



Hands on Banking resources found at:

[http://www.handsonbanking.org/nav\\_elements/teachers\\_guide\\_PDF/Kids\\_T\\_Guide.pdf](http://www.handsonbanking.org/nav_elements/teachers_guide_PDF/Kids_T_Guide.pdf)

## Lesson 1: Money and Budgeting

### Introduction (12min)

- SIFE team what we will be doing
  - Explain parent letter, scholarship opportunity, (2min)
- Question Game (10min max)
  - Kids draw from the bag have them say their name first then answer the question they pull out.

### Test (8min)

- Pass out pretest

### Introduce Reward System (5min)

- Hand out packets
- Tell them how we will be using a savings register to keep track on how much money they earn and at the end of the week they will be able to buy a piggy bank and other surprises
- In class assignment are worth fake money and homework assignments are also worth fake money
- Once we come around and star the page you get to write the amount you received in your register
- We will have a class register so you will do it together

### Vocabulary Story (15-20min)

- Write the seven words on the board
  - Money, savings, budget, banks, salary, atm, accounts, ethics
- Put the kids into groups of four and write a story using those words.
- After they are done with the story have them act it out

### “Going Camping” Activity (20min)

- Start by asking the class what they think budget means
  - Tell them budgeting is like a trade-off. Money is a limited resource and we must choose how best to spend it. We must trade one thing for something else that is more important.
  - Tell students we are preparing for a camping trip (pretend). Hand out Camping Worksheet.

- Help students work through worksheet, they may work in groups and discuss thoughts
- After everyone finishes, have a class discussion regarding why they chose what? What would happen if they had spent over their \$120?
- Conclude by telling this concept is called budgeting: organizing your money and how you're going to spend it. Tell them businesses and parents do this. Have a class discussion about this and if they have seen their parents doing this.

Homework (3 min)

- Pass out Word Search

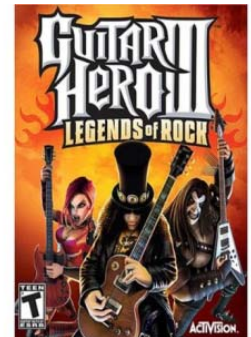
Extra (optional)

- Budget Game
- Start on homework with them

### Kids Bank Pre/Posttest

1. Do you save your money?
2. If yes, how much do you save?
3. Have you ever set a savings goal? (For example: Saving your money for something you really want to buy.)
4. Were you successful? Did you reach your goal?
5. Do you ever pay attention to prices while shopping or eating at a restaurant? (like at McDonald's, Walmart, or Hyvee)
6. Have you ever talked to your parents about saving money?
7. Do you think it is important to save your money?
8. Why do you think it is important to save?
9. If the bank gave you too much money, would you tell them and give it back?
10. What do you think it means to be ethical?

### Items to put on poster



Worksheet

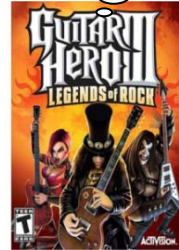
CD  
\$15.00



Tennis Shoes  
\$60.00



Video Game  
\$40.00



Backpack  
\$25.00



Movie  
\$20.00



Scooter  
\$45.00



Sweatshirt  
\$24.00

After saving for a few months, you have \$80 to spend at the mall. Choose which items you would like to buy with your money without going over the \$80. Sales tax is included in the price.

# Getting Ready for a Camping Trip

Price of Supplies: pick what is most important for your trip.

Backpack: \$40

Flashlight: \$8

Binoculars: \$30

Lightweight radio: \$30

Canteen: \$6

Matches: \$3

Compass: \$10

Rain Poncho: \$5

Cooking Set: \$30

Sewing Kit: \$3

Emergency Blanket: \$15

Six-inch Hunting Knife: \$12

Emergency Candle: \$7

Swiss Army Knife: \$25

Emergency Supply Kit: \$25

Tent for Two People: \$35

Emergency Towel: \$3

Tent for Three People: \$60

Fire-Starter Kit: \$7

Utensils: \$3

**Spending Amount: \$120**

On another piece of paper make your list. Then answer the questions:

Which Supplies are you to buy? Why?

Which will you choose to go without? Why?



## Lesson 2: Savings Accounts

### Intro (2 min)

- Review what they learned from the previous day
  - What is a budget? Why is a budget important? What is a salary?

### Start with new questions (2min)

- Can you think of an ethical situation?
- Where is a safe place where you can keep your money?
- Why would you recommend someone to open a savings account?

### Facts (5 min)

- Savings means putting money aside for the future.
- Banks/Financial Institutes help people save their money and offer incentives or rewards. These incentives are called “earning interest”
- Amount of interest varies with accounts/banks
- Pay yourself first if you want to be better saver – explain.

### Deposit Slip Activity (10)

- Set up overhead
- To put money in your savings account at the bank, you fill out a deposit slip. You give it to the bank teller who will take care of the rest!
- Go through activity with students. Have them participate and come up to the overhead.

### Savings Withdrawals (10)

- After you have deposited money in a savings account, you can make a withdrawal at the bank or by using an ATM
- If you withdrawal using an ATM, you will use a debit card and your personal identification number or PIN. Your PIN is a number only you should know. If someone else has your number, they might be able to take money out of your account so never tell anyone your PIN
- If you are making a withdrawal at the bank, you will fill out a withdrawal slip to give to the teller
- Lead students through the Savings withdrawal worksheet.

### Tracking your savings: Savings Register (10)

- As part of the service they provide, banks keep track of their customers' savings accounts. However, it is the account holder's responsibility to also keep track of all account transactions
- When you open a savings account, the bank provides you with a savings account register to track your deposits and withdrawals
- It is important for students to use their savings account registers, and to make careful, accurate calculations.
- Lead student through the Savings Register Worksheet.

### Homework

- Hand out the money word jumble
- Star homework from previous day
- As a class update register with previous day's homework

### Extra Time

- Talk about savings goals
- Help with new homework
- Talk about Ethics

## Lesson 3: Checking, Credit and Interest

### Review

- Ask the students what they learned from the previous day

### Writing a Check (10 min)

- Checking accounts, like savings accounts, are part of an individual's personal money management system. Checking accounts are very similar to savings accounts. Both types of accounts keep your money safe, and both are very easy to access if you need cash.
- Checking accounts are designed to be day-in and day-out money-management tools, while savings accounts are designed for long-term money-management. Unlike savings accounts, banks expect people to make frequent withdrawals and deposits to checking accounts.
- Checks can be used to make purchases, just like cash, and they help people pay bills or make simple purchases without carrying around cash or sending it through the mail.
- It's important to understand that in order to write a check, there must be sufficient funds in the checking account to cover the amount. Writing a check when you know there is not enough money in the account to cover it is a violation of the law. This is called writing a "**bad check**." Individuals who write "bad checks" may be fined or otherwise punished.
- Lead students through the Writing a Check Worksheet.

### Checking Register (10min)

- Keeping track of your checks is easy. Remember your savings account register? Well, when you open a checking account, you get a register, too – a **check register** to keep track of the checks you write.
- You need to take personal responsibility for tracking your own checking account. It's very important to know exactly how much money you have available to spend so that you won't write a check for more money than you have in your checking account. This is called writing a **bad check**.
- Writing bad checks has costly consequences. The bank will charge you a fee, and if you wrote the check to a store, they may charge you, too. Plus, it may cause you financial problems in the future when you try to borrow money from a bank. Banks won't lend money to customers who have not been responsible managers of their money.
- Lead students through the Check Register Worksheet.

### Credit and Interest (15 min)

- With another group member or by yourself, perform a skit about a person who needs money. Pretend and think aloud about your situation.  
Say, "I really need to buy a new piece for my car but I don't have the money now. If I do not have this piece, I will not be able to drive my car to work or else I have no way of getting there. I need to borrow some money. I will work with the people at the store to see if they will let me buy on credit and pay them some

money each month. I might have to pay extra since I'm buying on credit but I need this piece now and don't have the money."

- Have student get out their credit worksheet. Work out the first one on the board with them, and then have them finish the rest. Have few come up and show the examples they made.
- Help them through the vocabulary. Ask if they have heard their parents using these words.
- Tell the students they will have 5 minutes to work through the true or false questions. Then come back as a group and talk about them.

**Finish the lesson by having the students fill out their registers.**



## Lesson 4

**Materials:** Multiple copies of the board game Payday (trademark under Hasbro, Inc), pencils, calculators.

### Introduction

- Collect worksheet from the day before.
- Introduce Payday, ask if any of the students have played it before.
- Divide the students into groups of four and assign one SIFE student per group to supervise.

### In-group

- Explain the game to the students, use directions provided by Pay Day.
  - We will be playing the game for 2 mo.(this should take about 45 minutes to an hour)
  - Player with the most cash at the end of the game is the winner
  - Assign a banker and loan record, explain jobs.
  - Each player begins with \$3,500
  - Briefly explain deals and mail. Let them know that they can take out a loan to pay for a deal or mail but that there is 10% interest in doing so.
  - The spots on the board are described in the directions provided. It is not necessary to explain those before the game but rather refer to them as you play.
  - **Rolling a 6=JACKPOT-wins all the money.**
  - On Pay Day the students earns \$3,500 from the bank. Pay off any loans or bills. Then go back to start to begin the next month.
- Begin the game by placing everyone's token on the Sunday Start place. Pick the player to roll first.
- Everyone plays (including banker and loan keeper). SIFE member can supervise or play depending on how many pieces there are.

### After the Game

- When they are done playing, ask them how Pay Day mimics real life. Other questions could be:
  - What would you have done differently while playing?
  - How did buying and sealing deals affect the game?
  - What other things might you have to pay for that were not included in the game?
  - How does saving affect what you were able afford?
- After your group has finished the discussing help them brainstorm ideas of what they can save for. Help them to think of realistic things and create long-term goals. They do not need to write anything down but this is a good way to get a head start on the next lesson when we introduce the piggy banks and savings goals.

## **Lesson 5: Practice Centers and Savings Goals**

### **Introduction**

1. Explain to students that they will be visiting three different centers that will allow them to practice what they have been learning in lessons.
2. Pass out debit cards and register sheets.
3. Break students into three groups and explain how the centers will work. Emphasize the importance of waiting quietly in line until it is your turn.
4. Let them know that one person will be walking around if they have questions or need any help filling out their checking or savings registers.

### **Bank Teller: Savings Deposit**

**Materials:** Savings deposit scenario slips, savings deposit slips, savings deposit receipts, teller window.

1. Kids will be sitting on the floor in a row waiting their turn to visit your counter (you may have to put them in a random order if it seems like they cannot form themselves in a line in a civil manner).
2. You will give everyone in your group a scenario paper and savings deposit slip.
3. Tell them to fill out their deposit slip according to their scenario for today's date while they are waiting their turn to visit the "Bank Teller."
4. Then call them up one at a time, check that everything is correct on their deposit slip according to their scenario slip, and fill out a receipt to give to them.
5. Have them sit in the back of the line and fill out their savings account register (have them show you their register sheet and point out for them to write it on the savings register, not checking.)

### **ATM: Savings Withdrawal**

**Materials:** Savings withdrawal scenario slips, debit cards, play money, ATM.

1. Kids will be sitting on the floor in a row waiting their turn to visit your counter (you may have to put them in a random order if it seems like they cannot form themselves in a line in a civil manner).
2. Give students a scenario paper.
3. Tell students when their turn is done at the ATM to take a seat in the back of the line and enter the transaction into their savings register, not checking register because they are withdrawing from their savings account.
4. When student approaches, take their scenario slip and say "Please swipe your card."
5. Once they have swiped their card, say "please enter your four digit Personal Identification Number or PIN ." (student enters number into the calculator)
6. "Please enter the amount you would like to withdraw." (student enters amount into calculator).

7. You can then say, "Processing your transaction." Then slide out a fake bill for the amount they entered through the tray. The scenario slip will tell you the amount.
8. You can end with, "Thank you, Come again!"

### **Mall of Lamoni: Writing a Check**

**Materials:** Product poster, checks, Mall of Lamoni receipts, calculator.

1. Students will be sitting on the floor in a row waiting their turn to visit your counter (you may have to put them in a random order if it seems like they cannot form themselves in a line in a civil manner).
2. You will give every student a check.
3. Tell students to choose an item from the poster (use the poster from Lesson 1) to purchase at the Mall of Lamoni.
4. Have them fill out their check for the item they choose as they are sitting in line. They can fill out the Pay to the Order line (Mall of Lamoni), the date (today's date), the memo (write the name of the item they choose), and sign the check. Tell them do not fill out the amount until they get to the counter. You will calculate a 10% sales tax for them (use your chart to determine the tax for the item they choose) then they will fill out the amount.
5. Tell students that after they have purchased their item with you to sit at the back of the line and fill out their checking register, not savings register, and calculate their new total.
6. When they get to the counter, ask them which item they chose, tell them the amount of sales tax and the total for their item. Have them fill in the amount and in word form.
7. Make sure they have every part of the check filled out correctly then give them a receipt.

### **Debrief**

1. After the centers, discuss with the students and see if they have any questions.

### **Savings Goals**

1. Discuss Savings Goals and give examples (money for clothes, CD, bike, car, college, etc.)
2. Students write out their own savings goals on Savings Goals Worksheet.
3. Help them develop specific actions that can help them reach these goals.
4. Hand out piggy banks and explain the importance of saving, even if it's just pennies. "A penny saved is a penny earned."

Name: \_\_\_\_\_

### SAVINGS GOALS

Work with to set short-, medium- and long-term goals. Get think about the things you want and any associated trade-offs between what they want now and what they want later.

| Short-Term Goals (weeks) | Mid-term Goals (months) | Long-Term Goals (<1) |
|--------------------------|-------------------------|----------------------|
|                          |                         |                      |

| Month | Saving Goal \$1 | Saving Objective (What are you saving for?) |
|-------|-----------------|---|
| 1     |                 |   |
| 2     |                 |   |
| 3     |                 |   |
| 4     |                 |   |
| 5     |                 |   |
| 6     |                 |   |
| 7     |                 |   |
| 8     |                 |   |
| 9     |                 |   |
| 10    |                 |   |
| 11    |                 |   |
| 12    |                 |   |

Debit Card

**BANK OF LAMONI**

1111 2222 3333 4444

**EXPIRATION** May 2010

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Debit Card

**BANK OF LAMONI**

1111 2222 3333 4444

**EXPIRATION** May 2010

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Debit Card

**BANK OF LAMONI**

1111 2222 3333 4444

**EXPIRATION** May 2010

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Debit Card

**BANK OF LAMONI**

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**EXPIRATION** May 2010

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**BANK OF LAMONI**

1111 2222 3333 4444

**EXPIRATION** May 2010

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### Savings Deposit Scenario Slips



It's your birthday! You just received \$20 from your grandmother. You are a smart saver so you spend \$5 and deposit the remaining \$15 into your savings account.



You mowed your neighbor's lawn and he paid you \$15. You're a smart saver so you are going to deposit all \$15 into your savings account.



You completed all your chores this week, so your parents give you an allowance of \$5. Because you are such a smart saver, you deposit it into your savings account.



You got \$15 from a friend for your birthday! Since you are a smart saver, you spend \$5 and decide to deposit the remaining \$10 into your savings account.





**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

**SAVINGS DEPOSIT**  
**RECEIPT**

Account Number  
987612345

Amount Deposited  
Cash \$

Thank you!

### Savings Withdrawal Scenario Slips (ATM)



You need to withdraw \$20 from your savings account to buy groceries. You go to the ATM and use your debit card to withdraw the money. Your Personal Identification Number (PIN) is 2772.



You are going to Pizza Hut for lunch and want to withdraw \$15 from your savings account before you go. You go to the ATM and use your debit card to withdraw the money. Your Personal Identification Number (PIN) is 2235.



You need to withdraw \$20 from your savings account to fill your car with gas. You go to the ATM and use your debit card to withdraw the money. Your Personal Identification Number (PIN) is 1223.



It's your friend's birthday and you want to buy a present. You go to the ATM to withdraw \$15 from your savings account to buy the present. You use your debit card and your Personal Identification Number (PIN) is 7899.



You want to buy a new baseball/softball glove for this season. You go to the ATM to withdraw \$25 from your savings account. Use your debit card and Personal Identification Number (PIN) which is 4488.



You want to buy your mom flowers for her birthday for \$10. You go to the ATM to withdraw the money from your savings account. Use your debit card and Personal Identification Number (PIN) which is 9191.



Checks for Mall of Lamoni

|  |            |
|--|------------|
| Zing A. Ling<br>100 Milky Way<br>Planet Mars | 104        |
|  | Date _____ |
| Pay to<br>the order of _____                 | \$ _____   |
| _____  | Dollars    |
| Bank<br>Street Address<br>City, State 12345  |            |
| Memo _____                                   |            |
| ⑆123400056⑆ 98765432⑆0104                    |            |

|  |            |
|--|------------|
| Zing A. Ling<br>100 Milky Way<br>Planet Mars | 104        |
|  | Date _____ |
| Pay to<br>the order of _____                 | \$ _____   |
| _____  | Dollars    |
| Bank<br>Street Address<br>City, State 12345  |            |
| Memo _____                                   |            |
| ⑆123400056⑆ 98765432⑆0104                    |            |

|  |            |
|--|------------|
| Zing A. Ling<br>100 Milky Way<br>Planet Mars | 104        |
|  | Date _____ |
| Pay to<br>the order of _____                 | \$ _____   |
| _____  | Dollars    |
| Bank<br>Street Address<br>City, State 12345  |            |
| Memo _____                                   |            |
| ⑆123400056⑆ 98765432⑆0104                    |            |

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$

Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Mall of Lamoni**

**RECEIPT**

Price.....\$


Tax.....\$

**TOTAL.....\$**

**Thank you!**

**Reward Registers:**

**Front:**



**Name:** \_\_\_\_\_

**Inside:**

Blank area for recording reward information.

# Pictures of Centers



ATM

Teller Window



Mall of Lamoni