BANKING ON OUR FUTURE℠

HOPE Corps Volunteer Guide

kids

BANKING ON OUR FUTURE

OPERATION HOPE

The Mission of Operation HOPE is to expand economic opportunity in underserved communities through economic education and empowerment. Ope ration HOPE improves the economic quality of life for individuals, families, and communities through programs that create stakeholders: converting check cashing customers into banking customers, renters into home owners, small business dreamers into small business owners, and minimum wage workers into living wage workers.

Operation HOPE works to eradicate poverty as we know it in our lifetime through the Silver Rights Movement. At the core of HOPE empower the wealthless, is a movement to establish òsilve to financial literacy, access to capital, and equality of opportunity for the underserved. This new movement is focused on freeing and en as it is about growing net worth and advancing economic standing.

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welcome to Banking on Our Futureôs HOPE Corps volunteer guide!

Banking on Our Future (BOOF) is a financial education program within Operation HOPE. BOOF works with the public and private sectors to educate youth in grades 4 through 12 and adults. Established in April 1996, the BOOF program has educated hundreds of thousands of youth using math and social studies standards-based programs, which teach the fundamentals of financial literacy. The BOOF program consists of 5 modules: 1. A Course in Dignity, 2. Basics of Banking, 3. Checking & Savings, 4. The Power of Credit and 5. Basic Investments. Banking on our Future is in 16 US markets and 7 provinces in South Africa.

before you enter the classroom:

some advice and hints

- Make sure that youõre familiar w
meet your class. Understand the c
that day, all vocabulary terms, any activities, and specific skills that students will need to learn. Since many of the students will be unfamiliar with the financial concepts discussed, make sure that you can explain concepts in terms that the students will understand. Use familiar words and helpful examples to explain concepts such as òcredit

- Focus on any vocabulary terms your students will be discussing that day. Write these terms on the board or discuss them with the class so they are familiar with the terms.

- Make sure that your students understand the math involved in the lesson. It is a good idea to do a practice question or two on the board if your students seem to be having difficulties with the math.

- Each student will receive a copy of the Student Guide that contains the worksheets in this package. They should have everything they need, with the exception of a pen or a pencil. Note: Usually the student will have their own pen or pencil.

- Praise your students when they grasp the concepts. Allow them to work in groups to help their classmates learn the concepts too.

- Make the lessons to bring your Donõt forg
enthusiasm, sense of humor, and patience. Your students will be a joy to work with if you bring these essential tools.

guide:

This course is divided into five modules. While there is a lot of information to cover in each session, this information is arranged in a wayñ and should be presented in a wayñ that allows students to easily grasp the mathematical and financial concepts that you will
lesson plan includes, at a minimum, a discussion of concepts, vocabulary words, suggestions for discussion, worksheets, and often a game. Activity pages that involve mathematical calculations include both a student and teacher version. The studentõs version can be duplicat
transparency for a whole-class activity.

educational standards:

The Banking on Our Future lessons and modules have been aligned with the Principles and Standards

The Banking on Our Future lessons and modules have been aligned with the Curriculum Standards for Social Studies compiled by the National Council for the Social Studies (NCSS Bulletin 89).

standards covered in this curriculum include the following:

Ia. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;

IIf. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues;

IIIc. use appropriate resources, data sources, and geographic tools, such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;

IIIg. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;

IIIj. observe and speculate about socialand economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;

IIIk. consider existing uses and propose and evaluate alternative policies for the use of resources and land in home, school, community, the region, and beyond;

IVd. show how learning and physical development affect behavior;

IVe. identify and describe ways family, groups, and community influence the individuals daily life and personal choices;

IVg. analyze a particular event toidentify reasons individuals might respond to it in different ways;

IVh. work independently and cooperatively to accomplish goals;

Vc identify examples of institutions, and describe the interactions of people with institutions;

Vf. give examples of the role of institutions in furthering both continuity and change;

VIa. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;

VIc. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;

VIg. explore the role of technology in communications, transportation, information -processing, weapons development, or other areas as it contributes to or helps resolve conflicts;

VIIb. distinguish between needs and wants;

VIId. give examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;

VIIf. describe the influence of incentives, values, traditions, and habits on economic decisions;

VIIg. explain and demonstrate the role of money in everyday life;

X. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

module objectives:

1. Students will define and understand dignity in their own culture as well as in others.

2. Students will learn and understand the dignity principles.

3. Students will use their five senses to understand how dignity relates to them individually.

4. Students will learn and understand the dignity project.

concepts covered:

- The Definition of Dignity
- Global Dignity ñ crossing cultural boundaries
- The Dignity Principles
- Five Senses of Dignity
- The ABCs of Dignity

module 1:

a course in dignity

classroom preparation:

Each classroom should be equipped with the following:

White or black board and/or flip charts
Markers or chalk

Students should have access to the following for their teaching session:

Paper or Dignity Student Worksheet
Pen or pencil

A Course in Dignity is a global curriculum for teaching youth the fundamentals of dignity in society, as well as in their daily lives. Working with children from all over the world, we wish to instill and inspire a new, more positive, inclusive, and interconnected value proposition for their lives as they grow into adulthood.

The goal of òA Course in Dignitye volunteers, educators, mentors, and individuals with the tools necessaryto empower youth to understand the importance of living a dignified life, and how to make it happen in their life and the lives of others.

5 min introduction

- Introduce yourself, and let the students know why you are there. Share with them some information about yourself such as your background and what you do for a living.

- Then ask each student their name, and ask them to share one thing that is important to them. Ask them to write down that one thing. (encourage students to use the space provided on the student worksheet).

10 min lesson 1: what does dignity mean to you?

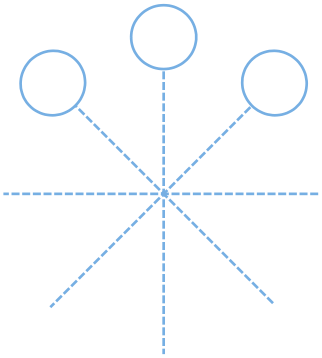
The objective of Lesson 1 is for the students to define and understand dignity in their own culture as well as in others.

- Utilizing the brain map exercise, pose the following question to the students: What is dignity?

- Ask the students how they would describe or define dignity and to write down what their meaning of dignity is. If the students are having difficulty, give them one example of someone who you believe is living a dignified life, and ask them to give you an adjective that describes how that person feels.

- Next, ask the students if what they have described relates only to one culture. If a student answers yes, ask them to explain why. If a student answers no, ask the group of students if they agree, and let them know that you would like to invite them to join you in exploring global dignity.

- Start by sharing your own culture's definition of dignity, and provide the students with a multicultural definition. Ask the students to tell you what they found as the common thread of dignity in the multicultural definitions (see student worksheet).



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lesson 2: the dignity principles

5 min

The objective of Lesson 2 is for the students to learn and understand the dignity principles.

→ Write down the dignity principles on a board or refer to the student worksheet.

→ Share that now that they understand the core definition of dignity in their life and in cultures across the world, it is now time to look at putting the concept of dignity into action using the dignity principles.

---

5 min

→ Go through each dignity principle and ask if they have any questions and ask volunteers to give an example of a principle in their own life.

1. Every human being has a right to lead a dignified life.
2. A dignified life means an opportunity to fulfill oneõs potential, which is based on having a human level of health care, education, income and security.
3. Dignity means having the freedom to make decisions on oneõs life and respect for this right must will
4. Dignity should be the basic guiding principle for all actions.
5. Ultimately, our own dignity is interdependent with the dignity of others.

lesson 3: five senses of dignity

10 min

The objective of Lesson 3 is for the students to use their five senses to understand how dignity relates to them individually.

→ Begin this section by asking the students to find a fixed object in the room and stare at it. Then clasp their hands together. Then take a deep breath through their nose. Then swallow. Then listen. Pause after you say listen for five seconds and let the students sit in silence.

→ Now share with the students that all five senses should be used to make dignity a reality in their lives and in the lives of others.

→ Start with sight and ask the students to take five minutes to draw a picture of a person who is living a dignified life, and living by the dignity principles. At the end of five minutes, ask the students to envision what they hear in this picture and to write down the sounds. Then ask them to write down what they would smell. Continue by asking them to write down how this person feels physically at that moment. Then ask them to write down what taste this person would have in their mouth. (utilize the space provided on the student worksheet.)

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5 min

→ Answer any questions that the students may have.

→ Ask for a few students to volunteer to share the full description of the five senses picture of dignity.

→ Commend all students for a job well done!

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5 min

→ As you conclude this section, ask the students to refer back to the one thing that they described as very important to them in the beginning of the lesson.

→ Ask them to think about if and how this important thing can help them live a life based on the dignity principles.

10 min

lesson 4: the abcôs of living with

The objective of Lesson 4 is for the students to learn and understand the Dignity Project.

- Go through each letter of the alphabet, and assign a letter to each student. Continue to go around the room until each letter is assigned.
- Give praise and kudos to your students for a job well done.
- Start with òAó, and ask the student to give you an example of dignity beginning with that letter. Continue at a swift pace until you reach the end of the alphabet.

Examples:

A	Accept differences
B	Be kind
C	Count your blessings
D	Dream
E	Express thanks
F	Forgive
G	Give freely
H	Harm no one
I	Imagine more
J	Jettison Anger
K	Keep confidences
L	Love truly
M	Master something

N	Nurture HOPE
O	Open your mind
P	Pack lightly
Q	Quell rumors
R	Reciprocate
S	
T	
U	
V	
W	
X	
Y	
Z	

-
-

name

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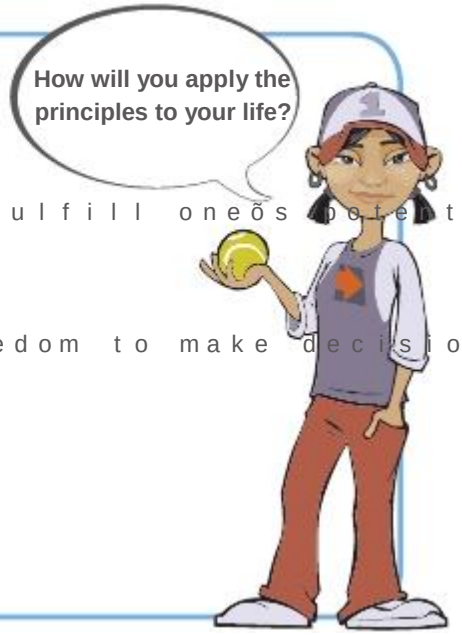
a course in dignity

1. What is one thing that is impo rtant to you?

2. How would you describe or define dignity in your own words?

dignity principles



1. Every human being has a right to lead a dignified life.

2. A dignified life m e a n s a n o p p o r t u n i t y t o f u l f i l l o n e ô s p o t e n t i a l , w based on having a human level of health care, education, income, and security.

3. D i g n i t y m e a n s h a v i n g t h e f r e e d o m t o m a k e d e c i s i o n s o n to be met with respect for this ri ght.

4. Dignity should be the basic guiding principle for all actions.

5. Ultimately, our own dignity is interdependent with the dignity of others.

name

---

a course in dignity

GLOBALDIGNITY

five senses of dignity

Using the five senses,
what would a person
living a dignified life see?
Smell? Taste?
Hear? Touch?

the abcôs of living with dignity

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	

N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

using dignity in other BOOF lessons

Module 2
BASICS OF BANKING

- Dignity allows you to know you have the right to the best resources of banking and financial services.

Module 3
CHECKING AND SAVINGS

- Dignity provides you with the sense of responsibility and discipline in managing your personal finances.
- If you have dignity, you wonõt spend money you donõt have o

Module 4
POWER OF CREDIT

- Dignity means keeping your promise to pay your bills on time, thus maintaining a good credit rating.
- Dignity allows you to make appropriate choices as to when to use credit.

Module 5
BASIC INVESTMENTS

- Dignity influences the types of investments you participate in.
- Dignity gives you the confidence to do your research and gain knowledge prior to making the investment.

➔ **HOPE Corps volunteer tip:** Try to incorporate not only these ideas throughout the modules, but also include your own ideas.

definitions of dignity

world dignity forum

What do we mean by dignity? Dignity is a universal human concern. Its moral agenda is to attempt a dual evolution of the individual community, on the one hand, and the social formation, on the other. In terms of the individual or the collective it assigns equal worth to all, without any distinction of color, race, caste, gender, ethnicity, ability/disability, or language. It is intrinsically valuable and is hence non-negotiable. Dignity must be deployed as a moral concept, in order to measure the degree of decency of a civilization. The concept of dignity is therefore aimed at regulating the protocols that may undermine the socio-economic basis of dignity. Dignity is further linked to the concept of autonomy, defined in terms of freedom that an individual seeks from multiple structures of domination. Backed by a framework of rights, dignity creates a sense of self-respect, which can be reflected in demeanor and body language.

Dignity for all these perceived ôthersõ is central to our endeavor. Self-perception lies at the very heart of dignity, and they must be combined with a recovery of truly democratic state. Employment, education, health, freedom from hunger, guaranteed livelihood, social security, and related economic and social rights are crucial in ensuring a dignified existence to all human beings. A perspective from the subalterns and the marginal is also important for ensuing minimum conditions for dignity. Dignity means freedom to live in peace, health and hope.

Source- © 2006 WORLD DIGNITY FORUM

swiss

òSwitzerland is convinced that peace and development can only be sustained if the international community is founded on freedom, democracy, and respect for human rights. Human dignity is our most precious asset. It must be defended at all times and in all places. We will champion this conviction at the UN to the full and without concessions. For as long as men and women are exploited, children are mistreated, and the death penalty is carried out, Switzerland will do everything within its power to defend human dignity.ó

Statement by H.E. Federal Councillor Joseph Deiss, Minister of Foreign Affairs of Switzerland, New York, 13 September 2002

turkish

ñSaygēnlēkò

Human dignity includes personal qualities such as consideration, empathy, humaneness, kindness, respectfulness, trust, and it can be reflected in safeguarding the individual right of privacy, and in treating others with respect, regardless of background.

Source- Nermin Ersoy, Ph.D. , Insaf Altun, MSN.
Kocaeli University Medical School , Dept Medical Ethics & Medical History, 41900 Derince, Kocaeli, TURKEY
Email: ersoynet@ato.org.tr
Eubios Journal of Asian and International Bioethics 8 (1998), 72-75.

hindu

What is dignity? Reverence for life. Whatever we purchase should have helped to promote national wealth, create local employment, and use local raw material. Freedom from corruption and exploitation, the process of production and distribution itself should have helped self-reliance. Gandhiji demonstrated that dignity lies not in what one wears but in self-reliance.

Source- Kulandhaisamy, Thiruvalluvar, Indiaõs National Newsletter, April 15, 2000

western

Pronunciation: ôdig

Etymology: Middle English dignete, from Old French digneté, from Latin dignitat-, dignitas, from dignus

1: the quality or state of being worthy, honored, or esteemed
2: a high rank, office, or position
b a legal title of nobility or honor
3: archaic :**DIGNITARY**
4: formal reserve or seriousness of manner, appearance, or language

Source- Merriam - Webster dictionary

buddhism

According to the Buddhism Society, for Buddhism the innate dignity of human beings does not stem from our relationship to an all-mighty God or our endowment with an immortal soul. It stems, rather, from the exalted place of human life in the broad expanse of sentient existence. Far from reducing human beings to children of chance, the Buddha teaches that the human realm is a very special realm standing squarely at the spiritual center of the cosmos. What makes human life so special is that human beings have a capacity for moral choice that is not shared by other types of beings. Though this capacity is inevitably subject to limiting conditions, we always possess, in the immediate present, a margin of inner freedom that allows us to change ourselves and hereby to change the world.

Source- Buddhist Publication Society Newsletter cover essay #38 (1st mailing, 1998)

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chinese

Chinese Pinyin:zun1 yan2

The Chinese **definition** of human is ò one with a heart disposed to kindnessó.

Underlying the non-discrimination principles to which China has bound itself under international human rights law, lies the pre-eminent value of human dignity. Human rights law, and legislation building on it, recognizes that it is *dignity* that persons are denied if their ability to either develop their competence, or to achieve the social and economic rewards of work and job promotion, are systematically disadvantaged.

Source- Paper presentation ICAS 2025 August 2005, Shanghai

muslim

Human Dignity is an important th eme of Islam; it runs throughout all its teachings. Dignity according to Islam is: Izzah (honor), Karamah (nobility), Qeemah (value), Shraf (distinction) Fadilah (virtue).

Dignity according to Islam is:

- To know yourself; To know your real worth and value; To know your position in the creation of Allah; know your role on this earth; To know your responsibilities towards yourself; your family; to other human beings and to the world at large.
- Dignity is in moral excellence; Giving rather than taking; Justice not injustice; Love, not hate, Faith in Îmân (faith), not in Kufr and faithlessness.

Islam stands for human dignity and honor and gives a very universal and comprehensive concept of dignity. It tells us that we must recognize our own worth and value. We must not lose this worth and value. It is a very precious gift of Allah. We must guard it. It tells us that we can increase our worth and value, and we can lose it too. It teaches us the ways to increase our honor. It also tells us that we must promote dignity and honor among all people in the world.

judaism

Jewish Tradition understands human being Elohim, made in the divine image. Humiliating a person denigrates the Divine Presence in the world, so Jewish tradition emphasizes the importance honoring each individual and protecting peopleõs dignity Judaism has long recognized that dignity depends in part upon sufficient food, clothing, and shelter, as well as honorable work. If someone is living in dehumanizing conditions, then immediate tzedaka is needed. The way tzedaka is given should help people to preserve their dignity.

Source- (From A Guide to Jewish Practice: Tzedaka, pp. 166-167, Dr. David A. Teutsch, Reconstructionist Rabbinical College Press, 2005, http://www.rrc.edu.)

notes:

module objectives:

In this module, students are introduced to the concept that money is earned and used to buy things. Students are also introduced to the basic concepts of banks and banking and how to keep a budget.

At the end of this module, your students will be able to:

- Explain the basics of banking and money.
- Explain the differences between credit unions and banks.
- Distinguish between earned and gifted money.
- Distinguish between needs and wants.
- Explain what a budget is.
- Explain how to use a budget.
- Explain the difference between a fixed expense and a variable expense.
- Explain how to be a smart shopper.

concepts to cover:

This module will teach basic concepts about money, including where it comes from and how itõs used, and how banks work; the module will also cover the importance of budgeting and smart shopping.

module 2:

basics of banking

math standards covered in this module include:

work flexibly with fractions, decimals, and percents to solve problems · understand the meaning and effects of arithmetic operations with fractions, decimals and integers · select appropriate methods and tools for computing with fractions and decimals from among mental calculation, estimation, calculators or computers, and paper and pencil, depending on the situation, and apply the selected method

social studies standards covered in this module include:

IIf. use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues; IIIg. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like; IIIj. analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought; IVh. Work independently and cooperatively to accomplish goals; Vc. describe the various forms institutions take, and explain how they develop and change over time; Vg. apply knowledge of how groups and institutions work to meet individual needs and promote the common good; VIa. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare; VIId. describe a range of examples of the various institutions that make up economic systems, such as households, business firms, banks, government agencies, labor unions, and corporations; VIIf. explain and illustrate how values and beliefs influence different economic decisions; VIIg. differentiate among various forms of exchange and money; X. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

vocabulary words:

bank
A place where you can deposit money to keep it safe, borrow money, and invest money.

budget
The person takes his gains, like his salary, and subtracts his expenses, coming up with a plan that allows him to determine his ability to purchase things.

credit union
Similar to a bank, a credit union is a non-profit organization that serves a specific group of people.

fixed expense
An item on your budget that remains the same every month, such as the cost of rent or a house payment.

money
A specific currency issued by each country that people exchange for goods or services.

barter
A way to trade a good for another good without using money (such as trading corn for a cow).

income
Salary or money that is received by an individual as payment for the completion of job.

need
Something that you need to buy or have in order to survive, such as food, housing, and transportation.

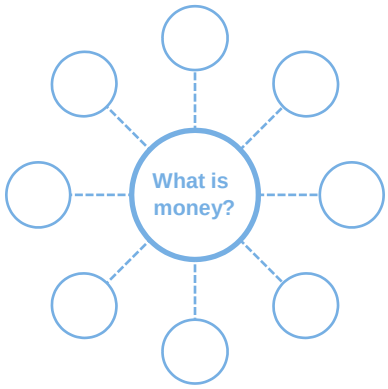
variable expense
An item on your budget that changes every month, such as expenses for movies or entertainment.

want
Something that you want to buy or for your survival.

lesson: basics of banking

Begin by asking students what they think about money. This should be a discussion that you lead.

Draw a brain map on the board to illustr ate how the conversation progresses. Start with a central bubble in the middle (What is money?) with lines and bubbles leading out from it. Include other concepts and ideas you will cover in the discussion.



you can ask prompts such as:

- What is money?
- What did people use before money? Explain bartering.
- Where does money come from? Explain that the government prints money through the treasury.
- Why do we need it?
- How do you feel about it?
- What was the last thing you bought?
- What was the last thing your mom or dad bought?
- Why did you buy it?
- How did you get the money to buy it?
- Was the item you purchased a want or a need?

notes:

→ HOPE Corps volunteer tip: If students offer an answer that i s n õ t q u i t e r i g h t , t r y t o l e a right direction through prompts.

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HOPE corps volunteer worksheet:

answer key:

1. Circle all of the money that Gabe wasgiven as a gift. What is the total amount of money that was a gift?
Circle: Birthday check from Grandma Kay $20.00;
Birthday check from Auntie Ella $15.00. Total gifted money: $35.00

2. Underline all of the money that Gabe earned. What was the total amount of money that Gabe earned from working?
Underline: Money for cleaning the garage $10.00; Money for walking my little sister to soccer practice for 1 week $5.00;Money for washing my dadõs car $5.00; Money for planting my grandmaõs flower garden $7.00. Total earned mone

3. What is the total amount of money when you add the money that Gabe received as a gift and the money that Gabe earned?
$62.00

4. What does it mean to earn money?
Earned money is money that you make by completing a job or a task for someone.

5. Have you ever earned money? What did you do to get this money?
Answers will vary...

6. Gabe wants to buy a new video game with the money he earned and was given for his birthday. It costs $30.00, including tax. Gabe wants to put the rest of the money in the bank. After he buys the video game, how much money will he have left?
$32.00

7. Can you think of other ways that you can earn money? Write these ways down.
Answers will vary. May include: babysitting; doing chores for mom or dad, weeding garden, running errands, cleaning house, walking dog, washing car, helping parents, mowing lawn, etc.

Birthday check from Grandma Kay
$20.00

Money for cleaning the garage
$10.00

Money for walking my little sister to soccer practice for 1 week
$5.00

Money for washing my d
$5.00

Birthday check from Auntie Ella
$15.00

Money for planting my flower garden
$7.00

➔ **HOPE Corps volunteer tip:** Even though students have calculators, encourage them to do the calculations with pen and paper to practice their math skills.

name

.....

1. Circle all of the money that Gabe was given as a gift. What is the total amount of money that was a gift?

.....

2. Underline all of the money that Gabe earned. What was the total amount of money th at Gabe earned from working?

.....

3. How much is the total of gifted and earned money?

4. What does it mean to earn money?

5. Have you ever earned money? What did you do to get this money?

---

6. Gabe wants to buy a new video game. It costs $30.00, including tax. Gabe wants to put the rest of the money in the bank. After he buys the video game, how much money will he have left?

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$5.00

Birthday check from Auntie Ella
$15.00

Money for planting m
flower garden
$7.00

game: learn it and earn it!

Have students split up into groups of 4 to 5. Explain that by answering a question correctly, each team will get to draw from the pile that youõre h from material that theyõve learned in the lesson

Earn It!

questions:

1. What is a bank?
A place where you can deposit money to keep it safe, borrow money, and invest money.

2. What type of institution is similar to a bank but is a non-profit that serves a specific group of people?
Credit union

3. What does bartering mean?
Exchanging one good for another.

4. Where does money come from?
The government prints and regulates it.

5. You got a check from your dad for your birthday. Is this money a gift or money that you earned?
Gift

6. Say that you mowed four lawns in your neighborhood. Each person paid you $5 for each lawn. How much did you earn?
$20.00

7. Uh-oh! Your dog dug a hole in your
You have to pay him ten dollars from the money that you earned for mowing those lawns. If you earned $20, how much money do you have left after paying him?
$10.00

8. Say that you really want to see a new summer superhero movie. Is this a want or a need?
Want

9. Your sister has to get eyeglasses. Is this a want or a need?
Need

10. Your father said that if you earned fifty dollars, he would contribute an equal amount of money towards buying a bike. How much money is your dad going to contribute?
$50.00

11. The bike costs $300.00. How much more money do you need to earn, after the $50 you earned and the money that your dad contributed?
$200.00

12. You agree to help your little sister with her homework to earn the rest of the money for the bike. You need $200.00 more. Your mom will give you $5.00 for every hour that you help your sister. How many hours will you need to work to make the $200.00?
40 hours

13. Your friend has to go to the doctor because he has an ear infection. Is this a want or a need?
Need

14. You will use your bicycle to get back and forth to school. Is the bike a want or a need? Explain.
Need. You need your bike for transportation to school, just like people need a bus pass or a car to get to work.

15. Your big sister doesnõt want to open a bank account. She says sheõll save her money in a bag under her bed instead. Explain why this isnõt a good idea.
Her money could be lost or stolen, or the dog might eat it. You can also explain that it is also harder to save your money when itõs under your bed, because youõll be tempted to spend it.

ñlearn it and earn it!ò game cards

The cards should be cut out so there are 15 separate cards to match the 15 questions. You can stack them on a chair beside you, or hand one to a student when he or she comes up to get one after answering a question correctly.

After all of the cards have been picked, have stu

End the session by thanking the students for being such good listeners and for learning so much about money in such little time. If yo u have time, you can review some of the vocabulary words, concepts, or important points you covered verbally.

You find a wallet in the street and return it. The owner of the wallet gives you a reward of $20.00!

You win a raffle at your school and earn a $40.00 dinner gift certificate. Add this to your earnings!

You walk your dog for three days and earn $15.00!

mo mô

Your uncle sends you $20.00 as a gift. Add it to your money!

You babysit for your cousin. Your aunt pays you $10.00!

Time for your weekly allowance! Add $8.00 to your total.

Your savings account earns $2.00 in interest. Add it to your earnings!

The CD that you bought is defective. You take it back and get a refund of $16.23!

You help your elderly neighbor go grocery shopping. She gives you $5.00 for helping her!

Happy Birthday! Your mom gives you $20.00!

You weed your grandma's garden. She gives you $10.00!

Happy Holidays! Your family gives you $40.00!

More lawns to mow! You earn $24.50 for all of your work!

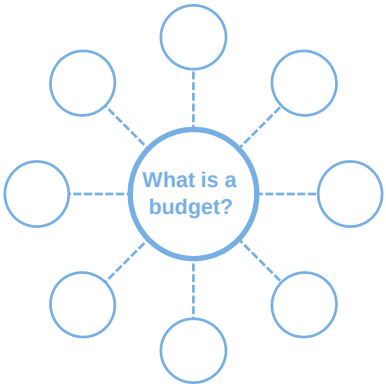
Way to help around the house! After vacuuming and dusting, you earn yourself $8.50!

You wash and fold all of the laundry! Your mom gives you $5.00!

lesson: budgeting & shopping

Begin lesson by asking students what they know ab
on the board that helps to clarify their ideas about what a budget is.

Draw a brain map on the board to illustrate ho w the conversation progresses. Start with a central bubble in the middle (What is a budget?) with lines and bubbles leading out from it. Include other concepts and ideas you will cover in the discussion.



make sure to include the following points:

- Why is it smart to keep a budget?
- What kinds of things do you put on a budget?
- What is a fixed expense?
- What is a variable expense?
- How can you tighten up your budget?

After this short introductory discussion, go immedi ately into playing the game.

→ **HOPE Corps volunteer tip:** I f students offer an answer that isnõt qui
direction through prompts.

game: budgeting & shopping

objective:

To have the students identify cost of living, expenses, income, and other necessary items to compile a budget. Once they have done this exercise as a class, have them figure out budgets for different age groups. Split them into teams of a few individuals to identify costs of living at age 15, 25, 40, 65, and 80. Add children into the picture, apartment rentals, mortgage payments, car, heat, lights, water, etc.

materials:

Chalk board or white board, paper, pens/pencils, worksheets (provided).

steps to game:

As a class, have the students brainstorm what it takes to run their households. Although their parent/guardian takes care of these bills and expenses, the students should know what it costs and how important it is to keep a budget.

Write down each of these pieces of information to compile a budget:

1. Income

2. Expenses?
   a. Rent/mortgage
   b. Car
   c. Heat
   d. Lights
   e. Food
   f. Cell phone
   g. Telephone
   h. Clothing
   i. Cable
   j. Insurance (if not provided within paycheck)
   k. Miscellaneous

→ Approximate cost per month of each of the expenses that they have brainstormed

→ How much money they have left

→ How they can save money (get rid of car and take public transportation, lower minutes on

→ Differentiate between a **want** and a **need**. Have the students put **N** next to a need and **W** next to a want. For those that they are unsure of, put both letters.

→ Discuss the budget and ways they could improve it. Make sure that the students understand the importance of keeping a budget.

Once this exercise is finished, have the students make budgets for an individual at different stages in life. Split the classroom into teams, and give each team an age specific individual and a small background of the individual (i.e.: 25 year old college graduate working as a car salesman, 85 year old retired man). This will allow them to get creative in determining income and expenses. Each team would need to determine the budget for the individual that they are assigned. The most accurate budget will win the competition. Have each team present their budget to the class and vote on accuracy.

lesson learned:

The students should have learned the importance of keeping a budget and the amount of money that it costs to run a simple household. They should also know how to determine the difference between things that they want and things that they need. This lesson is extremely important as a real life example.

After finishing this game, ask students if they like to go shopping. Let students take turns for a minute or so, talking about what they like to go shopping for.

then ask them the following questions:

- Do you buy the first thing you see? If not, why not?
- Do you ever compare prices?
- Do you ever buy things on sale? Do your parents buy things on sale?
- Why do you buy things on sale?
- What are other ways to be a smart shopper?
- What hidden cost is added onto most items?
  For example: sales tax (the sales tax in California is 8.25%)

module objectives:

In this module, students will learn about checking and savings accounts. They will learn how these accounts function, how to access them, and how to keep track of the money that comes in and out of the accounts.

At the end of this module, your students will be able to:

- Explain the difference between a checking account and a savings account.
- Explain what a check register is and how to balance it.
- Explain how to read a bank statement.
- Demonstrate how to use deposit and withdrawal slips.
- Demonstrate that they can compute the sum or difference of whole numbers and positive decimals to two places.

concepts to cover:

This module will teach basic concepts about checking accounts, savings accounts, and how each of these accounts operates.

module 3:

checking & savings

math standards covered in this module include:

understand various meanings of multiplication and division · understand the effects of multiplying and dividing whole numbers · compute fluently and make reasonable estimates · select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool

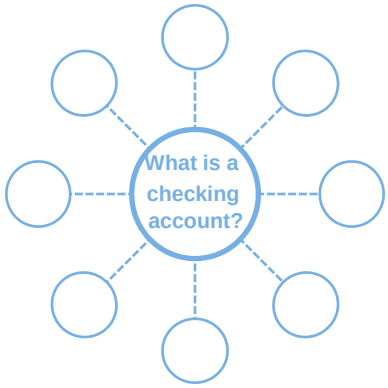
social studies standards covered in this module include:

Ia. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns; IIIc. use appropriate resources, data sources, and geographic tools ,such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information; IIIk. consider existing uses and propose and evaluate alternative policies for the use of resources and land in home, school, community, the region, and beyond; IVe. identify and describe ways family, groups, and community influence the individual and cooperatively to accomplish goals; Vc identify examples of institutions and describe the interactions of people with institutions; Vf. give examples of the role of institutions in furthering both continuity and change; VIa. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class; VIg. explore the role of technology in communications, transportation, information -processing, weapons development, or other areas as it contributes to or helps resolve conflicts; VIId. give examples of the various institutions that make up economic systems, such as households, business firms, banks, government agencies, labor unions, and corporations; VIIf. describe the influence of incentives, values, traditions, and habits on economic decisions; VIIg. explain and demonstrate the role of money in everyday life; X. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

lesson: checking & savings

Begin by holding up the checkbook. Ask students i
discussion about checkbooks

Draw a brain map on the board to illustrate how the conversation progresses. Start with a central bubble in the middle (What is a checking account?) with lines and bubbles leading out from it. Include other concepts and ideas you will cover in the discussion.



Lead a discussion about checkbooks that includes the following questions::

→ What is this called?

→ Where does the money for the checks come from?
This should include both of the following ideas:
1. Checks are not free money;
2. Checks are linkedto a checking account.

→ Is there another way to pay for items through your checking account besides using a check?

→ Why is it smart to have a checking account?
Explain the concept of FDIC.

→ What can you buy with checks?

→ What happens if you donõt have enough money in your account to cover a check?
Bounced check/overdraft

→ How do people keep track of the money in their checkbook?
Monthly statement/check register/balancing check book

notes:

→ **HOPE Corps volunteer tip:** By using studentsõ everyday experiences, such as financial concepts will be easier.

These discussions can happen all at once, or you can choose to use worksheets to break up the discussion.

you will use the following worksheets:

- Worksheet with two blank checks. Students will use the worksheets to make out their own checks. It would probably be most helpful for the module instructor to use an overhead transparency of the check worksheet.
- A worksheet with check deposit and check withdrawal slips.

name

Once you receive instructions, fill out this sample withdrawal/deposit ticket.

check withdrawal/deposit ticket

BestBank WITHDRAWAL ——

T o d a y ' s D a t e Customer Name (Please Print)

DsOS4(4)T6(L)] TJ ET BT 1 0 0 1 75.5 315.62Ɔ]ECKING

R 3 á o) 5 2 d3 - n 3 2
BT 1 0 0134318.46 3177.2 Tf- !! ! T.J ET EMC(Artifact) /MCID 23>> BDC BT 1 0 612 563.4635310.9 Tm /TT5-Helvetica-O.

group activity

After the first three worksheets have been successfully completed, have students break up into five groups. Tell students that each group will p balance their checkbook register.

Give students a blank **check register worksheet** and one of the following **family financial cards**. Instruct students that they must use the financial facts reported on each card to balance their checkbook.

answer key (family financial cards on opposite page):

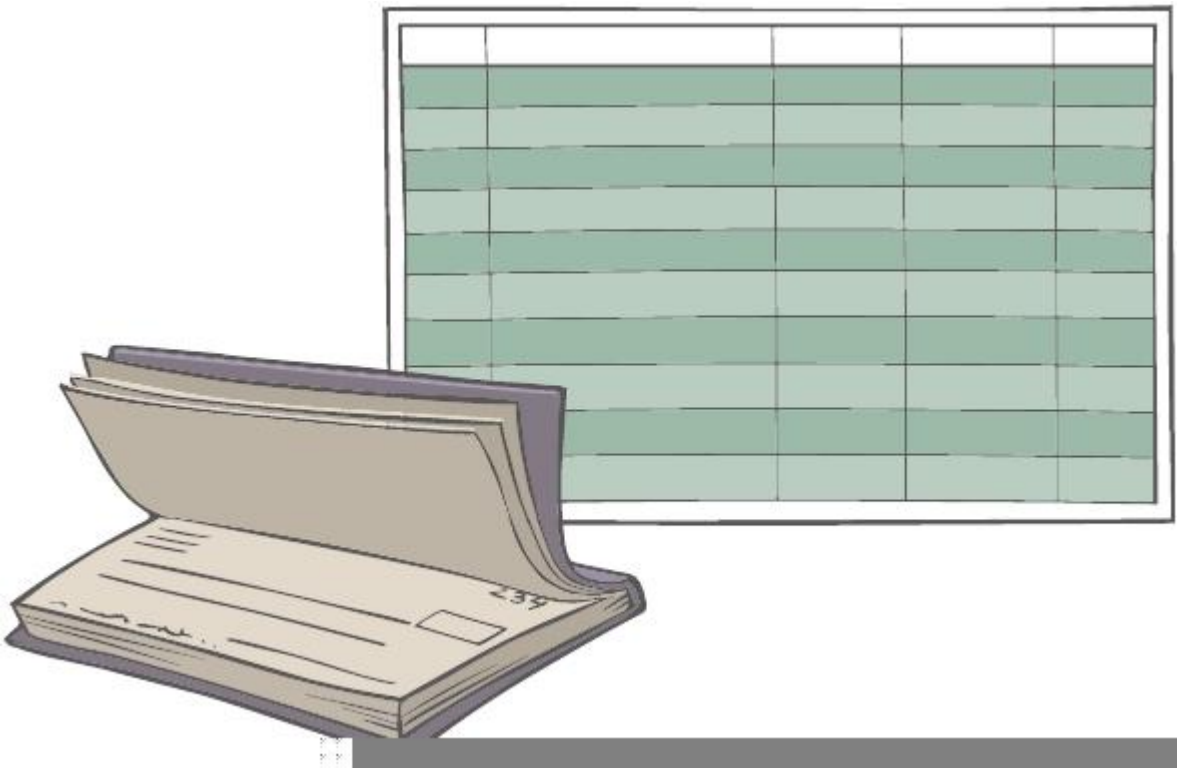
Bell family: $2000.00

Garrett family: $2200.00

Diaz family: $1950.00

Anderson family: $2220.00

Johnson family: $1800.00



Bell Family

Deposits:

Paycheck: $3000.00

Checks written:

Check number 100 Groceries, $100.00
Check number 101 Car Insurance, $60.00
Check number 102 Gasoline, $40.00
Check number 103 Shoes, $50.00
Check number 104 Veterinarian bill, $50.00
Check number 105 House payment, $700.00

Garrett Family

Deposits:

Paycheck: $3000.00

Checks written:

Check number 100 Groceries, $50.00
Check number 101 Health Insurance, $100.00
Check number 102 Bus pass, $40.00
Check number 103 Movie tickets, $50.00
Check number 104 Dance classes, $60.00
Check number 105 House payment, $500.00

Diaz Family

Deposits:

Paycheck: $3000.00

Checks written:

Check number 100 Groceries, $80.00
Check number 101 Home Insurance, $100.00
Check number 102 Gardening service, $50.00
Check number 103 Pillows, $20.00
Check number 104 Credit card bill, $200.00
Check number 105 House payment, $600.00

Anderson Family

Deposits:

Paycheck: $3000.00

Checks written:

Check number 100 Groceies, $40.00
Check number a101 Health Insurance, $80.00
Check number 1a02 Train ticket, $100.00
Check number 103 Magazine subscription $20.00
Check number 104 Doctor bill, $40.00
Check number 105 House payment, $500.00

Johnson Family

Deposits:

Paycheck: $3000.00

Checks written:

Check number 100 Airplane ticket, $300.00
Check number 101 Books, $40.00
Check number 102 Soccer club fees, $40.00
Check number 103 Groceries, $60.00
Check number 104 Parking ticket payment, $60.00
Check number 105 House payment, $700.00

→

→

→

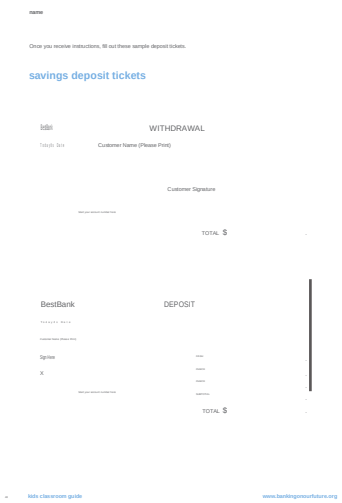
→

→

From here, talk to students about the benefits of having a savings account.

Explain to them that they can open a savings account with just a little bit of money, and the bank will actually pay them money called **interest** to keep their money in the bank. This means that their money will grow just by keeping it in the bank.

Have students fill out a savings deposit slip as their last activity.


name

Once you receive instructions, fill out these sample deposit tickets.

savings deposit tickets

WITHDRAWAL

Customer Name (Please Print)

Customer Signature

TOTAL $

BestBank

DEPOSIT

Sign Here

X

TOTAL $

kids classroom guide

www.bankingonourfuture.org

Finally, before you leave class, ask students to raise their hands and tell you one thing that theyõve learned today. This will help students to get involved in a review discussion and will also be a quick, easy way to cover much of the material covered that day.

If students donõt mention any important points by the end of the volunteered information session, please include that information as well (òAnd all who can remember what we it when we donõt have enough money in our checking account to cover a check we write?ó òThatõs right! An overdraft!ó).

notes:

name

Once you receive instructions, fill out these sample checks.

checks

Craig Jones 5600
123 ThisPlace St.
Anytown, CA 98765

DATE

PAY TO THE
ORDER OF $

DOLLARS

MEMO

SIGNATURE

1 2 3 4 5 6789 1 2 3 4 5 6789 1 0 1 11 2 5600

Craig Jones 5600
123 ThisPlace St.
Anytown, CA 98765

DATE

PAY TO THE
ORDER OF $

DOLLARS

MEMO

SIGNATURE

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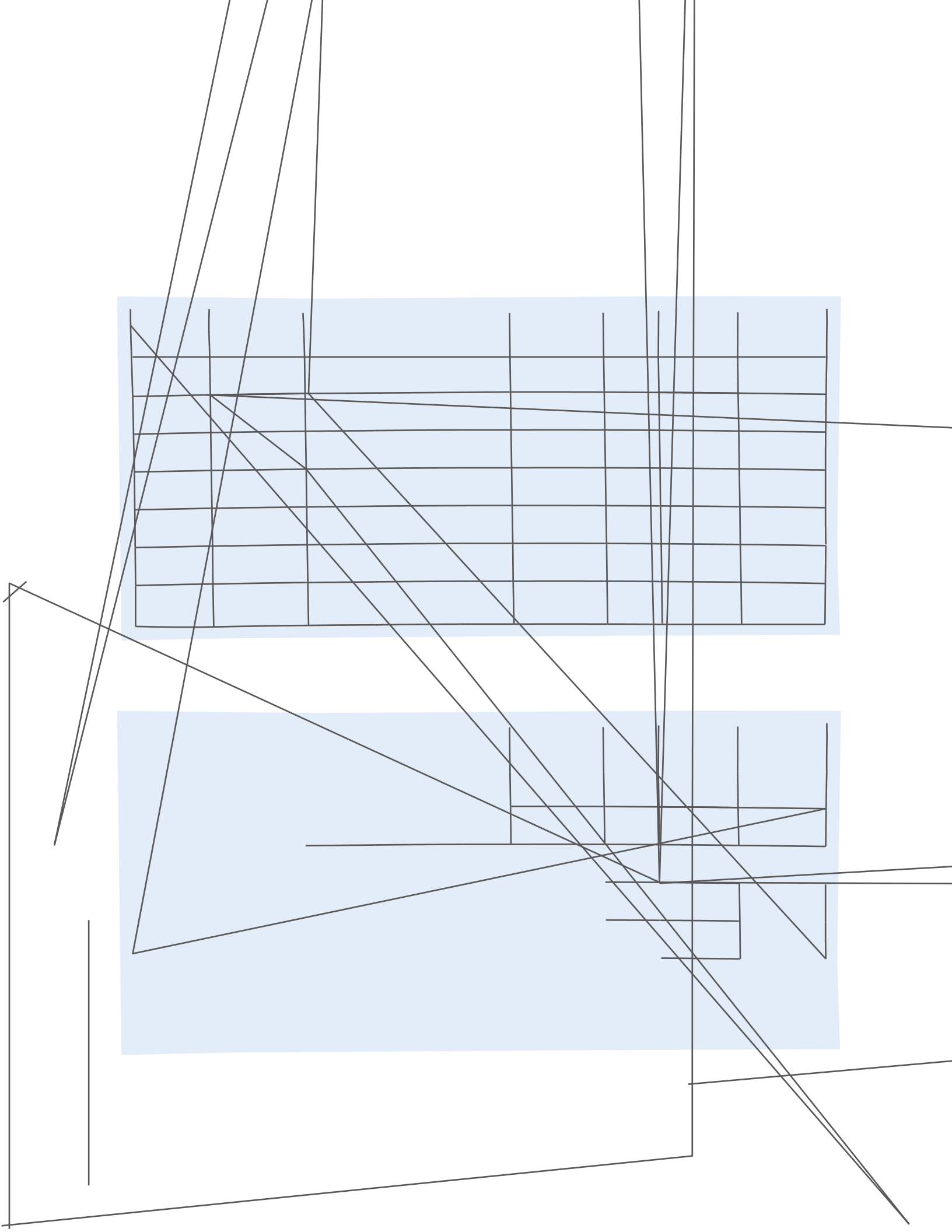

name

Once you receive instructions, fill out this sample withdrawal/deposit ticket.

check withdrawal/deposit ticket

BestBank WITHDRAWAL CHECKING ☐

Todayõs Date | Customer Name (Please Print)

Customer Signature

Start your account number here ▼

TOTAL $.

BestBank DEPOSIT CHECKING

Todayõs Date

Customer Name (Please Print)

Sign Here

X

Start your account number here

CASH .

CHECK .

CHECK .

SUBTOTAL .

TOTAL $.

name

Once you receive instructions, fill out these sample deposit tickets.

savings deposit tickets

BestBank WITHDRAWAL

Todayõs Date Customer Name (Please Print)

Customer Signature

Start your account number here

TOTAL $.

BestBank DEPOSIT

Todayõs Date

Customer Name (Please Print)

Sign Here

X

Start your account number here

CASH

CHECK

CHECK

SUBTOTAL

TOTAL $

notes:

module objectives:

In this module, students will learn about credit. They will learn what credit cards are, how they work, and how they can be responsibly managed. They will also learn about credit ratings and loans.

At the end of this module, your students will be able to:

- Explain what a credit card is and how it works.
- Explain what a loan is.
- Explain how interest works.

module objectives:

This module will teach basic concepts about credit and loans.

module 4:

power of credit

math standards covered in this module include:

understand various meanings of multiplication and division · understand the effects of multiplying and dividing whole numbers · compute fluently and make reasonable estimates · select appropriate methodsand tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool

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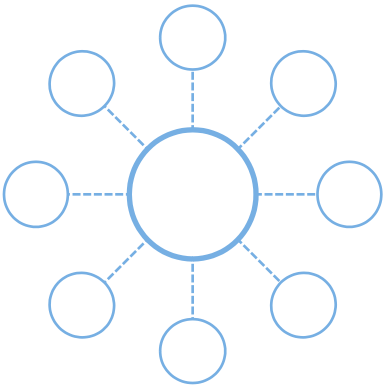
lesson: credit

Begin I



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This is a lot of information for your students to absorb. After youõve gone through the basics of credit cards, ask them if they can think of anything they wish they could buy.

Take one studentõs extra wish and figure out how much it would actually cost them to buy if they used a credit card.

for instance, you might write on the board the following:

New bike: $400.00

APR interest: 20%

Say you paid back the bike in one year. That means that you would have to pay back the $400.00 you charged on the credit card, plus 20% interest:

$400.00 x 20%

400 x 0.20= 80

$80.00 is your interest.

That means that you actually owe $480.00 for your bike. However, if it takes you more than a year to pay back your bike, it will actually be more than that, because the APR will add up if it takes longer for you to pay back the card!

notes:

buy one of what theyõd like

HOPE Corps volunteer worksheet: give me some credit!

answer key:

1. Mark each of the following statements True (T) or False (F). Gabe and Joy answered the first statement, but they need your help!

F You donõt ever have to pay back a credit card.

T Your credit rating will be better if you pay your bills on time.

T If it takes you longer to pay your credit card bill, you will have to pay more money back.

F It õs smart to charge items on your credit bill.

T An emergency is a good time to use a credit card.

F Once you get a credit card, you should buy anything you want.

T The credit company looks at how much money you make when deciding what your credit limit will be.

T Your credit limit is the amount of money you are allowed to spend on your credit card.

F If you donõt pay your credit card bill, you can still charg whatever you want on your credit card.

2. Joyõs mom is thinking about cha card. She will take one year to pay back her sofa. If the sofa costs $800.00, and her APR interest is 20%, how much will the interest on the couch cost? HINT: 800 x .20= the amount of interest.)

$160.00

3. How much will the couch cost when you add in the cost of interest?

$960.00

4. Would you charge items to a credit card if it means you will pay back more money than the item you bought is worth? Why or why not?

Answers will vary.

→ **HOPE Corps volunteer tip:** Go over answers as a group.

name

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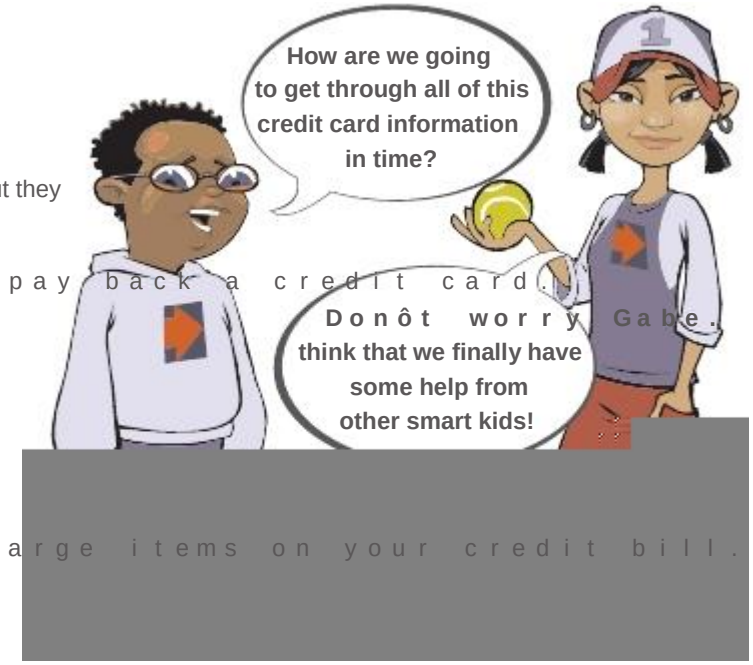
give me some credit!



1. Mark each of the following statements True (T) or False (F). Gabe and Joy answered the first statement, but they need your help!

F You donõt ever have to pay back a credit card.

__ Your credit rating will be better if you pay your bills on time.

__ If it takes you longer to pay your credit card bill, you will have to pay more money back.

__ Itõs smart to always charge items on your credit bill.

__ An emergency is a good time to use a credit card.

__ Once you get a credit card, you should buy anything you want.

__ The credit company looks at how much money you make when deciding what your credit limit will be.

__ Your credit limit is the amount of money you are allowed to spend on your credit card.

__ If you donõt pay your credit card bill you can still charge whatever you want on your credit card.

2. Joyõs mom is thinking about buying a credit card. She will take one year to pay back her sofa. If the sofa costs $800.00, and her APR interest is 20%, how much will the couch cost after she pays back the credit card, including interest?
(HINT: 800 X .20 = interest rate)

---

3. How much will the couch cost when you add in the cost of interest?

---

4. Would you charge items to a credit card if it means you will pay back more money than the item you bought is her credit worth? Why or why not?

After youõve gone through the credit card section

Use the following questions and prompts to direct the conversation:

- Have you ever lent a friend money, or has a friend, sibling, or parent ever loaned someone money?
- What is a loan?
- Why do people take out loans?
  (Students should say something to the effect that people take out loans when they have to pay for something thatõs really expensive, but donõt have the money in their pocket or in their bank account to pay for that item).
- What kinds of expensive items do people take loans out for?
- Ask students if they know why banks charge interest for loans.

Finish this discussion by helping the students go through an example of how much more a house will cost with interest. Tell the class that you know that a friend recently bought a house for $500,000.00. He took out a loan for the house, and he is now paying back a 5% interest rate on the loan. It will take the friend 20 years to pay back the loan. Help the students figure out how much the interest will cost over 20 years.

First have students figure out how much interest will be paid for one year:
$500,000 x .05 = $25000

Then figure out how much interest will be paid over 25 years.
$25,000 x 25 = $625,000

This means that in over 25 years, the friend will pay as much in interest as he will for the house. Talk to students about why someone would take out a loan when they would have to pay back so much interest (help students to understand that this is the only way that most people can afford to buy large ticket items, such as homes).

HOPE Corps volunteer worksheet: taking an interest

answer key (actual worksheet on the following page):

1. Joyõs family is going to buy a new car. The car costs $20,000.00. Joyõs family is going to take out a car loan from the bank. The interest rate is 5%, and it will take her family 5 years to pay off the car. How much will the interest cost on the car?
$5000.00

2. How much will the car cost in all (interest + cost of car)?
$25,000.00

3. Gabrielõs family has a home loan for their house. The house costs $500,000. Their interest rate is 5%. It will take Gabrielõs family 30 years to pay off the loan. How much interest will they pay over 30 years?
$750,000.00

4. How much will the house cost in all (interest + cost of house)?
$1, 250,000.00

notes