



# Bankers and Banking – What's In It For You? Presentation Information

## OVERVIEW

During this presentation, you'll introduce students to the importance of developing a relationship with a bank and explain some of the services banks offer young people. Students will consider a variety of scenarios in which teens like themselves are in need of help. At the end, students will identify their own personal banking needs.

## OBJECTIVES

Students will:

- Identify bank services that help teens
- Explain how bank services are used by people to manage and protect their money
- Describe at least four services provided by a bank

## MATERIALS

Lesson Plan/script for 40-minute presentation

Bankers and Banking – What's In It For You? PowerPoint and associated audiovisual tools

Student Activity Sheets (make sufficient copies for entire class)

1. Teen Banking Scenarios
2. My Banking Needs

Student Tip Sheets (make sufficient copies for entire class)

1. Being an Informed Banking Consumer
2. Banking Terms to Know



## PRESENTATION STEPS

### Introduction

**Have welcome slide on display.** 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.)

Explain that you are from (Bank Name) and you’re there to talk about how banks and bankers can help teens manage and protect their money.

Start by asking the students to raise their hand if they currently have any accounts at a financial institution. Wait for show of hands.

**Display Slide 2** Ask students what types of services and products banks offer to their customers. Consider listing the items on the board as students name them. Acknowledge answers and clarify as needed with accurate banking service names.

Say, “Banks offer many, many services. Some might be more useful to teens than others. Let’s look at a few situations in which teens could benefit from bank services.”

Distribute a “Teen Banking Scenarios” Student Activity Sheet to each student. Tell students to complete each row of the activity page as you discuss them.

### Discussion

**Display Slide 3** Read the slide to students: “Enrique just got a job as a cashier at the local grocery store. On his first day he had lots of paperwork to sign. He was surprised when the manager informed him that all employees must use direct deposit to get paid. Enrique has never had an account at a bank before.”

Explain that many employers use direct deposit as a way of transferring money straight from their bank account to that of an employee.

Tell students to raise their hands if they have a job. Ask if any of the students have ever been paid through direct deposit. If so, ask, “How did you know that the direct deposit was made?”

**Display Slide 4** Explain that either a checking or savings account is required to use direct deposit. Checking accounts are generally used to pay bills and make deposits. When people have money they want to set aside for use in the future, they typically put that money into a savings account.

Tell students that some people have money deposited directly into two accounts: checking and savings. Doing so allows them to put the money from their paycheck that they will use for basic expenses into their checking account while putting money away for future expenses into their savings account.



**Display Slide 5** Read the slide to students: “Olivia’s high school football team just made it to the regional playoffs. All her friends are going to the game Friday night. The ticket booth doesn’t take credit cards, so she can’t use the one her parents gave her for emergencies. She has no cash in her wallet, and the bank is already closed.”

Ask, “Has anyone here been in a situation where you needed cash?” Call on one or two students to share their experience.

**Display Slide 6** Explain that if Olivia had an ATM card she could easily access cash from any ATM (automated teller machine).

Ask students to raise their hand if they have an ATM card. Wait for show of hands.

Tell students that some parents are hesitant about letting their teenager have an ATM card. Explain to students that some banks offer ATM cards that only allow you to withdraw money from your checking account through an ATM machine. These cards do not have a Visa© or MasterCard© logo on them and, in most cases, may not be used to make store purchases directly. Remind students that in order to get money from the ATM there must be money in the account.

**Display Slide 7** Read the slide to students or ask a volunteer to read it: “Now that he has turned 18, Hunter’s parents want him to have his own separate cell phone account. The bill will come in Hunter’s name, and he will need to pay the bill on his own. He must pay his bill on time each month to avoid any late fees.”

Ask, “Do you think Hunter’s parents are being unkind by making him pay his own cell phone bill? Why?” Acknowledge any answers. Explain that by making Hunter pay his own bills, his parents are letting Hunter learn responsibility and also helping him take a first step towards building credit.

**Display Slide 8** Explain that a checking account, especially one with online bill pay, will make things easy for Hunter. Discuss options for paying bills electronically, including sending electronic payments and setting up automatic payments.

Remind students to continue filling in Teen Banking Scenarios student activity sheets as you discuss each scenario.

**Display Slide 9** Read the slide to students or ask a volunteer to read it, “Makayla’s grandmother sends her a check on each birthday and whenever she makes the honor roll. Makayla has a bank account but, between school and sports, she finds getting to her local branch during business hours a challenge.”

Tell students that it wasn’t too long ago that you had to walk into a bank or go to their drive-up window in order to deposit a check. Suggest that they ask their parents or family members how they deposited checks when they were a teen.



**Display Slide 10** Explain that there are now options for depositing checks. With an ATM or debit card, you can deposit the actual check at an ATM machine.

Tell them that more and more consumers, especially younger ones, are now depositing checks using their mobile phones. Explain that remote deposit capture means you take pictures of the front and back of the check and deposit it using an app on your phone. Caution students that they should always use a secure WiFi network or their personal data plan when doing their banking from a phone or mobile device.

**Display Slide 11** Read the slide to students or ask a volunteer to read it, “Anthony is starting his freshman year of college. He will need to buy books for classes. He can buy most of them at the school bookstore, but he found better deals online. Anthony is 18 and already has a checking account.”

Ask, “What would you do if you were Anthony?” Acknowledge any answers.

**Display Slide 12** Explain that there are several ways to pay for things online or in stores. The most common ones are to use either a debit or credit card. Briefly explain the key differences between debit and credit cards. With debit cards, you are using your own money. With credit cards, you are borrowing money and promising to pay it back.

Caution students that obtaining their own credit card can be a challenge until they prove they have enough income to pay the bill. Explain that using a debit card can get them in the habit of using plastic to pay for items without going into debt. Once they are ready to get a credit card, they might consider asking a parent to make them an authorized user on their account or co-sign with them on their own account.

Explain that credit and debit cards offer protections to the account holder. When unusual behavior is noticed, the bank will turn off access to the card.

Tell students there are still other ways to pay. For example, many online stores accept payment from services such as PayPal, which can be linked directly to your checking account.

**Display Slide 13** Read the slide to students or ask a volunteer to read it: “Aliyah recently started babysitting for friends and family members. She’s hoping to save enough money to buy a used car in two years. Her little brother regularly gets into her stuff at home. She’s afraid some of her hard-earned cash may not be there when she needs it.”

Ask, “Do any of you worry about keeping money you are saving at home? Why?” Acknowledge any answers. If possible, share a personal anecdote about why you save money at the bank. Perhaps you are worried something will happen to it at home or it will be easier to spend if you can access it easily.

#### NOTE

#### Identity Theft Prevention

If time allows, lead a short discussion on the importance of keeping financial information private and preventing identity theft.

Share professional experiences and anecdotal information with the students.



**Display Slide 14** Explain that for most young people, a savings account is likely the first account they will open. Tell students that they should pay attention to the terms when opening any account—even savings accounts. They should know, for example, who has access to the account and if it changes when they turn 18.

Distribute the “Being an Informed Banking Consumer” Student Tip Sheet. Tell students to reference it when asking questions about banking services.

**Display Slide 15** Read the slide to students or ask a volunteer to read it: “Raj has a checking account and a debit card. Before taking his girlfriend out this weekend, he wants to make sure he has enough money in his account to pay for everything. He deposited his paycheck yesterday, but he knows that sometimes it takes a while before the money shows up in his account.”

Ask, “How long does it usually take for money to be available once it is deposited in an account?” Acknowledge any answers.

Explain that the time it takes for money to be available can vary depending on many circumstances, including when the deposit was made, the amount of the deposit, how new the account is, and more. Most deposits are available within one to three days, but some can take longer.

**Display Slide 16** Tell students that balances—the amount they have in their account—can be checked in different ways, too, depending on the financial institution. Many have mobile apps and internet banking sites that allow you to easily check your balance. Some also offer bank-by-phone services so you can call and find out your balance at any time.

Explain to students that many banks also offer the ability to set low balance alerts to warn you if the money in your account is running low.

### Activity

Say, “We’ve talked about seven different scenarios and the banking services that would help each person. Now it’s time for you to consider your own needs.”

Distribute a “My Banking Needs” Student Activity Sheet and “Banking Terms to Know” Student Tip Sheet to each student. Tell students to check whether they anticipate needing each service soon, in the future, or never. Remind them that they can review the tip sheet for information on each product or service.

Allow time for all students to complete the activity sheet.

Say, “It is doubtful that everyone has the exact same needs. Some of you may already have or use some of these services. For some these might all be new, and that is fine, too.”

Say, “Now is a great time to make a plan to get the banking services you need. Consider which you need to start with and which you need to learn more about.”



## CLOSURE

Say, “Helping you figure all of this out is one of the best parts of a banker’s job. Bankers love to help people look at their own needs and determine which product or service will best meet those needs. That’s why it is a good idea to go into your local bank and talk to someone who works there. They can help you decide what you need and how to get it.”

Thank the students for letting you come to their class and for paying attention and listening. Tell them that you hope to see them getting help in your bank someday.

## FACILITATION NOTES

Students’ experiences with banks and bankers may vary considerably. You may encounter students who already have bank accounts and regularly visit a branch while others may have no experience with mainstream financial institutions or whose parents distrust banks. Be open to all points of view and consider this lesson an opportunity to share what banks are and the role bankers and banks play in the lives of their customers.

If desired, the Get Smart About Credit presentations “Budgeting in High School” and “Knowing Your Score” can serve as good complements to this lesson. In “Budgeting in High School,” students discuss typical expenses high school students have. A connection can be made between spending wisely and keeping close track of your money using mobile banking applications. In “Know Your Score,” students learn about credit reports and credit scores. A connection can be made to the scenario in which Hunter learns to pay his bills on time.

**Teen Banking Scenarios**

Name \_\_\_\_\_

**Directions:** Follow along with the presentation and complete the table with the problem the teen faced and the banking solution that helped.

Scenario	Problem	Banking Solution
Enrique		
Olivia		
Hunter		
Makayla		
Anthony		
Aliyah		
Raj		



### My Banking Needs

Name \_\_\_\_\_

**Directions:** Mark which banking services you already use, will need soon, will need later, or are unsure about.

Banking Service	Already Use	Need Soon	Need Later	Not Sure
1 Savings account				
2 Checking account				
3 ATM card				
4 Debit card				
5 Credit card				
6 Mobile banking				
7 Online bill pay				
8 Remote deposit capture				

Which banking service do you need most right now?

Which banking service are you most unsure or confused about?







# Being an Informed Banking Consumer: Five Questions to Ask

Being an informed consumer often means asking lots of questions. Here are five to get you started.

- 1. What are the fees?** Nearly every account has at least one fee associated with it. Find out what they are and when they get charged, such as:
  - Is there a fee if your balance falls below a certain amount (called a minimum balance fee)?
  - Will you be charged a fee if you try to spend more than what is in your account (called an overdraft fee)?
  - Are you charged a fee for using an ATM that isn't associated with your bank?
- 2. Are there spending limits?** Some accounts come with daily spending limits. Others allow parents to set these limits.
- 3. Are there limits on how many deposits or withdrawals you can make?** Some accounts limit the number of transactions you can make each month.
- 4. What information and services can you access from your phone?** Find out if there is a mobile app or services you can take advantage of through texts. Common ones include checking account balances (how much money you have in your account) and depositing checks on the go (remote deposit capture).
- 5. Who has access to the money in the account?** For minors (usually anyone under the age of 18), an adult such as a parent or guardian must help you open the account. The access you and the adult have to the money in the account is different depending on the type of account you open. Be sure to ask what kind you have and consider your options.
  - Joint Ownership Account — You can use the account and the adult can monitor the account's activity. Both you and the adult can make deposits and withdrawals. Sometimes an ATM can be added and even linked to a debit card. Even when you turn 18, you both have access to the money in the account.
  - Minor By — These accounts allow you to make deposits to the account but not withdrawals. The adult can make deposits and withdrawals. Once you turn 18, you get full access to the money in the account.
  - Sole Account — This is an account that gives you full access to make deposits and withdrawals and offers no access to the adult. Access to online services may be limited before age 13.
  - Uniform Transfers/Gifts to Minors Act (UTMA/UGMA) — These accounts are used when an adult wants to give you money. An adult custodian has control of the money until you reach a certain age (typically 18, but it varies by state).



## Banking Terms to Know

Everyone's banking needs are different. Before you can decide what products and services are best for you, make sure you understand what each is or does and the features associated with each.

<b>ATM Card</b>	A card issued by a bank that allows the customer to perform transactions such as make deposits, withdraw cash, or check balances at an automated teller machine (ATM). ATM cards do not have a Visa® or MasterCard® logo on the face so you can tell the difference between them and debit cards.
<b>Balance</b>	The amount of money in your account at a given time.
<b>Checking Account</b>	A bank account where money is kept so the owner can write checks.
<b>Debit Card</b>	A card issued by a bank that allows the customer to purchase items at stores and online using money from their checking account. Debit cards also have all the features of an ATM card. Debit cards have a Visa® or MasterCard® logo on the face so you can distinguish them from an ATM card.
<b>Direct Deposit</b>	The electronic transfer of money from one account (such as an employer's) to another.
<b>Mobile Banking</b>	Using a phone or tablet to perform banking functions such as checking account balances, transferring funds between accounts, paying bills, or locating an ATM.
<b>Online Bill Pay</b>	A service that allows you to set up one-time or recurring payment of bills from your checking account.
<b>Remote Deposit Capture</b>	A system that allows bank customers to take a photo of their check in order to deposit it into their account.
<b>Savings Account</b>	A bank account on which interest is usually paid and from which withdrawals can be made.