

smart future

session 1



| Activity | Time | Objective | Description |
|---------------------------|------------|---|---|
| Introduction | 5 minutes | To review what was covered in the last module. | <ul style="list-style-type: none"> • If relevant, ask the students what they learned in the last module, Get Banked. • Ask students, “who can tell me one difference between a bank and credit union?” • Ask students, “what is a savings account?” • Ask students to name one way to get money out of your checking account. |
| Can I Borrow That? | | | |
| Financial Report Card | 5 minutes | To recognize the importance of a credit score and how to obtain a strong one. | <p>Questions & Discussion</p> <ul style="list-style-type: none"> • Do you get grades in this class? • What is the best grade you can get? The worst? • How do you get a good grade? • Credit scores are a person’s financial report card. • A score of 850 is similar to an A+ and a score of 300 is similar to an F-. • How do you think someone gets a good credit score? How about a bad score? • Discuss what makes up a strong score. |
| Credit Cards | 10 minutes | To understand how a credit card works and how to use one responsibly. | <p>Activity</p> <ul style="list-style-type: none"> • Pull out a debit card and credit card (cover your numbers). • Ask which one is a credit card and which is a debit card. • Even though they look similar, they are very different. • Explain the differences between using a debit card and credit card. <p>Discussion</p> <ul style="list-style-type: none"> • Explain the three main things a person needs to know before using a credit card, which include: APR (interest rate) • Credit Limit • Annual Fees |

continued on next page >

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| Let's Buy a Car | 10 minutes | To understand how credit works by participating in a hands-on activity. | <p data-bbox="1058 386 1289 415">Student Activity Page</p> <ul data-bbox="1058 448 1797 600" style="list-style-type: none">• Hand out the <u>Let's Buy a Car</u> Student Activity Page• Explain to the students that everyone is going to buy a car.• The students have good credit. The presenter has bad credit.• Complete the activity as a class.• Discuss the importance of good credit. |