

EDUCATOR GUIDE

A LONG HISTORY

People Helping People.

Maine credit unions have a long history of providing financial education. Between volunteering to teach youth financial education in schools and hosting Financial Fitness Fairs, credit unions across the state collectively expose nearly 20,000 Maine students to financial literacy and money management concepts each year. Having long-believed the students of today are the community leaders of tomorrow, Maine credit unions recognize the importance of equipping the youth with the knowledge and skills they need to help them manage their money effectively.

Desjardins Financial Education Awards

CUNA created the Desjardins program to recognize leadership within the credit union movement on behalf of financial literacy for all ages. Naming the award after Alphonse Desjardins emphasizes the movement's longtime commitment to youth. Besides founding the first credit unions in Canada and the U.S., Desjardins pioneered youth savings clubs and in-school "banks," known as *caisses scolaires*. This award considers all activities supporting the personal finance education of members and non-members, including, but not limited to, face-to-face teaching using proprietary materials and curricula, as well as financial literacy leadership efforts.

In recognition of Maine credit unions' efforts, the Maine Credit Union League has been a consistent winner of the National Desjardins Youth Financial Education Award!



LESSON: **CREDIT UNIONS & BANKS**

Introduction: (5 minutes)

Greet the students. Tell them your name, describe what you do for work at the credit union, and share some fun information about yourself.

Explain to the students that you're here volunteering on behalf of your credit union, an organization that is happy to teach people of all ages about saving and spending money. Additionally, explain that your credit union is also a place where people can safely keep their money.

Volunteer Tips

When speaking to young students, they often do best when seated on the floor in a semicircle around you.

Ask the students to raise their hands when answering a question or if they have something to say.



Write your introduction notes and/or talking points here:



Discussion: (5 minutes)

Ask the students if they can tell you what it means to save money. Either call on students raising their hands or ask each student in order of the semicircle. When it's a certain student's time to speak, ask them to stand and share their thoughts.

After listening to the students' answers, tell them that by saving money, they're putting money aside for the future. Instead of spending it now, the money is being kept for later.

Next, ask the students if they can tell you why people should save their money instead of always spending it right away. Either call on students raising their hands or ask each student in order of the semicircle. When it's a certain student's time to speak, ask them to stand and share their thoughts.

After listening to the students' answers, tell them that people should be saving their money for a number of different reasons. Explain that people can't always afford to pay for their wants after they have paid for their needs. For example, tell the students that after paying all of their bills, someone may not have enough money left over to buy the latest video game console or go on a vacation. Instead, people may have to slowly save away whatever money they can until it adds up to enough to purchase their wants.

Tell the students that saving money is something everyone should do. It allows people to buy things that would normally be too costly, it keeps people out of financial trouble, and it can help people obtain things that likely wouldn't be possible without savings--such as a home or vehicle, or even major life events, such as a wedding or having a child.

Thank the students for being good listeners and have them return to their seats.



Examples of Why People Should Save Their Money

- To help pay for large purchases like a home or car.
- To help protect someone from a financial emergency, such as job loss, medical bills, or repair costs.
- To help pay for major life events, such as a wedding or having a child.

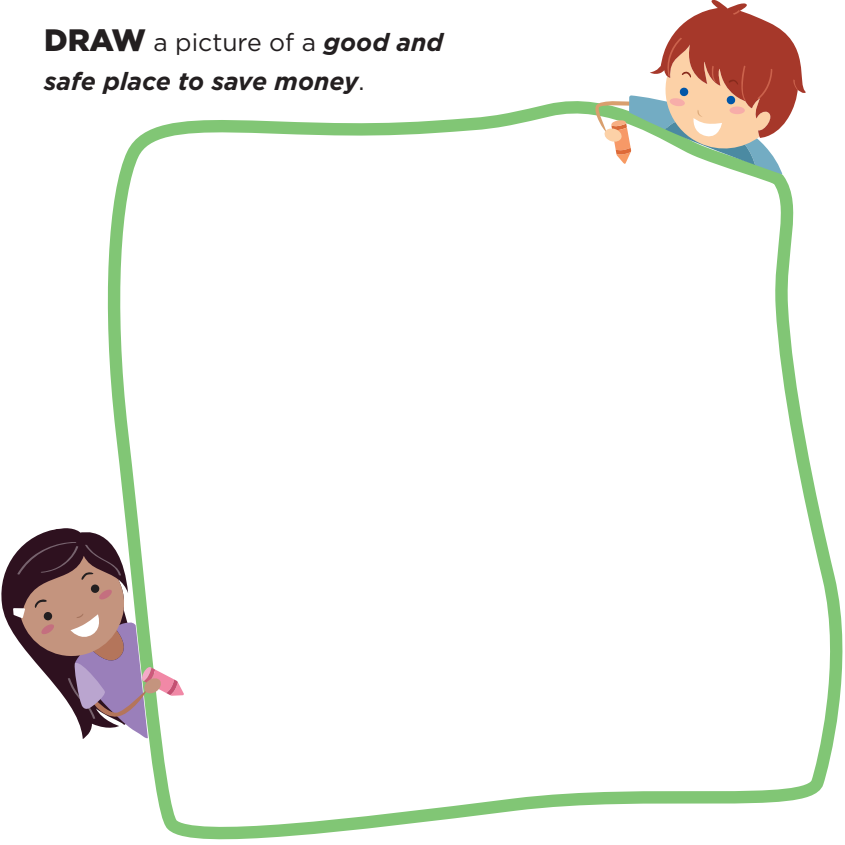


Activity (10 minutes)

Ask the students to get either their crayons or colored pencils ready. Distribute a Maine Credit Unions' Money Book to each student. Have the students open their Money Books to page 1. On this page, ask the students to draw a picture of where they think a good and safe place to save money would be. While the students are busy drawing, walk around the classroom and discuss where they would save money. Compliment the students on their drawings and ask them to write a sentence about why their drawing would be a good and safe place to save money.

After finishing, have the students put down their Money Books and return to the semicircle in front of the classroom.

DRAW a picture of a *good and safe place to save money*.



Write a sentence about why this would be a good and safe place to save money.

MAINE CREDIT UNIONS MONEY BOOK

MAINE CREDIT UNIONS MONEY BOOK

Discussion: (5 minutes)

Ask the students if they know what a bank or a credit union is. Either call on students raising their hands or ask each student in order of the semicircle. When it's a certain student's time to speak, ask them to stand and share what they think a bank or a credit union is.



After listening to the students answers, define banks and credit unions for the students and have them repeat the definition. Banks and Credit Unions: Businesses that keep people's money safe.

Tell the students that banks and credit unions are where people safely deposit (put) their money until they need it. Explain that when people need their money, they withdraw (take) their money out of the credit union or bank. Tell the students that banks and credit unions also let people borrow money if they agree to pay back the money at a later time. When people borrow money, though, they have to pay back what they borrowed and then some extra money on top of that. The extra money borrowers need to pay is called interest.

Tell the students that people may need to borrow money to pay for a home or a vehicle, as those things cost a lot of money. Explain that when borrowing money for a home or a vehicle, the borrower agrees to pay back all that money and interest by a certain date. If they don't, they will have to pay even more interest or risk losing the home or vehicle. Tell the students that if they don't pay back what they've borrowed, they can get in trouble and may not be able to borrow money again.

Tell the students that banks and credit unions are safer places to keep their money than at home. Explain that banks and credit unions have high tech security systems and often security guards to protect people's money. Further, explain that money people keep in a credit union or bank is also insured--meaning that if the money was ever lost in the event of a robbery or disaster, the government would ensure you get your money back, up to \$250,000.

Thank the students for listening as you discussed banks and credit unions, and have them return to their seats.

Activity (10 minutes)

Ask the students to turn their Money Books to page 2. Tell the students they'll be taking a quiz that will test the knowledge they've learned about banks and credit unions. Explain to the students that you'll be guiding them through the quiz and that they can circle what they think is the correct answer after you've read the question. Give the students the following quiz:

CREDIT UNION & BANK QUIZ

1.

What are banks and credit unions?

- a. Museums
- b. Banks
- c. Businesses that make smartphone apps
- d. Restaurants

2.

When you deposit money, you are putting money in a bank or credit union account.

- a. TRUE
- b. FALSE

3.

When you withdraw money, you are taking money out of bank or credit union account.

- a. TRUE
- b. FALSE

4.

Within the world of finances, what is interest?

- a. Wanting to know or learn about something
- b. A computerized machine that performs basic banking functions
- c. A fee charged for borrowing money
- d. Not spending your money right away and putting it aside for the future

5.

Up to what amount is money insured for at a credit union or bank?

- a. \$100,000
- b. \$275,000
- c. \$125,000
- d. \$500,000

After asking all of the questions, go back through and reveal the answers. When you're finished recapping the quiz, ask the students to return to the semicircle in front of the classroom.

Discussion (5 minutes)

By a show of hands, ask the students if they've ever seen their guardians buy something with a phone or computer, or withdraw money from a machine--of which is called an ATM. Call on one of the students raising their hands and ask if they can share where they think the money on the phone and computer, or from the ATM comes from.

After listening to their answer, explain that the money comes from an account at their guardian's credit union or bank. Tell the students that when someone pays for something online or withdraws money from at ATM, that money is being taken out of a credit union or bank account they had already deposited money into.

By another show of hands, ask the students if they've ever heard the saying, "Money doesn't grow on trees"? Explain that much like money doesn't grow on trees, money doesn't grow in phones and computers, or in ATMs. People work hard to save money and deposit it into their accounts, so it's important to recognize that money in phones and computers, or from ATMs isn't free money.



Deposit



Explain that in addition to withdrawing money, people can also deposit money into a credit union or bank from an ATM, phone, or computer.

Thank the students for listening as you discussed ATMs and digital banking, and have them return to their seats.



Withdrawal

Activity (10 minutes)

Ask the students to turn their Money Books to page 3. Tell the students they'll be doing some math to calculate how much money is in someone's account at a credit union or bank. Have them complete the following math problems:



1.

If someone had \$100 in their credit union or bank account and then withdrew \$20 from an ATM, how much money would they have in their account? **\$80**

2.

If someone had \$300 in their credit union or bank account and then spent \$100 while online shopping, how much money would they have in their account? **\$200**



3.

If someone had \$260 in their credit union or bank account and then deposited \$40 at an ATM, how much money would they have in their account? **\$300**



After the students have finished their math problems, go back through the questions and reveal the answers. When you're finished recapping the math problems, ask the students to turn their Money Books to page 4.

Activity (10 minutes)

Now that students have learned about financial institutions and saving, have them draw a picture of something they want to save money for on page 4 of the Maine Credit Unions' Money Book. While the students are busy drawing, walk around the classroom and discuss how they plan to save money. Compliment the students on their drawings and ask them to write a sentence about how they plan to save money.



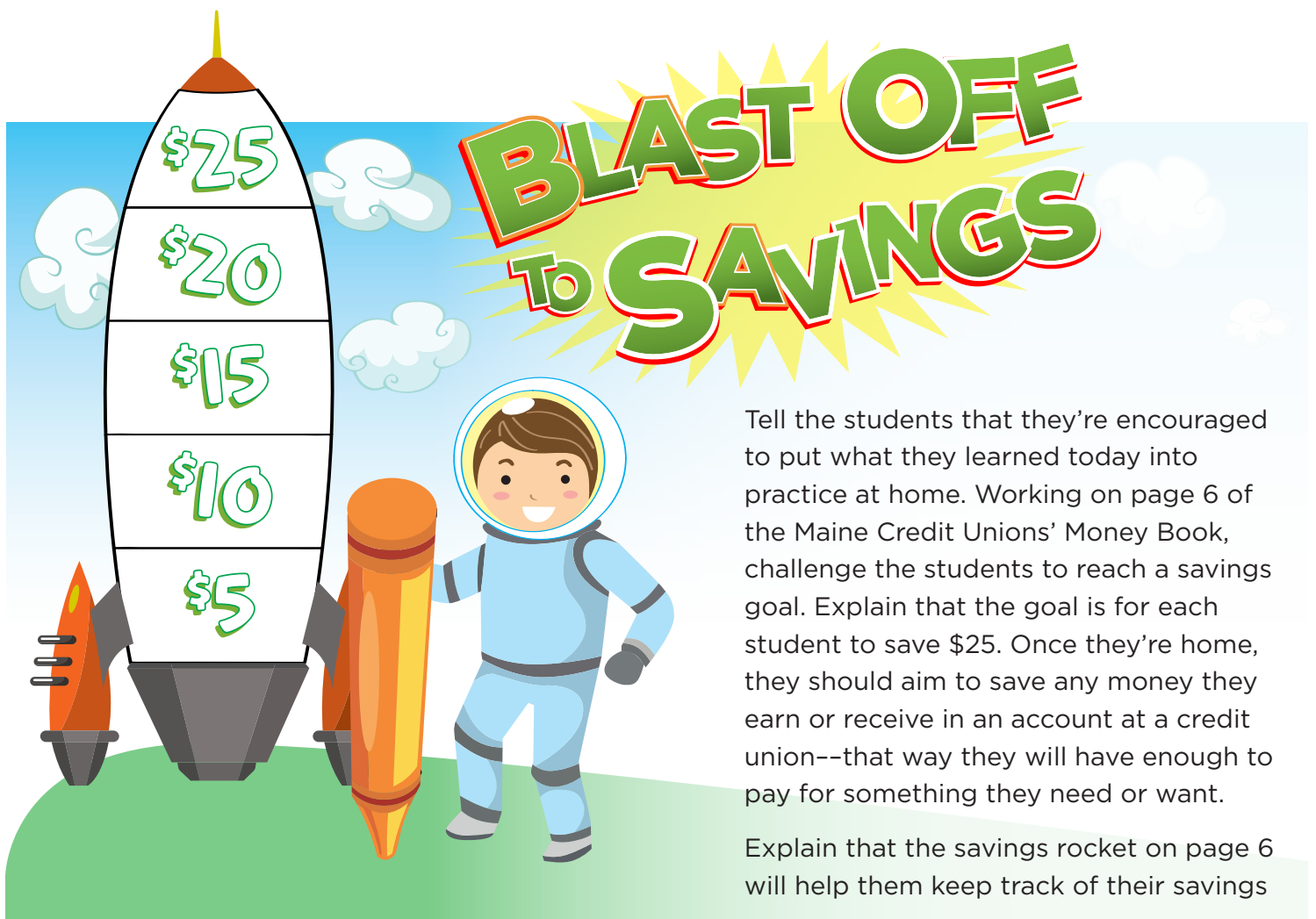
Take Home Activity

DRAW a picture of something you want to **SAVE** money for.



Write a sentence about how you plan to save money for this.

MAINE CREDIT UNIONS MONEY BOOK



BLAST OFF TO SAVINGS

Tell the students that they're encouraged to put what they learned today into practice at home. Working on page 6 of the Maine Credit Unions' Money Book, challenge the students to reach a savings goal. Explain that the goal is for each student to save \$25. Once they're home, they should aim to save any money they earn or receive in an account at a credit union--that way they will have enough to pay for something they need or want.

Explain that the savings rocket on page 6 will help them keep track of their savings

progress. Encourage the students to color in the rocket each time they reach the pictured amount. For example, if they are able to save \$5, they should color in the \$5 section on the rocket. Tell the students that once they reach the savings goal of \$25 and color it in entirely, their rocket will launch--meaning they can spend that money however they please.

Although, you should let the students know that they should be paying for everything they need before spending money on their wants. Also, instead of spending the money immediately after reaching their goal, they can keep it in their credit union account and continue saving!

Wish the students the best of luck on their savings challenge and thank them for their participation today.

Thank the students for participating today and encourage the students to share their Maine Credit Unions' Money Books at home.

LOOKING AHEAD

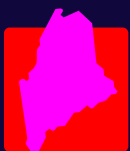
GRADE 3

In this upcoming lesson, students in the 3rd Grade will identify and explore different types of jobs. Students will gain insight into how income is earned, and how education can impact career and earning opportunities. Further, 3rd Grade students will extend their working knowledge of income by learning about taxes.



THANK YOU, CREDIT UNION VOLUNTEERS!

Your time and commitment to financial education are important and appreciated.



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