

Protecting Yourself Financially- Outline

Always encourage your students to take notes. Also, remember to leave yourself 5 minutes before the end of class to go over the post-test and collect them!

➤ **Making a connection to students | 2 minutes**

1. Introduce yourself: Name, employment or volunteer work, and why this topic is important.

➤ **Begin class: | 3 minutes**

Before opening the book write the title **Protecting Yourself Financially** on the board.

1. Begin this section by asking students why they think it is important to learn about protecting themselves financially. You may have to word this differently, depending on the students English levels.
2. After two or three responses, instruct students to open their books on page 1.



I. **Money Safety and Security Tips | Page 1- 4 | 25 minutes**

A. **The Basics.**

1. Ask for a volunteer to read the 1st paragraph out loud. Remember, if no one volunteers, you simply choose your own volunteers.
2. Write the words **Sensitive Data** on the board and have the students repeat after you. Give them a basic definition, or use the one in the guide.
3. Ask the students to get into groups. If there are more than 15 students then ask them to partner with their neighbor and come up with 10 examples of Sensitive Data. Inform them to write their answers in their books.
 - 3.1. Give students about 2 minutes to work together then bring their attention back to you.
 - 3.2. Ask the groups to give you some of their answers.

Sensitive Data below are examples to help fill in the blanks.

- | | |
|-----------------------------------|--------------------------------------|
| • Driver's License | • Passport |
| • Social Security Card | • <u>Green Card</u> |
| • Check Books/ Registers | • <u>Tax Returns</u> |
| • Debit/Credit Cards | • <u>Birth Certificate</u> |
| • Credit Card and Bank Statements | • <u>Email or Computer passwords</u> |

4. Ask students the best way to protect this information from other people. Write their responses on the board. If they don't know, then start reading lines C. and D.

- B. **Activity (p.2):** Make a chart on the board like you see on the next page. Ask students what they should do with the following documents and place the words under the correct heading as they tell you. Encourage students to write correct answers in their books.



Throw Away	Shred	Keep in a safe place
Store Ads	Bank Statements	Passport
	Credit Card Applications	Social Security Card/Green Card
	Magazines with your	Shopping Receipts (until no longer needed, then shred)
	Printed Emails	

C. How do I keep my information Safe on the Internet? Page 3 | 10 minutes

1. Ask the class by show of hands if they use the internet for the following activities:
 - a. Financial transactions: pay bills, purchase goods, send money abroad.
 - b. Communicate with co-workers or family and friends.
 - c. Apply for jobs or classes/trainings.
2. Next, ask students if they know how to keep personal information safe on the internet, if yes, ask for a couple of volunteers to share what they do.
3. Ask for different volunteers to read aloud letters A-D.
4. You read or summarize letters E-F. Any words that are underlined, ask the class to repeat those words aloud or say them with you.
 - b. Hyperlinks
 - c. Firewall
 - d. Virus Protection
 - e. Spyware

D. How to Know Which Websites Are Safe and Secure. Page 3 | 8 minutes

1. Instruct students to identify on the bottom on page 3 the **web browser** that they use the most.
2. Ask students how to determine if a website is secure. After 2-3 answers (or no answers) you read aloud line A. **(THIS IS A POST COURSE QUESTION)**
3. Next, ask if any students have smart phones. If they do ask them to look up the following sites:
 - a. A bank site (secured) to test the https and padlock lesson.
 - b. An unsecure site (e.g., Best Buy, Radio Shack) to demonstrate http alone. After you visit the store site, have them try to log in or go to a shopping cart. Then they will see the site become secure.

If the class has internet access/computer, ask the instructor if they can pull up a secure and unsecure site onto the white board or big screen.

E. Use Review Websites to Research Businesses Page 4 | 5 minutes

1. Before reading, inform students that there are different websites that will give reviews on the business as well as the product and services the business offers.
 - 1.1. Ask students if they have ever had an experience with a bad business or the BBB. If yes, ask them to share.
 - 1.2. Have someone read the Better Business Bureau paragraph. **(THIS IS A POST COURSE QUESTION)**
2. Share with the class the following scenario: Farid is going on a date and he wants to impress his date. He knows she loves Indian food but he does not know any Indian restaurants. What can he do to find a good Indian restaurant to take his date?

Reading



Reading



Activity



Reading



Conversation Starter



2.1 Ask students to look at the list of review websites as you read them aloud. Ask if they use any of these sites and what has been their experience.

II. Financial Service Providers Can Help. Page 5 | 8 minutes

A. Bank Policies and Procedures.

1. This section is mostly one line descriptions of how a service provider can help protect a customer/member's finances. You can read these for the students and when possible give examples of how they can use this in real life.

B. What can you do to help?

1. Have different students read aloud 1-4 under letter A "Check your statements"
2. Ask students to raise their hands if they use on-line banking.
3. Ask for another volunteer to read aloud numbers 1-3 under letter B "Consider on-line banking"

➤ **At this time, ask students if they have any questions on what has been covered up to this point. If no questions continue on to the next section.**

III. ATM, Debit & Credit Card Security Tips. Page 6 | 15 minutes

A. At the ATM

1. Exercise "Appropriate ATM Etiquette". This is a perfect conversation starter to help break up some of the reading.
 - a. Ask for a student to come to the front of the room and demonstrate the appropriate space to give someone at the ATM.
 - b. You can also demonstrate an example of an inappropriate space that may violate privacy for themselves or someone else.
 - c. Ask the class for suggestions of what someone should do if someone stands too close, and if the problem persists.
2. Read or summarize numbers 1-2. Next, describe what the illustration show on the top of page #6 and how skimmers can affect their financial peace.
3. Have students read independently numbers 3-5.

B. Loss or Theft of card

1. Ask students if their debit or credit cards have ever been lost or stolen, if so, ask them what they did. After a few examples you can compare what they did with the information provided in # B1-B2. If there are no examples, read aloud or briefly explain B1-B2.
 - a. Direct students to see the example provided on the bottom of page 6.

C. Care for Your Card & D. Treat Cards like cash

1. Ask the class if they use debit or credit cards regularly or not. Depending of their responses, ask card holders/users what they do to take care of their debit/credit cards.
2. Briefly summarize the numbers under letters C & D.
3. Remind students to check at home if they have signed their cards with a good pen.

E. Pin Safety

1. Have different students read numbers 1-5.
2. Impress upon them the importance of never sharing this number, and avoid picking a number easy for others to guess (e.g., date of birth, house number, 1234, 7777)

S Summarize

Reading



Conversation Starter



Reading



F. When Shopping- Exercise: Self-Assessment.

Activity



1. Instruct students to close their books and listen to the statements you will read. They need to show you thumbs up if they have done it/do it and thumbs down if they have never done it.
 - a. Keep copies of my sales receipts in a secure place.
 - b. Write driver's license number on a check.
 - c. Offer the card pin number to a sale person.
 - d. Review debit or credit cards statements every month.
 - e. Call a bank when discovered a suspicious charge.
2. After students show their response to each statement, reiterate key information from this section.
 - **This section begins a lot of reading. To help maintain active attention, you will want to summarize many of these points instead of having the students read each category.**

IV. Introduction to Fraud. Page 8-11 | 15 minutes

A. The Basics

1. Write the words Fraud and Identity Theft on the board. Ask them to verbally repeat after you.
2. Ask if students understand the meaning of fraud and then read aloud number 1- 3 together about fraud.
3. Ask students if they or anyone they know have been a victim of any one of these fraudulent activities.

B. Two common Fraud Examples

1. Write on the board the word scam and summarize key information discussed under fraudulent payments.
2. Write the word Phishing Scams (p.9) on the board and explain that this happens more often than what we may think.
3. Ask students if they ever received an email saying that they need to contact their bank or credit union immediately by clicking a hyperlink provided on the email, what they should do.
4. You read letter **a**, then summarize lines **i-iv** for students.
5. Remind students that during a time of crisis/natural disaster (e.g., hurricanes, earthquakes) malicious people try to take advantages of people's generosity. They need to make sure that the organizations/people asking for donations are legitimate by researching on-line or calling directly.

6. Phishing Activity Page #8

- 6.1. Ask the students to follow you as you read out loud the examples. Next, read the answers out loud and ask them to select the right answers. **(Question 1. C, Question 2. B)**

7. If your personal or financial information is stolen (p.10-11)

- 7.1 Read through some of the who to contact, and explain that the chart on page 11 is the contact information for some of the agencies that can help if they believe their identity has been stolen.

Reading



Summarize

Activity



Now the class is almost finished. Have the students turn to the last page of the book and complete the Post Test Survey. Read the questions aloud and read through the answers. When the students are finished have them tear off the sheet and hand it in to you. Then place them and the sign in sheet into the class folder.

