



**Money
Smart**

for Grades 6-8



Educator Guide



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TABLE OF CONTENTS

Welcome to Money Smart	4
Getting Started	5
Lesson At-a-Glance	10
Lesson 10: Protecting Yourself (Protecting Your Identity)	11
Group Handouts	16
Answer Key	21
Glossary	22

WELCOME TO MONEY SMART

Welcome to **Money Smart**, an exciting interactive exploration of the concepts of money. This standards-aligned, cross-curricular program is designed to promote financial understanding for middle school students in grades 6 through 8. You can use **Money Smart** to add engaging and enriching activities to financial literacy and economics instruction. Extension activities support English Language Arts, Math, Social Studies and Economics, and Technology, while also helping your students build the foundation to become financially responsible adults.

In **Money Smart** you will find:

- **Twelve Lessons** with hands-on, cross-curricular activities that engage sixth-through eighth- grade students in discussing and exploring key financial concepts
- **Teacher Presentation Slides**, which provide helpful visuals, as well as challenge exercises and reflective prompts to support the activities in each lesson
- **A Student Guide** with handouts, worksheets, and resources that let students explore the topics covered in each lesson and apply their new knowledge
- **A Parent/Caregiver Guide** with information about topics and terms being covered in class, conversation starters, online and literary sources, along with activities to try at home and around town

Developing positive financial habits equips students with 21st-century skills and tools that last a lifetime. We hope you and your students enjoy learning about money and its many uses.

We are eager to hear from you about how you use this curriculum. We would like to know what works well and what could be improved to make **Money Smart** even better. If you have any questions, we would like to help. Please contact us with your comments and questions via e-mail at communityaffairs@fdic.gov.

GETTING STARTED

Money Smart provides a comprehensive, developmentally appropriate program for middle school students to build an understanding of key financial concepts.

There are many features that help make the **Money Smart** curriculum engaging, motivating, and easy to use. Each lesson includes learning objectives, essential questions, supplies needed, and preparation required, as well as the following features and components to support easy integration of **Money Smart** activities into your instructional day.

STANDARDS

Each lesson promotes real-world connections through student-centered learning experiences and aligns to the following education standards and learning outcomes, including Common Core State Standards in mathematics and English Language Arts. The **Education Standards Chart** identifies which standards are met in each lesson.

- Financial Literacy JumpStart Standards
- English Language Arts Common Core State Standards
- Mathematics Common Core State Standards
- National Standards for Financial Literacy by the Council for Economic Education
- Partnership for 21st-Century Skills

GRADE-LEVEL MODIFICATIONS

Please note the modifications identified throughout lessons to differentiate learning experiences for beginner and advanced students. Modifications provide developmentally appropriate activity recommendations and extension opportunities.

PRESENTATION TIME

Each lesson plan includes an estimated time needed to teach the lesson. Actual time required will vary from classroom to classroom. The estimation includes instructional time spent on the **Warm Up**, **Guided Exploration**, **Group Exploration**, **Independent Exploration**, and **Wrap Up**. Activities may also be taught as several short lessons over a period of days or weeks. **Extended Exploration** activities are included to extend financial literacy learning opportunities throughout the year and provide easy ways to integrate the topics into various content areas.

ASSESSMENTS

A variety of assessments are integrated throughout each of the twelve lessons. Assessments are designed to build value, meaning, and context around a topic, while providing teachers with opportunities to evaluate prior student knowledge, and collect evidence their new understandings of lesson concepts and skills. Pre- (formative) and post- (summative) assessments are noted on the first page of each lesson. Assessments include discussions, reflections, questions and answers, reading, writing, and problem-solving exercises. Assessments are aligned to standards so that teachers may track students' mastery of standards. Student handouts are an especially useful form of written assessment.

LESSON STRUCTURE

Each lesson is designed to include the following:

- **Warm Up** introduces students to the topic and sparks inquiry.
- **Guided Exploration** integrates cross-curricular and developmentally appropriate learning activities and assessments while focusing on the key financial literacy learning objectives of the lesson, with teacher guidance.
- **Money Smart Tips** are provided throughout lessons to offer additional guidance, interesting and relevant financial facts, and additional ideas to help make **Money Smart** a success in your classroom.
- **Group Exploration** allows students to work in small groups to explore concepts and solve problems together. Cooperative learning is considered a “best practice” in middle school instruction.
- **Independent Exploration** activities are designed to engage students in the process of learning through individual discovery, research, and interpretation. These activities are more independent than the Guided and Group Exploration activities and may also be used as homework assignments or independent study.
- **Wrap Up** provides a reflection question or activity to review lesson concepts and allow students to demonstrate their understanding.
- **Extended Exploration** provides teachers with additional opportunities to extend financial literacy concepts throughout the school year within core content areas including English Language Arts and Math. Activities can be completed as a class, in small groups, or by students individually. Useful resources (such as books, web links, games, or videos) are also included to promote even more student engagement. The books and online resources suggested in this guide are just a few of the many available resources that explore these topics, and are not endorsed by the FDIC.
- **Student Handouts** (found in the **Student Guide**), **Group Handouts** (found in this guide), and **Teacher Presentation Slides** provide dynamic instructional support. Student and group handouts create an opportunity for students to apply their knowledge and for teachers to assess their understanding. Teacher presentation slides offer visuals and interactive activities corresponding with lessons.
- The **Answer Key**, **Glossary**, and **Standards Chart** house all of the information needed to check for understanding, define key terms, and check which activities meet specific education standards. Vocabulary words are **bolded** in each lesson as they are introduced. It may be helpful to distribute copies of the entire glossary to students as a reference.

MONEY SMART AT HOME

The *Money Smart* curriculum includes a helpful **Parent/Caregiver Guide** that corresponds to the classroom materials. Families may also use it independently of the curriculum. It contains resources, activities, games, and conversation starters on financial literacy topics covered in each lesson. Use the following ideas to encourage parents to use the guide at home:

- Introduce parents to the *Money Smart* program and share the **Parent/Caregiver Guide** at the start of the school year.
- Discuss the *Money Smart* program during parent-teacher conferences or in monthly parent newsletters home, and emphasize the importance of building healthy financial habits from an early age.
- Hold a *Money Smart* family night. Play games and have students share short skits about financial concepts they have learned.
- Send student handouts from each lesson home in homework folders for parents to review and sign.

INTERDISCIPLINARY PROJECTS

Interdisciplinary project-based learning provides the connectedness that many middle school students need as they make the transition from single classroom instruction in elementary school to subject-specific classrooms at the secondary levels. This section provides a few ideas for connecting financial literacy across disciplines into single projects.

1. Financial Literacy Assembly or Community Awareness Campaign

Use arts-integration to allow students a creative outlet to demonstrate their learning from one, some, or all *Money Smart* lessons. Some options include:

- **Drama:** Write and perform a play, a video advertisement, or a news broadcast. For example: students could combine their learning from **Lesson 1: *The Path to Success*** and **Lesson 2: *Bread and Butter*** to write a play about how to select a career field, how to get a job, and what happens once you get a job.
- **Visual Art:** Study and develop public service announcement (PSA) posters for the school or the community. For example: students could use their learning from **Lesson 10: *Protecting Yourself*** to develop PSA posters on what identity theft looks like, how to avoid it, and what you should do if you suspect that you are a victim of it.
- **Music/Choir:** Write and perform a song or rap. For example: students can demonstrate their learning from **Lesson 12: *Spend, Save, or Give?*** by writing a song that helps other students identify the various ways that they can spend, save, or give their money. The song can be played on the school PA system, posted on the school website or performed at an assembly.
- **Technology:** Create PSAs using PowerPoint, Prezi, Microsoft Publisher, online cartoon creators like <http://www.abcya.com/animate.htm> or <http://scratch.mit.edu/>, or other design programs. For example: students could create an online cartoon to share with others that demonstrates their understanding of **Lesson 7: *How to Stash Your Cash***.

2. Managing a Budget

Planning a field trip, an assembly, or a school party? Develop an interdisciplinary project to allow students to create and manage the budget. Some options include:

- **Social Studies:** Assess the needs and wants of the event. Prioritize necessary items and then wanted items. Students can use their learning from **Lesson 4: *Being a Savvy Shopper*** to research to identify and evaluate costs.
- **Math:** Develop a suggested budget based on assessing needs and wants for the event. If and when the budget is accepted, manage the spending to ensure that the event does not go over budget. Students can use their learning from **Lesson 3: *Designing Dreams*** and **Lesson 5: *Go with the Flow***.
- **English:** Write a persuasive letter to the school administration explaining the needs and wants of the event, analyzing the suggested budget, and requesting the funds to execute the event. Students can use their learning from **Lesson 3: *Designing Dreams*** and **Lesson 5: *Go with the Flow***.

3. School Store

Whether your school has a school store, or it is something that the students might be interested in starting, consider developing a project to provide students with ownership, while allowing them to learn more about financial literacy. Some options include:

- **Social Studies:** In coordination with other students and staff in the building, develop an inventory of needs and wants that can be supplied in the school store. Use research to identify and evaluate costs. Students can use their learning from **Lesson 4: *Being a Savvy Shopper***.
- **Math:** Develop a budget for purchasing bulk items. Consider options for and create sale prices for each item. Create a cash flow statement to determine the amount of product that must be sold in order to turn a profit. Students can use their learning from **Lesson 3: *Designing Dreams*** and **Lesson 5: *Go with the Flow***.
- **Art/Design:** Use advertising techniques to advertise and sell the school store products. Students can use their learning from **Lesson 4: *Being a Savvy Shopper***.
- **English:** Write a persuasive argument to open a school savings account to keep school store profits in a safe place and earn interest. Alternately, write a persuasive argument to invest the profits in an investment vehicle like stocks or bonds. Students can use their learning from **Lesson 7: *How to Stash Your Cash*** and **Lesson 8: *Money Doesn't Grow on Trees***.

4. Create and Use Financial Literacy Games

Playing games is a great way to engage students in learning. Even better, is to allow students to create their own games to play. Students can demonstrate their learning from one, some, or all **Money Smart** lessons. These games can be created and played in several subject areas including Social Studies, English, Math, and Art. Some options include:

- **The Path to Success:** Create a game where you must make choices about your education, your career, the jobs you get and the associated income, the taxes you pay on your income, and the insurance purchases that you can make. **Money Smart** connections: **Lesson 1: *The Path to Success***, **Lesson 2: *Bread and Butter***, **Lesson 11: *Risky Business***.

- **Charge It!** Create a game where you can make choices about which credit card to apply for, make purchases with credit versus cash, and build credit. **Money Smart** connection: **Lesson 9: Credit and Debt.**
- **Money, Money, Money:** Create a game where you can make choices about how to earn and spend money, factoring in cash flow, saving, and charitable giving. **Money Smart** connections: **Lesson 5: Go with the Flow, Lesson 12: Spend, Save, or Give?**

5. Solve a Community Problem

The intersection of problem-solving and real-life application is important for middle school students. What better way to combine the two than to solve a community-wide problem? Start by considering problems in your community. Problems could be split along content lines, for example:

- **Science:** Does your community recycle? How “green” is your community? Investigate science career fields and discover how students might make a career of solving these community problems, using **Lesson 1: The Path to Success.**
- **Technology:** Who has access to technology in your community? Inform your community about online threats after covering **Lesson 10: Protecting Yourself.**
- **Arts:** Does any part of your community need beautifying? Determine a method to raise and spend money on community beautification using **Lesson 5: Go with the Flow.**
- **Foreign Language:** Do non–English speaking members of your community need access to resources? Consider developing a foreign-language PSA that ties to student learning from **Lesson 4: Being a Savvy Shopper.**

Encourage students to use the financial literacy topics learned in **Money Smart** lessons to identify a community problem and develop and maintain a budget for solving the problem.

FINANCIAL LITERACY ALL YEAR LONG

Highlight financial literacy at your school all year long, especially in April, during National Financial Literacy and School Library Month.

- Create bulletin boards or posters with students about financial literacy themes learned in **Money Smart.**
- Develop interdisciplinary projects that incorporate financial literacy topics.
- Create a class or school newsletter with students to distribute to the school community about money skills and financial concepts covered in class.
- Integrate real-world applications of financial literacy into content area classes.

The more students are exposed to financial literacy, and the more opportunity they have to practice applying their new knowledge and understanding of concepts, at school and at home, the more prepared they will be to live **Money Smart** lives.

LESSONS AT-A-GLANCE

Lesson Title	Topic	Learning Objectives	Time
10 Protecting Yourself	Protecting Your Identity	<p>Create a trifold informative brochure on identity theft and prevention methods</p> <ul style="list-style-type: none">• Apply information about identity theft and prevention in realistic role-plays	<p>60 min</p> <p>Session 1 (30 min)</p> <ul style="list-style-type: none">• What Do You Know About Identity Theft? (10 min)• Learning About Identity Theft Stations (20 min) <p>Session 2 (30 min)</p> <ul style="list-style-type: none">• Identity Theft Role-Plays (15 min)• Identity Theft Trifold Brochure Closing (15 min)



LESSON 10: PROTECTING YOURSELF

GRADES
6 - 8

LESSON OVERVIEW

In an increasingly digital world, protecting one's identity and pertinent financial information has never been a more important life skill to master. Learners will research issues of **identity theft** and understand **consumer protection** by role-playing different identity theft scenarios and creating an informative brochure to share what they've learned with others.

TOPIC: Protecting Your Identity

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Create a trifold informative brochure on identity theft and prevention methods
- Apply information about identity theft and prevention in realistic role-plays

SUPPLIES:

- Access to the Internet(**optional**)
- Unlined paper for students to fold into thirds to create their **Identity Theft Trifold** brochures
- Markers, crayons, or other art supplies to design and decorate **Identity Theft Trifold** brochures

PREPARATION:

- Make copies of group handouts
- Cut up **Identity Theft Role-Play Cards**
- Set up individual or group computers with access to the Internet(**optional**)

GROUP HANDOUTS:

Group Handouts.....16
Answer Key.....21
Glossary with key vocabulary..... 22

What is Identity Theft? (station set)

You've Been Scammed! (station set)

Prevent Identity Theft (station set)

I've Been Scammed! (station set)
Now What?

Identity Theft Role-Play Cards (1per)

ESSENTIAL QUESTIONS:

- *What is identity theft?*
- *How does identity theft happen?*
- *How can you prevent identity theft?*
- *What should you do if you are the victim of identity theft?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **What Do You Know About Identity Theft?** activity

Post-Assessment:

- **Identity Theft** group role-plays
- **Identity Theft Trifold** brochure



INSTRUCTION STEPS

WARM UP

WHAT DO YOU KNOW ABOUT IDENTITY THEFT? [10 MINUTES]

To begin the lesson, the teacher should provide students with a news article or short TV broadcast about a recent issue with **identity theft**. (Note: Use an Internet news search engine to locate a recent article on “identity theft,” “fraud,” or “scams.”)

After the article or broadcast, the teacher should distribute unlined paper for students to create an **Identity Theft Trifold** brochure. Students should fold the paper into thirds to create a brochure.

Sections should be labeled with:

- Title page
- What Is Identity Theft?
- You’ve Been Scammed!
- Preventing Identity Theft
- I’ve Been Scammed! Now What?

Students or teachers can decide what to put on the remaining sections.

In pencil, students should begin filling out the trifold with information about identity theft that they have learned from the article and from any prior knowledge. (Note: Allowing students to work in pencil means that they can write incorrect information now and correct it later as they continue learning.)

MONEY SMART TIP!

The National Crime Victimization Survey defines identity theft as: 1) unauthorized use or attempted use of an existing account, or 2) unauthorized use or attempted use of personal information to open a new account, or 3) misuse of personal information for a fraudulent purpose. <http://www.bjs.gov/index.cfm?ty=tp&tid=42>

GUIDED EXPLORATION

LEARNING ABOUT IDENTITY THEFT STATIONS [20 MINUTES]

Set up the classroom in four stations, with group handouts at each station:

- Station 1: ***What Is Identity Theft?***
- Station 2: ***You’ve Been Scammed!***
- Station 3: ***Preventing Identity Theft***
- Station 4: ***I’ve Been Scammed! Now What?***

(If you are concerned about the number of students at each station, the stations can be doubled to make two sets of stations, or eight stations total.)

Instruct students that, at each station, they will view a handout with information about identity theft. At each station, they will add more information to their **Identity Theft Trifold** brochure.

Allow students 5 to 6 minutes at each station to collect information and add to their **Identity Theft Trifold** brochures. Remind students that they can revise information that they may have written



incorrectly during the Warm Up.

MONEY SMART TIP!

Provide each station with a laptop or Internet-connected device to allow students to do additional research with any remaining time.

Check students for understanding about identity theft and associated vocabulary. Encourage students to use vocabulary terms as they explain their answers. Ask:

- *What is identity theft?*
- *How does it happen?*
- *How can you prevent identity theft?*
- *What should you do if you're the victim of identity theft?*

GROUP EXPLORATION

IDENTITY THEFT ROLE-PLAYS [15 MINUTES]

Split students into groups of two or four. Distribute a set of the **Identity Theft Role-Play Cards** to each group of students. Explain that students will be playing a role and using the information they've learned from creating their **Identity Theft Trifold** brochures, so they should try to use appropriate vocabulary and factual information as they act out their roles.

Grade-Level Modifications:

Beginner: Additional students who are not assigned a role in the role-play can track vocabulary and observe the short role-play.

Advanced: Additional students who are not assigned a role in the role-play can serve as coaches, who can provide advice to students engaged in the role-play. For example: these coaches can advise role-players about vocabulary or factual information that they could integrate.

Prompt students to select their first role-play cards and begin. Allow role-plays to run for 2 to 4 minutes each, and then have students switch roles and role-play cards and begin the next round.

Optional check for understanding and review questions:

- *What vocabulary and factual information were you able to integrate into your role-plays? How?*
- *What did you learn about identity theft from these role-plays?*

WRAP UP

IDENTITY THEFT TRIFOLD BROCHURE CLOSING [15 MINUTES]

Allow students a final few minutes to add any last information and/or designs to their trifold brochure.



Prompt students that the role-plays may have revealed some helpful tips or misinformation that they need to correct. Students who are finished with their **Identity Theft Trifold** may present them to peers.

EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Write your own role-play. Now that you have completed a few role-plays on identity theft, write a new role-play with at least two roles, and then act it out.
- **Additional Readings/Resources:**
 - *10 Ways to Protect Your Personal Information and Your Money* by the Federal Deposit Insurance Corporation (FDIC): Advice about how to avoid scams, fraud, and identity theft. <https://www.fdic.gov/consumers/consumer/news/cnwin1314/fraud.html>
 - *Avoiding Fraud, Protecting Your Privacy: Best Practices for Young Adults* by the FDIC: Tips, geared toward young people, about how to protect yourself online, over the phone, and via mail. <https://www.fdic.gov/consumers/consumer/news/cnfall12/avoidfraud.html>

MATH

- **Activity/Project Ideas:**
 - Identify statistical trends and explore the impact of statistics on identity theft by looking at the “Publications and Products” section of the U.S. Bureau of Justice Statistics. For example: in 2012, 7 percent of people age 16 and older were victims of identity theft. As a class, explore the impact of that percentage on your own community and look at statistics from previous years to determine whether it is an upward or downward trend. <http://www.bjs.gov/index.cfm?ty=tp&tid=42>

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Read the articles in the “Stories and Features” section of the FBI’s “Identity Theft” website. Explore the similarities and differences among types of identity theft and how the government works to protect people against identity theft. [http://www.fbi.gov/about-us/investigate/cyber/identity theft](http://www.fbi.gov/about-us/investigate/cyber/identity%20theft)



TECHNOLOGY

- **Online Games/Tools:**
 - *Can You Spot a Scam?* by the FDIC: Take this online quiz to determine whether you can recognize fraud.
<https://www.fdic.gov/consumers/consumer/news/cnfall10/fraudquiz.html>
 - *You Are Here: Where Kids Learn to Be Smarter Consumers* by the Federal Trade Commission: Play consumer-oriented games, design advertisements, and learn to protect yourself and your finances.
<http://www.consumer.ftc.gov/sites/default/files/games/off-site/you-are-here/index.html>
 - *Invasion of the Wireless Hackers* by the Office of Justice Programs: To win the game, students must answer questions about protecting themselves online.
<http://www.onguardonline.gov/media/game-0006-invasion-wireless-hackers>



WHAT IS IDENTITY THEFT?

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

WHAT IS IDENTITY THEFT?

Identity theft is the crime of using another person's name, credit or debit card number, Social Security number, or another piece of personal information to commit fraud, typically for economic gain. Unlike your fingerprints, which are unique to you and cannot be given to someone else for their use, your personal data—especially your Social Security number, your bank account or credit card number, your telephone calling number, and other valuable identifying data—can be used, if they fall into the wrong hands, to personally profit at your expense. In the United States and Canada, for example, many people have reported that unauthorized persons have taken funds out of their bank or financial accounts, or, in the worst cases, taken over their identities altogether, running up vast debts and committing crimes while using the victims' names. In many cases, a victim's losses may include not only out-of-pocket financial losses, but also the substantial further costs of restoring that person's reputation in the community and correcting erroneous information for which the criminal is responsible.



Source: <http://www.justice.gov/criminal/fraud/websites/idtheft.html>



YOU'VE BEEN SCAMMED!

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

WHAT DOES IT LOOK LIKE WHEN YOU'VE BEEN SCAMMED?

- Charges on your credit or debit account that you did not authorize:

SAMPLE CREDIT CARD STATEMENT

Account Number
5456 0001 0002 0003 0004

Make check payable to:

Due Date: 11/24/14 Minimum Due: \$31.00

Credit Card Company
P.O. Box 4567
Anywhere, CA 91111

New Balance: \$1379.90

Return top portion with payment:

Reference Number	Posting Date	Description of Transaction	Debits	Credits and Payments
0066732	0606	ABC Stores	108.20	
0314356	0607	Electronics Unlimited	58.00	
4869395	0608	XYZ Airlines	109.32	
6077043	0608	Sleepytime Motel	128.00	
2346729	0610	Car & Truck Rental	159.72	

- Responding to online, text, or phone requests for personal information without being sure they are secure:

BankTrust™

Dear valued customer of Bank Trust,

We have received notice that you have recently attempted to withdraw the following amount from your checking account while in another country: \$135.25.

If this information is not correct, someone unknown may have access to your account. As a safety measure, please visit our website via the link below to verify your personal information.

<http://www.banktrust.com/general/trustverifyinfo.asp>

Once you have done this, our fraud department will work to resolve this discrepancy.

Thank you,
BankTrust

- “Phishing” is an attempt to acquire personal information by pretending to be a trusted agency.



PREVENTING IDENTITY THEFT

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

STINGY!

Be stingy about giving out your personal information, both in person and online. If someone from a reputable financial institution or company calls to acquire personal data, ask him or her to send you a written application.

CCHECK!

Check your financial information regularly. You should receive monthly statements on all bank and credit card accounts that list your most recent transactions. If you aren't receiving your monthly statements, call the bank right away. Check your statements thoroughly to make sure there are no unauthorized withdrawals or charges.

ASK!

Ask periodically for a copy of your credit report. Your credit report should list all bank and financial accounts under your name, and will provide other indications of whether someone has wrongfully opened or used any accounts in your name. Get your annual free credit report at <http://www.annualcreditreport.com>.

MAINTAIN!

Maintain careful records of your banking and financial accounts. Financial institutions are required to maintain copies of your checks, debit transactions, and similar transactions for five years, but you should, too, for at least one year. If you need to dispute a transaction, your original records will be accessible and useful when you argue against it.

Source: <http://www.justice.gov/criminal/fraud/websites/idtheft.html>



I'VE BEEN SCAMMED! NOW WHAT?

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

- **Contact the credit reporting companies and place a free fraud alert on your credit file.** This can make it harder for an identity thief to open more accounts in your name.
- **Check your bank and other account statements for unusual activity.** Look at your monthly statements to determine fraudulent transactions.
- **Get a free copy of your credit report.** Visit <http://www.annualcreditreport.com>.
- **Consider requesting a credit freeze.** This means that potential creditors cannot get your credit report and it makes it less likely that an identity thief can open a new account in your name. This does not affect your credit score.
- **Create an identity theft report.** This helps you get fraudulent information removed from your credit report and stop a company from collecting debts that are a result of identity theft.

Source: <https://www.consumer.ftc.gov/articles/pdf-0009-taking-charge.pdf>



IDENTITY THEFT ROLE-PLAY CARDS

Directions: Distribute one copy per group of students for use with **Identity Theft Role-Plays** activity.

<p align="center">Scenario #1, Role A</p> <p>You open up your latest bank statement to discover that there are several transactions on it that you did not authorize. You decide to make a call to the customer service branch of your bank.</p>	<p align="center">Scenario #1, Role B</p> <p>You are a customer service representative at the bank. You regularly field calls from customers at your bank who believe that they have been the victims of identity theft.</p>
<p align="center">Scenario #2, Role A</p> <p>You recently purchased several items from a store that has just suffered a security breach. This means that some identity thieves hacked into the store's credit and debit card readers and stole bank account information. You are unsure about what to do and you seek the advice of a trusted friend.</p>	<p align="center">Scenario #2, Role B</p> <p>You are considered trusted and knowledgeable about finances by all of your friends. Offer your friend advice about what to do if he or she feels that she has been the victim of identity theft, and about protecting herself against identity theft in the future.</p>
<p align="center">Scenario #3, Role A</p> <p>You've just learned about identity theft and how to protect yourself. When you get home from school, you realize that your parent or caretaker has thrown away unopened bills, responded to an unknown email address requesting personal information, and left computer passwords out on the table. Talk to your parent or caregiver about taking precautions against identity theft.</p>	<p align="center">Scenario #3, Role B</p> <p>You are a busy parent or caretaker who doesn't have time to make sure that everything is perfect in life. Sometimes you forget to save your bills, or shred personal information before throwing it away. Nothing bad has ever happened in the past and you're not worried about anything bad happening in the future.</p>
<p align="center">Scenario #4, Role A</p> <p>You are at the grocery store, shopping for some items for dinner, when another person strikes up a conversation with you about some financial trouble that he or she has been having. Give financial advice to this person.</p>	<p align="center">Scenario #4, Role B</p> <p>This is a special role. Person A thinks that you are just a regular person looking for advice about some financial trouble that you've been having, but in reality, you are an identity thief trying to steal their personal information. See if you can talk Person A into giving you personal information, but be sneaky!</p>

ANSWER KEY

for Student Handouts

LESSON 10: None

GLOSSARY

Annual Percentage Rate (APR): The cost of borrowing money on a yearly basis, expressed as a percentage rate.

Bank: A financial institution and business that accepts deposits, makes loans, and handles other financial transactions.

Budget: A plan that outlines what money you expect to earn or receive (your income) and how you will save it or spend it (your expenses) for a given period of time.

Career: The type of work a person pursues for the majority of their life that may involve formal education, special training, or be within a specific industry.

Cash Flow: Income and expenses over a given period of time.

Credit: The ability to borrow money and pay it back later.

Credit Card: A plastic card that can be used to obtain credit (such as to purchase goods and services).

Debit: An amount of money taken out of a deposit account to pay for something.

Debit Card: A plastic card that can be used to deposit or withdraw cash from a checking or other bank deposit account, such as at automated teller machines or at retail locations that accept cards.

Debt: Money that is owed.

Discretionary Expenses: Money that is not essential to spend; money spent on wants.

Diversification: The approach of spreading your money among various investments with the hope that if one investment loses money, the others will make up for those losses; also referred to by the phrase "don't put all your eggs in one basket".

Earned Income: Money you get from working, such as wages, commissions and tips.

Expense: The cost of goods and services; the amount of money that is spent.

Federal Deposit Insurance Corporation (FDIC): Preserves and promotes public confidence in the U.S. financial system by insuring deposits in banks and thrift institutions for at least \$250,000. An independent agency of the federal government, the FDIC was created in 1933.

Financial Institution: A bank or credit union.

Fixed Expense: An expense that does not change from month to month.

Goal: Something you wish to achieve or accomplish in a specific amount of time.

Identity Theft: When someone steals another person's identity to commit fraud, such as by using his or her name or Social Security number to get something. Identity theft is a crime.

Income: Money that you receive from jobs, allowances, gifts, interest, dividends, and other sources.

Income Tax: Taxes on income, both earned (salaries, wages, tips, commissions) and unearned (interest, dividends). Income taxes can be levied on both individuals (personal income taxes) and businesses (business and corporate income taxes).

Insurance: A contractual relationship that exists when one party (the Insurer), for a fee (the

GLOSSARY (continued)

premium) agrees to reimburse another party (the Insured or third party on behalf of the Insured) for a specific loss.

Interest: Money that a bank or other financial institution pays you for keeping money on deposit with them, or the amount of money you pay a bank as a fee when you borrow money.

Invest: To put money at risk with the goal of making a profit in the future.

Investment Vehicles: The methods that a person (or business) can use to invest money.

Job: A specific duty, task, or activity someone completes using his or her time, skills, and energy to earn money.

Mutual Fund: An investment tool that pools the money of many investors and invests it in stocks, bonds, and money market assets, or other securities.

Need: Something you must have to survive, such as clothes, shelter, or food.

Opportunity Cost: The next best thing that you give up in order to do something else; a trade-off of a decision you make.

Payroll Deduction: Money that an employer withholds from earnings.

Phishing: When fraudsters impersonate a business or government agency to try to get you to give them personal information, such as through an email or text message. Can also be thought of as “fishing for confidential information”.

Profit: The money gained or left over after money spent (expense) is subtracted from money earned (income).

Return: Money made (profit) from an investment.

Risk: The possibility that something unplanned or unintended may happen (such as losing money). Uncertainty about outcomes that are not equally desirable. In finance, it refers to the degree of uncertainty about the rate of return and the potential harm that could arise when financial returns are not what the investor expected.

Risk Management: The process of calculating risk and choosing approaches to minimize or manage loss.

Save: Setting something, like money, aside to use in the future.

Savings Account: A bank account that you can use to set aside money, and that pays you interest.

Savings Bond: People lend money to the Government so it can pay its bills. Over time, the Government gives that money, plus a bit extra (interest), back to those people as payment for using the borrowed money.

Stock: An investment that represents a share of ownership in a company.

Tax: Money that has to be paid to a government to provide public goods and services.

Variable Expense: Money that a person spends or gives away that varies from month to month.

Want: Something that you would like to have but that you could live without, such as a TV or tickets to a baseball game.