Glossary for Grades 3-5

**Alternative:** One of a number of things from which one must choose.

**Automated Teller Machine (ATM):** A device that allows customers to make routine withdrawals and deposits to their bank accounts.

**Balance:** (1) The amount of money remaining in a bank account; (2) The unpaid portion of a bill.

**Bank:** A business that keeps money for customers, makes loans, and provides other money-related services.

**Check:** A written contract between you and your bank. It notifies the bank to take the stated amount of money from your account and give it to someone named on the check.

**Checking Account:** A bank account from which money may be withdrawn by writing a check or using a debit or ATM card.

**Choice:** The process of deciding between two or more options and selecting one of them; The act of choosing.

**Earning:** The income received from work or services performed by an individual or business.

**Decision:** The act of making up one’s mind or reaching a conclusion.

**Delayed Gratification:** The ability to put off doing something now, in order to obtain something you want in the future.

**Direct Deposit:** An electronic transfer of money from a payer, such as an employer or a government agency, directly into a bank account that has been designated by the person receiving the money.

**Income:** The total amount of money you earn from employment and other sources.

**Paycheck:** A check by which you are paid for your work.

**Payday:** The day on which you collect wages earned or a paycheck is distributed.

**Personal Identification Number (PIN):** A number or word that provides security in accessing an ATM, and helps prevent use of a bank card by an unauthorized person.

**Saving:** Putting money away for a future use.

**Social Security Card:** A blue paper card containing your name and a unique, nine-digit number that stays with you for a lifetime. Your Social Security Number is yours and yours alone. It does not change, no matter how often you move, change occupations or even change your name.

**Spending:** Using your money to buy things you want or need.
Grades 3-5 Lesson A: A Tale of Two Brothers

LESSON INFORMATION

Overview
In this lesson, students hear a story about twin brothers. One is a spender and the other is a saver. The brothers have the same savings goal, but at the end of the story only one reaches it. After listening to the story, students complete a worksheet calculating how much each twin earned, saved, and spent.

Objectives
Students will be able to:
- Recognize the importance of tracking money earned and money spent.
- Explain delayed gratification.

Vocabulary
Delayed Gratification, Earning, Income, Spending

Related Areas
Personal Finance, Language Arts

Materials
- A Tale of Two Brothers (A1) (two copies of story—one for you and one for the teacher)
- Todd and Kyle's Money Journals (A2) (one per student)
- Todd and Kyle's Money Journals ANSWER KEY (A2) (one copy for teacher)
- A Tale of Two Brothers Teacher Tool (A3) (one copy for teacher)
- Curriculum Standards Correlation Chart (provide copy to teacher)

PRESENTATION STEPS

Introduction
1. Say, “Hello. My name is Mr./Ms./Mrs. ______.” (Don’t use your first name. Students are used to addressing adults in school as Mr., Ms., or Mrs.)

2. Say, “I’m here today as a volunteer from (Bank Name). I’m excited to be with you today. We’re going to learn about something very important today: managing and saving your money.”

3. Say, “Before we do that, though, I have a question for you. Who can tell me a time when they saved their money in order to buy something big they wanted?” (Take student responses.)
Activity

1. Read *A Tale of Two Brothers (A1)* aloud to the class.

2. At the end of the story, have students summarize what each brother did with his money. Then ask, “So, what did Todd learn in the story?” (Accept student responses.)

3. Say, “Todd learned that even though he made more money, he also spent more of it and he didn’t have enough money in the end to buy the new snowboard.”

4. Say, “Kyle held off buying things so he could have something bigger in the end. This is called ‘delayed gratification’.”

5. Say, “I also asked if it is a true story. We’re going to get back to that in a few minutes. First, I want to show you how it could be possible for Todd to earn more and still not have enough money.”

6. Distribute *Todd and Kyle’s Money Journals (A2)*. Read the worksheet and help the students complete it. If necessary, ask the teacher to write the math problems on the board as you read them (i.e. In month 1, Todd earns $80 dollars. He spends $20 dollars on music and $50 on a video game. Before we figure out how much he saved that month, we need to figure out how much he spent in total. Have the teacher write on the board: $20 + $50 = $70. If he made $80 and spent $70, we can figure out how much he saved by subtracting: $80 - $70 = $10.

7. Go through the math and complete the worksheet. See *Todd and Kyle’s Money Journals ANSWER KEY (A2)* for a completed worksheet, if needed.

8. Ask students which brother they are more like, Kyle (the saver) or Todd (the spender). Ask if it is realistic that Kyle never spent any of his money.

9. When done, say, “Now, let’s go back to our other question. Do you think this is a true story? Raise your hand if you think it IS a true story. Who thinks it ISN’T a true story? Is anyone not sure?”

10. Let students tell you why they think it is or is not a true story. Whether they think the story’s true or not doesn’t really matter. The message you want to drive home is this could be a true story because within families—even with twins—people can have very different attitudes toward money. If you can, relate a personal story about people you know from the same family with completely different ways of handling money. Tell your audience some people are, by nature, spenders while others are savers. Remind them that either way, if you track your money consistently, you can see what you have spent and what you have saved and how close you are to reaching your goal. It’s also easier to assess your habits and make adjustments as needed to keep you moving toward your financial goal.

Closure

Thank the students and teacher for inviting you into their classroom. Tell them you are happy you had a chance to spend time with them and you hope to see them at the bank, if they open or have an account there, or if they have questions. Remind them that when they are saving towards a goal, keeping their money in a savings account is a great idea.
A Tale of Two Brothers

This is the story of two brothers. Is it a true story? Well, I’m not going to tell you that, you’ll have to listen to the whole story and decide for yourself. Now, these two brothers, Kyle and Todd, weren’t just regular brothers, they were twins. But you’d never know it.

Todd was tall, Kyle was short. Todd had curly hair, Kyle’s was straight. Todd loved sports, Kyle loved music. Todd was quiet, Kyle talked all the time. Todd was messy, Kyle was neat. And so on and so on and so on. In fact, these two brothers were so different their parents didn’t call them “our twins,” they called them “our opposites!”

Most of the time, Kyle and Todd got along quite well, even though they were opposites. But there came a time when each decided he wanted a new snowboard. One thing they both loved was snowboarding. Their parents decided they could have new snowboards, but they had to save enough money to pay for half the cost. Their parents knew that both boys would be more responsible in caring for a new snowboard if they had a hand in helping to pay for it. Plus, having kids is expensive—and twins are doubly expensive!

So both boys agreed they would save their money to buy the new snowboards. Kyle worked hard cutting lawns and helping some elderly neighbors on his street. He wasn’t paid a lot of money, but he saved every penny he made. He was tempted to buy some other things he wanted, like CD’s, video games, pizzas, and such, but he never did.

Todd worked at an ice cream store. He made more money than Kyle so he thought it would be okay to spend some. If Todd saw a new CD he wanted, he bought it. If Todd’s friends asked him to go out for pizza, he went. If Todd heard of a new Xbox game, he had to have it. He would put a few dollars in his bank each time he got paid, but he had a hard time not spending it all right away. Todd’s money didn’t add up very fast, and as you probably know, snowboards aren’t cheap.

When the time came to pick out the new snowboards, Kyle had his money saved and ready to go. In fact, he actually managed to save more than he needed so he could buy some new goggles too.

Todd however, didn’t have nearly enough money for his new snowboard. He tried begging his parents for more money. Nope, didn’t work. He tried throwing a fit for more money.
Nope, didn’t work. He tried sulking in his room for two days. Nope, didn’t work. I forgot to tell you this, but his parents were both teachers, and everyone knows teachers are tough!

So, that winter, can you guess who went speeding down the slopes on his brand new snowboard? And can you guess who had to make do with his old snowboard (which was banged up a bit and didn’t go nearly as fast)? Right, Kyle did! You got it!

Saving money is hard. There are always lots of temptations around that we want to spend our money on. It’s easy to spend money on lots of little things; it’s much more difficult to save money for something we really want. But saving money is important. Not just so you can buy big things, but so you have money for something you might really need (especially when you get older and you have to pay for everything yourself!).

Hopefully, Todd learned a valuable lesson. Did you? What do you think, is this a true story?
# Todd and Kyle’s Money Journals

When Todd and Kyle’s parents told the twins they’d have to save half the money necessary to get new snowboards, they suggested Todd and Kyle keep a money journal to track their earnings, spending and savings.

**Directions:** Complete the worksheet below to see where Todd got into money troubles.

<table>
<thead>
<tr>
<th>Month</th>
<th>Kyle</th>
<th>Todd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kyle earns $40 mowing lawns.</td>
<td>Todd earns $80 working at the ice cream store.</td>
</tr>
<tr>
<td></td>
<td>He spent nothing.</td>
<td>He spent $20 on music and $50 on a new video game.</td>
</tr>
<tr>
<td></td>
<td>$40</td>
<td>$10</td>
</tr>
<tr>
<td>2</td>
<td>Kyle earns $15 helping a neighbor with a yard sale and another $10 weeding for another neighbor.</td>
<td>Todd earns another $80 at the ice cream store.</td>
</tr>
<tr>
<td></td>
<td>He spent nothing.</td>
<td>He spent $20 going out to eat a few times and another $20 on a new soccer ball.</td>
</tr>
<tr>
<td>3</td>
<td>Kyle gets $25 from his grandmother for his birthday and earns another $25 raking leaves.</td>
<td>Todd gets $25 from his grandmother for his birthday and earns another $80 at the ice cream store.</td>
</tr>
<tr>
<td></td>
<td>He spent nothing.</td>
<td>He spent $50 on a new video game, $15 on snacks on a field trip and $20 on music.</td>
</tr>
</tbody>
</table>
# Todd and Kyle's Money Journals ANSWER KEY

<table>
<thead>
<tr>
<th>Month</th>
<th>Earned</th>
<th>Spent</th>
<th>Saved this Month</th>
<th>Total Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kyle earns $40 mowing lawns.</td>
<td>He spent nothing.</td>
<td>$40</td>
<td>$40</td>
</tr>
<tr>
<td>2</td>
<td>Kyle earns $15 helping a neighbor with a yard sale and another $10 weeding for another neighbor.</td>
<td>He spent nothing.</td>
<td>$25</td>
<td>$65</td>
</tr>
<tr>
<td>3</td>
<td>Kyle gets $25 from his grandmother for his birthday and earns another $25 raking leaves.</td>
<td>He spent nothing.</td>
<td>$50</td>
<td>$115</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Earned</th>
<th>Spent</th>
<th>Saved this Month</th>
<th>Total Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Todd earns $80 working at the ice cream store.</td>
<td>He spent $20 on music and $50 on a new video game.</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>2</td>
<td>Todd earns another $80 at the ice cream store.</td>
<td>He spent $20 going out to eat a few times and another $20 on a new soccer ball.</td>
<td>$40</td>
<td>$50</td>
</tr>
<tr>
<td>3</td>
<td>Todd gets $25 from his grandmother for his birthday and earns another $80 at the ice cream store.</td>
<td>He spent $50 on a new video game, $15 on snacks on a field trip and $20 on music.</td>
<td>$20</td>
<td>$70</td>
</tr>
</tbody>
</table>
A TALE OF TWO BROTHERS

Lesson Information

Overview
In this lesson, students hear a story about twin brothers. One is a spender and the other is a saver. The brothers have the same savings goal, but at the end of the story only one reaches it. After listening to the story, students complete a worksheet calculating how much each twin earned, saved, and spent.

Objectives
Students will be able to:
• Recognize the importance of tracking money earned and money spent.
• Explain delayed gratification.

Vocabulary
Delayed Gratification, Earning, Income, Spending

Suggested Extension Activity

Ask, “How many of you are saving money somewhere?” Encourage the students to talk to their parents about putting their savings in an account at a bank. Discuss what is required to have an account.
Grade 3-5 Lesson B: Decision Tree

LESSON INFORMATION

Overview
In this lesson, students will decide which financial decisions are good and which are bad. Students pick cards from a branch and read them aloud to the class. The class votes on whether the decision is a good or poor one.

Objectives
Students will be able to:

- Identify alternatives in a decision.
- Explain how decisions can affect how much money one has.

Vocabulary
Alternatives, Choice, Decision

Related Areas
Personal Finance, Economics

Materials
Decision Tree (pick one of the three options below):

1. Prepare tree using a small branch from a tree or woody shrub. Copy and cut out the nine leaves from Decision Leaves (B1). Punch a hole in each leaf. Bend nine paper clips to an open ‘S’ shape and use them to suspend the leaves from the branch.
2. Draw a tree trunk and branches on a large piece of poster board. Copy and cut out the nine leaves from Decision Leaves (B1). Use tape to affix the leaves to the poster board.

NOTE
Preparing the “tree” visual you’ll need for this lesson is an opportunity for you to get creative, but it will take extra time and effort. However, it can be reused and will make a lasting impression.

- Decision Leaves (B1) (Copy set on green paper)
- My Decisions Student Activity (B2) (one copy per student)
- My Decisions ANSWER KEY (B2) (one copy for teacher)
- Decision Tree Teacher Tool (B3) (one copy for teacher)
- Curriculum Standards Correlation Chart (provide copy to teacher)
PRESENTATION STEPS

Introduction
1. Say, “Hello. My name is Mr./Ms./Mrs. ______.” (Don’t use your first name. Students are used to addressing adults in school as Mr., Ms., or Mrs.)

2. Tell the students you are there to talk about making decisions about money.

3. Tell them there are all sorts of things that you can do with money—spend it, save it or share it.

Activity
1. Have students brainstorm different types of trees they can think of then say, “This is a unique type of tree, a decision tree.”

2. Show the student the decision tree. (Either hold the branch up or put the poster board in a prominent location.)

3. Explain that you are going to ask for volunteers to come to the decision tree, pick a leaf from the tree, and read the decision aloud to the class.

4. Ask for the first volunteer. Have the student take a leaf and read the decision aloud. Have the student stand up front while the decision is discussed.

5. In some instances the cost of an item is not spelled out, only the monetary difference between the choices. This allows your group to use prices appropriate to your economic area and challenges students to discuss expenditures relevant to their situation.

6. Ask questions such as:
   • What choice needs to be made?
   • What are the alternatives or options?
   • How much money is involved in this choice?
   • Is this an easy decision or a difficult one?
   • What choice would you make?

7. Distribute My Decisions Student Activity (B2) to the class.

8. Tell the students to write down their own choice for the first leaf in the first position and make note of how much money they spent or saved.

9. Repeat the same process for as many questions as time allows. Some classes will spend more time discussing the options than others. Allow at least five minutes to wrap up the lesson.

10. Have students total up the amount of money they spent or saved. See who saved the most in the class and who spent the most. Ask the person that saved the most money what they would save the money for.

Closure
1. Remind students there are many times they will have to make decisions about money. Tell them it isn’t always clear what the best decision is, but it is important to avoid always picking the options that spend the most money. If one always spends, then they will likely never save.

2. Thank the students and teacher for allowing you to come and be with their class.
1. You see jeans on sale for only $15. They are similar to ones you already have and spent a lot more to buy. You don’t need another pair, but it is a good deal. Do you buy the jeans?

2. You are at the grocery store with your mom, and she notices the 10-pound bag of potatoes is on sale for $4.99 while the five-pound bag is $4. That means if you buy the 10-pound bag you pay 50 cents per pound versus 80 cents per pound for the small bag. You remind your mom that the last time you bought a big bag of potatoes, half of them went bad. Do you buy the bigger bag or the smaller one?
3. You see a commercial for a new cereal. At the store, you find out it costs $2 more than the kind you usually get. Do you try the new one or stick with your usual?

4. You want to have a fun evening with your friends. Do you go to the movies and spend $13 each on a ticket, popcorn, and a drink, or do you watch one at home that you rent or download for $5 and pop microwave popcorn for $1?
5. At summer camp, you are supposed to bring water each day for the week. Do you buy a new bottle for each day at $1.25 or refill a reusable one?

6. You get an allowance of $5 per week. Do you spend it all or save half of it?
7. A new book just came out in the series you really like. You can get it at the bookstore for $7.99. The library also got a copy, but someone has already checked it out. You can reserve a copy, but will have to wait two weeks to get it. Do you buy it now or wait to check one out?

8. You see a new video game is coming out in three weeks. You can reserve it at one store for full price and be sure to get one or hope it comes in at the store where you already have a $5 coupon.
9. You want your parents to order you a new pair of sneakers you saw on TV. You can order the exact color you want online and pay $8.00 more with shipping, or you can go to the store and get them in a color you don’t like as much.
My Decisions

Directions: As each choice is read, write down your decision along with how much you would spend or save by making it.

<table>
<thead>
<tr>
<th>Choice</th>
<th>$ Spent</th>
<th>$ Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
My Decisions ANSWER KEY

Answers will vary, based on discussion and decisions made. A few sample answers are included.

<table>
<thead>
<tr>
<th>Choice</th>
<th>$ Spent</th>
<th>$ Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 jeans on sale</td>
<td>$15</td>
<td>$15</td>
</tr>
<tr>
<td>2 10lb bag of potatoes</td>
<td>$4</td>
<td>$.99</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 water for camp (week’s worth)</td>
<td>$6.25</td>
<td>$6.25</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
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<td>8</td>
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<tr>
<td>9</td>
<td></td>
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</tbody>
</table>
DECISION TREE

Lesson Information

Overview
In this lesson, students will decide which financial decisions are good and which are bad. Students pick cards from a branch and read them aloud to the class. The class votes on whether the decision is a good or poor one.

Objectives
Students will be able to:
- Identify alternatives in a decision.
- Explain how decisions can affect how much money one has.

Vocabulary
Alternatives, Choice, Decision

Suggested Extension Activity

Have the students make up their own decision(s). Have students exchange decisions with each other and identify the pros and cons of each choice. Have them make their decision and explain it.
Grades 3-5 Lesson C: Secret Agent Savings

LESSON INFORMATION

Overview
In this lesson, students learn that one way to save their money is to protect it and the information needed to get at it. Students play the role of secret agents while listening to a story and identify times the main characters make savings mistakes.

Objectives
Students will be able to:
• Identify information that is considered personal and private.
• Explain what might happen if someone's identity is stolen.
• Identify ways to protect personal information.

Vocabulary
Automated Teller Machine (ATM), Bank, Personal Identification Number (PIN), Savings, Social Security Card

Related Areas
Language Arts Personal Finance

Materials
• Dark sunglasses to wear when you arrive and for the beginning of the lesson for a “secret agent” look (optional)
• Secret Agent Savings Badges (C1) (one badge per student; one badge for teacher and you) (Print badges on card stock and cut them out along the lines. To make badges bigger, position page with badges at top margin and copy at 125%.)
• Your Mission (C2) (one copy for you to read)
• The Big Savings Mistakes Student Activity (C3) (one copy per student)
• The Big Savings Mistakes ANSWER KEY (C3) (two copies, one for yourself and one for teacher)
• Secret Agent Savings Teacher Tool (C4) (one copy for teacher)
• Curriculum Standards Correlation Chart (provide copy to teacher)
PRESENTATION STEPS

Introduction
1. Say, “Hello. My name is Mr./Ms./Mrs. _____.” (Don’t use your first name. Students are used to addressing adults in school as Mr., Ms., or Mrs.)
2. Say, “I’m here today as a volunteer from (Bank Name). I’m excited to be with you today. We’re going to learn about something very important: keeping you and your money safe.”
3. Say, “Before we do that, though, I have a question for you.”

Activity
1. Ask, “Who can tell me what a secret agent is?” Wait for responses.
2. Say, “Secret agents are people who do their jobs without anyone else knowing it. You never know, I might even be a secret agent. (Smile.) It might be my job to spy on (Teacher’s Name) without him/her knowing it. I might just be here so I can see what he/she is up to. Is he/she up to no good? You can tell me.”
3. Say, “Or, I might be here to keep (Teacher’s Name) safe. That’s another thing secret agents do sometimes. Think there’s anyone out to get (Teacher’s Name)? I hope not!”
4. Say, “Well, the truth is I’m not really a secret agent. But then again, if I was, would I tell you? Probably not. I thought, though, that today we can all pretend to be secret agents. Specifically, we’re going to be secret agents for the Central Savings Agency, the C.S.A. That’s right, the C.S.A.—the super special, top-secret agency that makes sure people save their money and don’t lose it to reckless habits or silly slip ups.”
5. Say, “As secret agents for the Central Savings Agency, you’re going to need some identification.” Pass out a Secret Agent Badge (made from C1) to each student.
6. Say, “Write your name at the top of your badge and then tuck it away where no one can see it. You need to be able to get to it quickly, though, so you might want to tuck it under a book, in your pocket, or even sit on it.”
7. Say, “Now that we all have our badges and they are tucked away, let’s make sure we know how to use them. Have you ever seen a TV show when a police officer is going to catch a bad guy? They yell to stop and show their badge, right?”
8. Say, “That’s what we’re going to do. Let’s practice. On the count of three, yell ‘stop’ and show me your badge.” (Count to three.)
9. Encourage their response. If it was really quiet, say “Let’s try that again. If I was the bad guy, I don’t think I’d have stopped. Let’s be more assertive this time. Ready? 1, 2, 3.”

NOTE
If you have fewer than 30 minutes for the lesson, skip this part and just have the students raise their hands. Alternately, if you’re concerned about students shouting during the class, have them just circle the savings mistakes in the story as you read it aloud to them.
10. If their responses are a bit over zealous, say, “That is sure to stop someone, but we’re just going to be stopping someone here in the room with us—not all the way down in the gym. Let’s try it again at a little lower volume.” (You don’t want the class to be so loud they interrupt other classrooms, but you also want them to be just loud enough they are having fun with it. However, if you’re doing this lesson in an auditorium, encourage the high volumes. They’ll love it!)

11. Say, “Alright, we have our badges. We know how to stop a bad guy. What do you think we need now? Any ideas?” (Wait for responses.)

12. Say, “We need a mission! Every secret agent needs a mission.”

13. Hold up Your Mission (C2) for the class to see and then say, “Here we are. The head of the C.S.A. sent this message just for you. Now let me read it. Are you ready? Listen carefully. Missions can be read one time and one time only!”

14. Read Your Mission (C2) aloud.

15. Say, “Alright. Got that? I’m going to read a story, and what are you going to do when you hear someone making a savings mistake? That’s right: Yell ‘stop’ and hold up your badge. I’ll keep reading the story, though. You never know how many mistakes we can find. When we’re all done, we’ll see how many we found and see if we missed any. To make it easier to follow along, here’s a copy of the story for each of you. If you want, circle or draw a star next to the parts where a savings mistake is made.”

16. Distribute copies of The Big Savings Mistakes (C3) to each student by passing them to the first student in each row and ask them to take one and pass the others to students behind them. If students are situated in table groups, give copies to one student at the table and ask them to share handouts.

17. Read The Big Savings Mistakes (C3) to the class, stopping briefly as students play their role.

18. Say, “Great job spotting the savings mistakes, secret agents. Let’s go back through the story and see if we got them all.”

19. Review the story aloud and point out each mistake. Briefly explain each, including the relationship each has to saving money. Sample explanations can be found on The Big Savings Mistakes ANSWER KEY (C3).

Closure

1. Wrap up the discussion, by saying, “At my bank, we take safety and security very seriously. We do lots of things to make sure both your money and your information are safe. That’s an advantage to opening a savings account and keeping any money you save in a bank where the pros are always on the case.”

2. Thank the students and teacher for allowing you to come and be with their class.
Secret Agent Savings Badges

CENTRAL SAVINGS AGENCY

CENTRAL SAVINGS AGENCY

CENTRAL SAVINGS AGENCY

CENTRAL SAVINGS AGENCY

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Your mission, secret agents, is to use your best secret agent skills of listening and keen observation to catch people in the middle of their reckless habits and silly slip ups. Your banker friend here—hey, that’s me—is going to tell you several stories. When you hear someone having a lapse in their savings judgment, yell STOP and hold up your badge. Things to be on the lookout for include people losing their money, wasting their money on unnecessary things, and letting other people get their valuable information. Good luck, secret agents!
The Big Savings Mistakes

Sarina Spender is heading off to the movies with her BFF (or best friend) Lucy Luckless. They’re planning to see the latest 3-D movie and can’t wait. They want to be sure to get the biggest tub of popcorn and the hugest drinks they have at the theater. Now 3-D movies are expensive and so is movie theater popcorn. So you can imagine this is going to be quite the costly outing.

When Sarina gets to the movie theater, she sees Lucy is already there, along with a whole bunch of other people waiting to buy tickets. She goes inside to find Lucy on the phone with her mom. Lucy is going to use the ATM in the theater to get cash for their big adventure. Sarina hears Lucy saying to her mom, “I know I’m supposed to know my PIN number, but I just can’t remember it. Is it my birthday, 1015, for October 15th, or is it our house number, 2372? I can never remember. I know one of them has to be right.”

Lucy gets off the phone and says hello to Sarina. She rolls her eyes and says, “I’m not sure why my mom makes such a big deal out of my PIN, it isn’t like knowing my PIN is that important, right?” She tries the first number at the machine and it doesn’t work. She says to Sarina, “Must not be my birthday. Let’s try my house number – 2372.”

This time it works. Lucy takes her cash from the machine. She and Sarina get in the long line to buy tickets. Sarina gets her money out of her wallet and says to Lucy, “See, Lucy, I don’t have to worry about getting money from the ATM. I have lots of cash.” She opens her wallet wide so Lucy can see a big stack of ones, fives, ten, and even twenty dollar bills.

When they get to the counter, Sarina pays first. With all the cash in her wallet, she has exact change for the movie. Lucy, on the other hand, only got $20 bills from the ATM. She tells the person at the counter to “keep the change.” She’s got plenty of money now!

With tickets in hand, the girls head inside to load up on popcorn and drinks. They decide they are living large on this outing. Each gets the biggest tub of popcorn possible, with extra butter, and the most gigantic drink.

They are so big the girls can barely carry them back to the theater without spilling. They get situated in the theater just as the previews start. About half way through the movie—and half way through their popcorn and drinks—both girls decide that a
run to the bathroom is needed. Girls being girls, they decide they’ll go together but make it quick. They don’t want to miss anything at the movie. They leave all their stuff by their seats and head to the bathrooms. They aren’t gone long. When they get back, they settle into their seats and don’t touch the rest of their popcorn or drinks. They are way too full!

When the movie is over, they get up to leave. They pick up their half-eaten tubs of popcorn and their half-full drinks and head for the doors. Each takes one more sip of their drinks before tossing the rest in the trash on their way out. Neither realizes that their purses, which they left on the floor when they went to the bathroom, are gone.

When they get to the lobby they decide they need one more treat before they leave. This time they’ll split a candy bar. They go to get their money and realize they don’t have their purses. They head back to the theater but can’t find them anywhere. They tell the theater manager, who promises to look around and let them know if the purses are found.

Not only are they missing their wallets now, but also their keys. Luckily, Sarina had her cell phone in her pocket (she’d been texting her boyfriend during the movie). She calls her mom to come and get them.

When Sarina’s mom gets there, she tells the girls they are going to the police station to file a report. The girls go to the station. The police officer asks each girl to write a list of everything that was in her purse and wallet. Sarina thinks through what was in it the last time she checked. She knew about the cash, but what else was in there? She had her driver’s license, her school I.D. card, and her Social Security card that she’d had since she was a kid. Her mom always told her to keep that in a safe place.

When they were all done, they went home and hoped to get a call that the police had found their purses. They just couldn’t imagine what they were going to do without them. After all, they wanted to go see another movie tomorrow.
The Big Savings Mistakes ANSWER KEY

Below is the story with the savings mistakes highlighted. The reason why each is a savings mistake is outlined in a corresponding note box.

Sarina Spender is heading off to the movies with her BFF (or best friend) Lucy Luckless. They’re planning to see the latest 3-D movie and can’t wait. They want to be sure to get the biggest tub of popcorn and the hugest drinks they have at the theater. Now 3-D movies are expensive and so is movie theater popcorn. So you can imagine this is going to be quite the costly outing.

When Sarina gets to the movie theater, she sees Lucy is already there, along with a whole bunch of other people waiting to buy tickets. She goes inside to find Lucy on the phone with her mom. Lucy is going to use the ATM in the theater to get cash for their big adventure. Sarina hears Lucy saying to her mom, **1A.** “I know I’m supposed to know my PIN number, but I just can’t remember it. Is it my birthday, 1015, for October 15th, or is it our house number, 2372? I can never remember. I know one of them has to be right.”

Lucy gets off the phone and says hello to Sarina. She rolls her eyes and says, “I’m not sure why my mom makes such a big deal out of my PIN, it isn’t like knowing my PIN is that important, right? She tries the first number at the machine and it doesn’t work. She says to Sarina, “Must not be my birthday. **1B.** Let’s try my house number – 2372.”

This time it works. Lucy takes her cash from the machine. She and Sarina get in the long line buy tickets. Sarina gets her money out of her wallet and says to Lucy, “See, Lucy, I don’t have to worry about getting money from the ATM. I have lots of cash.” **2.** She opens her wallet wide so Lucy can see a big stack of ones, fives, tens, and even twenty dollar bills.

When they get to the counter, Sarina pays first. With all the cash in her wallet, she has exact change for the movie. Lucy, on the other hand only got $20 bills from the ATM. She tells the person at the counter to **3.** “Keep the change.” She’s got plenty of money now!

**3.** In this example, Lucy is being careless with her money. If she tells every cashier to keep the change, she’ll never have money to save.

One way to try to save small amounts of money is to keep the change yourself from purchases and put it in savings. Lots of people put their spare change in a jar at the end of every day and find they have a large amount of money when it is full.
With tickets in hand, the girls head inside to load up on popcorn and drinks. They decide they are living large on this outing. Each gets the biggest tub of popcorn possible, with extra butter, and the most gigantic drink.

They are so big the girls can barely carry them back to the theater without spilling. They get situated in the theater just as the previews start. About half way through the movie—and half way through their popcorn and drinks—both girls decide a run to the bathroom is needed. Girls being girls, they decide they’ll go together, but make it quick. They don’t want to miss anything at the movie. (4) They leave all their stuff by their seats and head to the bathrooms. They aren’t gone long. When they get back, they settle into their seats and don’t touch the rest of their popcorn or drinks. They are way too full!

When the movie is over, they get up to leave. They pick up their (5) half-eaten tubs of popcorn and their half-full drinks and head for the doors. Each takes one more sip of her drink before tossing the rest in the trash on the way out. Neither realizes that their purses, which both girls left on the floor when they went to the bathroom, are gone.

When they get to the lobby, the girls decide they need one more treat before they leave. This time they’ll split a candy bar. They go to get their money and realize they don’t have their purses. They head back to the theater but don’t see them anywhere. They tell the theater manager, who promises to look around and let them know if the purses are found.

Not only are they missing their wallets now, but also their keys. Luckily, Sarina had her cell phone in her pocket (she’d been texting her boyfriend during the movie). She calls her mom to come and get them.

When Sarina’s mom gets there, she tells the girls they are going to the police station to file a report. The girls go to the station. The police officer asks each girl to write a list of everything that was in her purse and wallet. Sarina thinks through what was in it the last time she checked. She knew about the cash, but what else was in there? (6) She had her driver’s license, her school I.D. card, and her Social Security card that she’d had since she was a kid. Her mom always told her to keep that in a safe place.

When they were all done, they went home and hoped to get a call that the police had found their purses. They just couldn’t imagine what they were going to do without them. After all, they wanted to go see another movie tomorrow.
SECRET AGENT SAVINGS

Lesson Information

Overview
In this lesson, students learn that one way to save your money is to protect it and the information needed to get at it. Students play the role of secret agents while listening to a story and identify times the main characters make savings mistakes.

Objectives
Students will be able to:
- Identify information that is considered personal and private.
- Explain what might happen if someone’s identity is stolen.
- Identify ways to protect personal information.

Vocabulary
Automated Teller Machine (ATM), Bank, Personal Identification Number (PIN), Savings, Social Security Card

Suggested Extension Activity
Have students interview one another or an adult at home about money mistakes they have made or know of people making. How did it cost them or the other person money?
Grades 3-5 Lesson D: 
Where’s the Money?

LESSON INFORMATION

Overview
In this lesson, students will learn how checks and debit cards represent real money and how money goes from being earned in a paycheck, to a bank, to a debit card, to a check, and finally to a cafeteria lunch account.

Objectives
Students will be able to:
• Identify the flow of money from employer to employee and from consumer to business
• Explain how money is visible as cash and coins and invisible as direct deposits, checks, and electronic fund transfers.

Vocabulary
Balance, Bank, Check, Checking Account, Direct Deposit, Paycheck, Payday

Related Areas
Language Arts, Personal Finance

Materials
• Play money (any amount)
• Check
• Story Cards (D1) (one set per group of 3-5 students) (Copy and cut out sets of cards to cover anticipated audience; shuffle cards in each set to mix up order; clip each set together)
• Story Signs (D2) (print one per page)
• Where’s the Money Teacher Tool (D3) (one copy for teacher)
• Where’s the Money Word Find + ANSWER KEY (D4) (one copy for teacher)
• Curriculum Standards Correlation Chart (provide copy to teacher)
PRESENTATION STEPS

Introduction
1. Say, “Hello. My name is Mr./Ms./Mrs. ______.” (Don't use your first name. Students are used to addressing adults in school as Mr., Ms., or Mrs.)

2. Say, “I'm here today as a volunteer from (Bank Name). Today we're going to do an activity about how money works.”

Activity
1. Divide the students into small groups of three to five students.

2. Give each group a set of Story Cards (D1). Have one student distribute the cards amongst the group making sure each student gets at least one card. Have the students work together to put the story cards in order. Tell the students that when time is up, you may ask one member of their group to read their story in the correct order.

3. Allow sufficient time for the groups to put their story in order. Ask each group to share the order of their story. If the group has the same order as a previous one, they can say theirs is the same instead of rereading the story.

4. When the correct order is agreed upon, have six volunteers come to the front of the room. Have the students stand in two rows of three— one row of three in front and another behind. Give each person in the front row a sign from Story Signs (D2) (“Company”, “Mom's Checking Account”, and “School Cafeteria”).

5. Begin by giving play money to the person in the back row behind the “Company” sign.

6. Read the story aloud and assist the students in the back row with passing the money as follows (see graphic on next page):
   A. A busy mom goes to work each week. (Have student behind the “Company” signs hold up the money.)
   B. When the mom gets “paid”, the company deposits money in her “checking account” at her “bank” using “direct deposit.” (Have the money pass to the person in the back row behind the “Mom's Checking Account” sign. Tell the students that with direct deposit, the money goes from the company's bank account to the mom's electronically. It is invisible and happens through computers.)
   C. The mom checks her checking account “balance” online to make sure her “pay” was “deposited.” (Tell the students that your balance tells you how much you have in your account. When more money is deposited, the balance goes up or increases.)
   D. Rick tells his mom that he needs lunch money for school.
   E. Rick’s mom writes a “check” made out to the school cafeteria. (Give the person behind the “Mom's Checking Account” sign a check and have them pass it to the person behind the cafeteria sign. Explain that a check isn’t real money like coins and bills, but it still has value.)
   F. The lunch money is deposited into Rick's school cafeteria account.
   G. Rick goes to the cafeteria, puts in his lunch number, and receives his lunch.
7. Explain to the students there are lots of ways that money passes hands—some you can see, like cash and coins, and others you don't, like credit cards, debit cards, and shopping online.

8. Tell the students that one of the jobs of a bank is to make sure your money is secure when the bank has it, but also when it is moved from one place to another. Tell them armored trucks and guards keep cash safe, but it is the job of all employees at a bank to keep the money safe. Explain this is done by making sure account balances are correct and all money is deposited to the right accounts.

**Closure**

1. Mention to the students that because so much of our banking is now done online, many people rarely come to a real bank anymore. Encourage students to have their parents bring them to the bank. (Amend this comment to reflect your bank’s experiences, as necessary.)

2. Thank the students and the teacher for inviting you into their classroom today.
**Story Cards**

**Directions:** Copy one set of cards per group of 3-5 students. Cut cards along lines and shuffle them to mix up their order. Then paperclip each set together.

A busy mom goes to work each week.

When the mom gets paid, the company deposits money into her checking account at her bank using direct deposit.

The mom checks her checking account balance online to make sure her pay was deposited.

Rick tells his mom that he needs lunch money for school.

Rick’s mom writes a check made out to the school cafeteria.

The lunch money is deposited into Rick’s school cafeteria account.

Rick goes to the cafeteria, puts in his lunch number, and receives his lunch.
Company
Account
Checking
Mom’s
Cafeteria
School
WHERE’S THE MONEY

Lesson Information

Overview
In this lesson, students will learn how checks and debit cards represent real money and how money goes from being earned in a paycheck, to a bank, to a debit card, to a check, and finally to a cafeteria lunch account.

Objectives
Students will be able to:
• Identify the flow of money from employer to employee and from consumer to business
• Explain how money is visible as cash and coins and invisible as direct deposits, checks, and electronic fund transfers.

Vocabulary
Bank, Check, Checking Account, Direct Deposit, Paycheck, Payday

Suggested Extension Activity

Have students complete Where’s the Money? Word Find (D4).
Where's the Money Word Find

**Directions:** Find and circle these words in the puzzle above. As you look for the hidden words, remember that they can be horizontal, vertical, or diagonal.

Balance  Direct Deposit
Bank      Paycheck
Check     Payday

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B D E P S P O P C E C K L T
A E I W E C Q U I B L N E R
L I O R D H U A T A G B A K
E G A N E E M P A N D E Y N
C I P A Y C H E C K A A B E
R B A Q Q K T Y E C Y N D P
E N Y P B A L D T H W J E I
T A B A L A N C E I L M S K
I P I Y A N B A L P I L T C
C H E D K G L D P C O S E E
K X B A V A B N A K C S Y H
D I R Y B Q U A L N A K I E
T S P O P C E C K B E N J T
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Where’s the Money Word Find ANSWER KEY

Grades 3-5

Puzzle Solution

PAYCHECK

KEY
3-5 LESSON A: 
A TALE OF TWO BROTHERS
TODD’S & KYLE’S MONEY JOURNALS
Todd & Kyle’s Money Journals

Todd & Kyle have the same savings goal: earn enough for a new snowboard in three months. Will they make it?
# Todd & Kyle’s Money Journals

<table>
<thead>
<tr>
<th>Month</th>
<th>Kyle</th>
<th>Todd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Earned</td>
<td>Earned</td>
</tr>
<tr>
<td></td>
<td>Spent</td>
<td>Spent</td>
</tr>
<tr>
<td></td>
<td>Saved this Month</td>
<td>Saved this Month</td>
</tr>
<tr>
<td></td>
<td>Total Saved</td>
<td>Total Saved</td>
</tr>
<tr>
<td>1.</td>
<td>Kyle earns $40 mowing lawns.</td>
<td>Todd earns $80 working at ice cream store</td>
</tr>
<tr>
<td></td>
<td>He spent nothing</td>
<td>He spent $20 on music and $50 on a new video game.</td>
</tr>
<tr>
<td></td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>
# Todd & Kyle’s Money Journals

<table>
<thead>
<tr>
<th>Month</th>
<th>Kyle:</th>
<th>Todd:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Earned</td>
<td>Spent</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>$40</td>
</tr>
<tr>
<td>2.</td>
<td>Kyle earns $15 doing yard work &amp; another $10 weeding</td>
<td>Spent nothing</td>
</tr>
</tbody>
</table>
### Todd & Kyle’s Money Journals

<table>
<thead>
<tr>
<th>Kyle:</th>
<th>Todd:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Month</strong></td>
<td><strong>Earned</strong></td>
</tr>
<tr>
<td></td>
<td>Todd gets $25 from grandmother for birthday &amp; earns another $80 at ice cream store</td>
</tr>
</tbody>
</table>
# Todd & Kyle’s Money Journals

<table>
<thead>
<tr>
<th>Month</th>
<th>Kyle</th>
<th>Todd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Kyle</strong> earns $40</td>
<td><strong>Todd</strong> earns $80</td>
</tr>
<tr>
<td></td>
<td>Spent nothing</td>
<td>Spent $70</td>
</tr>
<tr>
<td></td>
<td>$40</td>
<td>$10</td>
</tr>
<tr>
<td></td>
<td><strong>Total Saved</strong></td>
<td><strong>Total Saved</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$40</strong></td>
<td><strong>$10</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Earns $25</td>
<td>Earns $80</td>
</tr>
<tr>
<td></td>
<td>Spent nothing</td>
<td>Spent $40</td>
</tr>
<tr>
<td></td>
<td>$25</td>
<td>$40</td>
</tr>
<tr>
<td></td>
<td><strong>Total Saved</strong></td>
<td><strong>Total Saved</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$65</strong></td>
<td><strong>$50</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Income is $50</td>
<td>Income is $105</td>
</tr>
<tr>
<td></td>
<td>Spent nothing</td>
<td>Spent $85</td>
</tr>
<tr>
<td></td>
<td>$50</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td><strong>Total Saved</strong></td>
<td><strong>Total Saved</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$115</strong></td>
<td><strong>$70</strong></td>
</tr>
</tbody>
</table>
3-5 LESSON A: 
A TALE OF TWO BROTHERS 
TODD’S & KYLE’S MONEY JOURNALS
3-5 LESSON C: SECRET AGENT SAVINGS
THE BIG SAVINGS MISTAKES
The Big Savings Mistakes

One way to save your money is to protect it and the information needed to get at it.

• As secret agents, you must make sure people save their money and don’t lose it to reckless habits or silly slip ups.

• **Your Mission:** listen to a story. When you hear someone having a lapse in their savings judgment, yell **STOP** and hold up your badge.
The Big Savings Mistakes

• Lucy Luckless discusses her PIN number with her mom over the phone inside the theater.

• Why do you think this is a savings mistake?
The Big Savings Mistakes

• PINs or Personal Identification Numbers are used to gain access to your money using your ATM or debit card.

• If someone else knows your PIN, they can steal your money if they have your card, too. If you are saving money at the bank, your entire savings could be wiped out if someone got this information and your card.

• Also, Lucy tells people her birth date. This is not information strangers should have.
The Big Savings Mistakes

• Sarina Spender opens her wallet wide so Lucy can see a big stack of ones, fives, tens, and even twenty dollar bills.

• Why do you think this is a savings mistake?
The Big Savings Mistakes

• It is important to keep our money safe. Carrying large amounts of money is never a good idea. It is easy to lose and puts you at a greater risk of having it stolen, especially if you tell people you have it.

• A better idea is to keep your money in a safe place where people wouldn’t think to look, or at a bank.
The Big Savings Mistakes

• When paying for the movie, Lucy tells the person at the counter to “keep the change” when she pays with a $20.

• Why do you think this is a savings mistake?
The Big Savings Mistakes

• Lucy is being careless with her money. If she tells every cashier to keep the change, she’ll never have money to save.

• One way to try to save small amounts of money is to keep the change yourself from purchases and put it in savings. Lots of people put their spare change in a jar at the end of every day and find they have a large amount of money when it’s full.
The Big Savings Mistakes

• About halfway through the movie the girls go to the bathroom, but leave all their stuff by their seats.

• Why do you think this is a savings mistake?
The Big Savings Mistakes

• Leaving your purse or wallet out where someone else may get it is never a good idea. It is even worse in a place like a movie theater where it is dark and people won’t see someone taking your stuff.
The Big Savings Mistakes

• Both girls end up throwing away half-eaten tubs of popcorn and half-full drinks.

• Why do you think this is a savings mistake?
The Big Savings Mistakes

• In this case, the girls are being wasteful. They bought way more than they needed and ended up throwing much of it away.

• Better ideas would have been to cut the cost in half by sharing or ordering separately, but getting a more reasonable size.
The Big Savings Mistakes

• Asked to write a list of everything that was in her purse and wallet, Sarina recalls that in addition to cash, her wallet contained her driver’s license, her school I.D. card, and her Social Security card.

• Why do you think this is a savings mistake?
The Big Savings Mistakes

- It’s good Sarina knows what was in her wallet, but bad she was carrying her social security card.
- Your Social Security card has your Social Security number on it. This is an important number to keep safe and private. If an identify thief gets it, he or she can use it to pretend to be you, which can cause all sorts of problems for you down the road.
3-5 LESSON C:
SECRET AGENT SAVINGS
THE BIG SAVINGS MISTAKES