audience to stand up.
2. Ask your audience a question which corresponds with each of the words. ie. Who has purchased flowers for their mom or girlfriend? Who is organized?
3. If they relate to the question, have them sit down.
4. For one of the individuals that sits down, have them hold onto the word/image card.
5. Continue with each question until all the cards have been distributed. Ask anyone who is still standing to sit down.
6. Ask those with a card to stand up. (or have them come to the front of the room). Walk over to the first card and explain how your role, or insurance in general plays a part in this “word”.
 - For example: “Concerts need to be insured to protect the band and organizers in case of theft, loss, injury, etc.” Provide an example (war story) or brief anecdote.
 - For example: “Working with people is a big part of being a (broker, adjuster...) as working effectively with people is essential to ensuring they receive the best possible service in case of a loss or to prepare their coverage.

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