



## Quick Start Leader's Guide

### **Financial Literacy and Positive Youth Development for Young People and Their Parents/Caring Adults**

Real-world financial topics and tools  
to help parents/other caring adults  
and young people:

- Understand their money
- Talk about their money and
- Manage their money

**Sponsored by Capital One and Search Institute**





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# About Bank It

## Overview of Bank It

Capital One is proud to partner with Search Institute in developing the Bank It program. Bank It delivers real-world financial topics and tools for young people and their parents or other caring adults that make it easier to understand, talk about, and manage money. Through an interactive Web site and local face-to-face workshops, the program empowers families to explore budgets, goals, and strategies for making financial choices that count.

### AUDIENCES

- Parents and other caring adults
- Young people (grades 3–6 and grades 6–12)
- Volunteers

### 12 MAJOR FINANCIAL THEME AREAS

#### Grades 3–6

- Talk Well
- Borrow Well
- Budget Well
- Dream Well
- Earn Well
- Give Well
- Live Well
- Save Well
- Spend Well

#### Other Financial Theme Areas

- Invest Well
- Protect Well
- Move Forward Well

#### Grades 6–12

- Talk Well (Introduction)
- Borrow Well
- Budget Well
- Dream Well
- Earn Well
- Give Well
- Invest Well
- Live Well
- Protect Well
- Save Well
- Spend Well
- Move Forward Well (Conclusion)

### MODULE SESSION SERIES FLOW

Each of the Major Financial Theme Areas include two modules for grades 3–6 and three modules for grades 6–12.

#### Module #1: Introduction to the Topic

Many participants aren't comfortable with managing their money and don't know the basics. This session starts at the beginning (where many financial literacy programs do not start) to empower participants to manage their money well.

#### Module #2: Going Deeper with the Topic

Once participants know the basics, they can begin to go deeper into the topic.

#### Module #3 (for grades 6–12): More Advanced Topic

From developing a financial plan to summarizing major consumer credit laws, these modules explore the more advanced topics of the Jump\$tart standards.

In addition, the modules for teenagers and their parents are also available in Spanish. Visit [www.BankIt.com](http://www.BankIt.com) for the English and Spanish versions of the modules for teenagers and their parents.

## Making the Case for an Asset-Building Approach to Financial Literacy

In the past decade, a wide array of educational, financial, and public institutions have begun to recognize the need for increased financial education and literacy for young people and families. However, gaps remain in the financial education resources that are available, creating opportunities for innovative and unique strategies that meet pressing needs. Most financial literacy efforts focus on imparting information and increasing knowledge (literacy) about money (budgeting, planning, saving, spending, investing, and, sometimes, giving). All of this basic information is important and must be accurate and clear. In addition, it is just as essential to pay attention to the broader development, skills, values, and priorities of the young person or family making financial decisions.

Search Institute's framework of Developmental Assets provides an important tool to place financial literacy, competence, and decision making within the context of people's whole lives. Essentially, the Developmental Assets identify the kinds of relationships, opportunities, skills, values, and commitments that young people need to make wise choices so they can succeed in life.

Search Institute research shows:

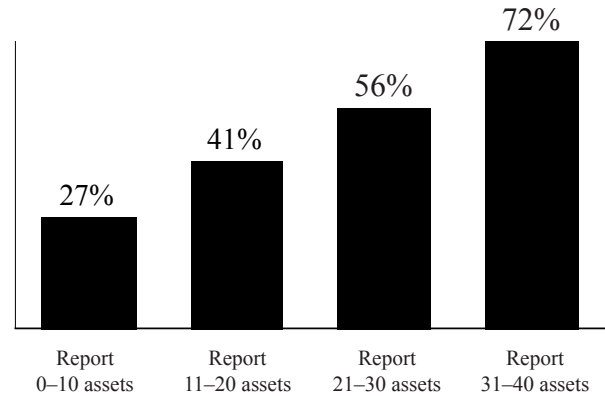
- Among all youth, having more Developmental Assets makes it more likely that they will make better money decisions. (See the lists on page 6.) Young people with more Developmental Assets are significantly less likely to gamble, and they are significantly more likely to express an intent to save their money, rather than spending it impulsively.<sup>1</sup> These findings represent all youth, including young people of minority groups and those who have a low social economic status.<sup>2</sup>
- While Search Institute has documented the importance of Developmental Assets for 6th- to 12th-graders, it has not done so for children. Nevertheless, Search Institute's extensive research on adolescents, review of other research, and the views of experts and practitioners all suggest that Developmental Assets are in short supply for many children. Thus Search Institute researchers still suggest that all children need at least 31 of the 40 Developmental Assets in order to grow up well.<sup>3</sup>

## Developmental Assets and Money: Research Connections

Minneapolis-based Search Institute's surveys of 217,000 6th- to 12th-grade students across the United States during one calendar school year\* revealed the following<sup>4</sup>:

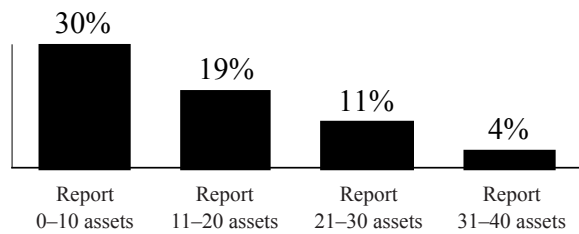
### SAVING

The more Developmental Assets youth report having, the more likely they are to say they save money for something special rather than spending it all right away.



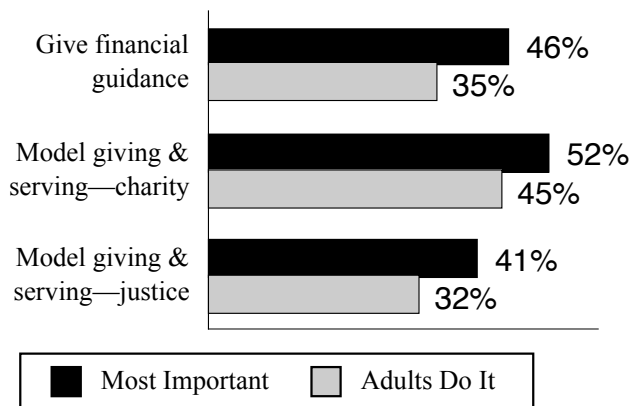
### GAMBLING

The more Developmental Assets young people report having, the less likely they are to report that they gambled three or more times in the past 12 months.



### ADULTS' PERSPECTIVES

In Search Institute's *Grading Grown-Ups* study (2000),<sup>5</sup> 1,000 adults were asked what things they believe are important for adults to do with children and youth outside their families. They were also asked how many adults they believe do these things.



## The 40 Developmental Assets Young People Need to Succeed

### The External Assets

- |  |  |
|--|--|
| <b>SUPPORT</b>                           | 1. Family Support 2. Positive Family Communication<br>3. Other Adult Relationships 4. Caring Neighborhood<br>5. Caring School Climate 6. Parent Involvement in Schooling |
| <b>EMPOWERMENT</b>                       | 7. Community Values Youth 8. Youth as Resources<br>9. Service to Others 10. Safety   |
| <b>BOUNDARIES &amp;<br/>EXPECTATIONS</b> | 11. Family Boundaries 12. School Boundaries<br>13. Neighborhood Boundaries 14. Adult Role Models<br>15. Positive Peer Influence 16. High Expectations                    |
| <b>CONSTRUCTIVE<br/>USE OF TIME</b>      | 17. Creative Activities 18. Youth Programs<br>19. Religious Community 20. Time at Home   |

### The Internal Assets

- |                                   |  |
|-----------------------------------|--|
| <b>COMMITMENT<br/>TO LEARNING</b> | 21. Achievement Motivation 22. School Engagement<br>23. Homework 24. Bonding to School 25. Reading for Pleasure                                    |
| <b>POSITIVE VALUES</b>            | 26. Caring 27. Equality and Social Justice 28. Integrity<br>29. Honesty 30. Responsibility 31. Restraint   |
| <b>SOCIAL<br/>COMPETENCIES</b>    | 32. Planning and Decision Making 33. Interpersonal Competence<br>34. Cultural Competence 35. Resistance Skills<br>36. Peaceful Conflict Resolution |
| <b>POSITIVE IDENTITY</b>          | 37. Personal Power 38. Self-Esteem 39. Sense of Purpose<br>40. Positive View of Personal Future  |

For the comprehensive list of the 40 Developmental Assets (including the definitions of each of these Developmental Assets), visit [www.BankIt.com](http://www.BankIt.com).

# Jump\$tart Standards and Bank It

## The Financial Literacy Standards of Bank It

Because of the wide range of state financial literacy education standards (and the fact that a number of states do not have any standards), Bank It is aligned with the National Standards in K–12 Personal Finance Education as outlined by the Jump\$tart Coalition for Personal Financial Literacy. In addition, Bank It follows the Jump\$tart Coalition's Best Practices for Personal Finance Education Materials.

The Jump\$tart Coalition for Personal Financial Literacy created national standards for young people in its *National Standards in K–12 Personal Financial Education*.<sup>6</sup> These goals complement state and local education goals in areas that already have financial literacy standards, and they also lay a foundation for areas that have not yet set financial literacy standards.

The 29 personal finance standards fall into six categories:

- Financial Responsibility and Decision Making
- Income and Careers
- Planning and Money Management
- Credit and Debt
- Risk Management and Insurance
- Saving and Investing<sup>7</sup>

Each standard has expectations for three age groups: 4th graders, 8th graders, and 12th graders.<sup>8</sup> The goal of Bank It is to introduce the Jump\$tart standards with the intent of preparing participants with knowledge, skills, and enthusiasm to take the next step in expanding their financial literacy and skills. These standards are introduced for both of the key target audiences for Bank It: parents of elementary-age young people and elementary-age young people in grades 3–6.

The Elementary Bank It modules focus on the 4th grade National Standards in K–12 Personal Financial Education. With the exception of risk management and insurance and investing, the Elementary Bank It modules introduce the rest of the Jump\$tart national standards. If you're interested in presenting information on insurance, risk management, and investing, see the Bank It modules developed for teenagers and parents of teenagers at [www.BankIt.com](http://www.BankIt.com). For young people in grades 3–6, Bank It covers money topics that are most applicable and relevant to how this age group uses money.

The tables on the pages 8–10 show how the Bank It modules introduce and tie into the Jump\$tart personal finance standards.



## Quick Start Leader's Guide

BANK IT MODULE TOPICS	JUMP\$TART STANDARDS FOR GRADES 3–6	JUMP\$TART STANDARDS FOR GRADES 6–12
Talk Well 1	<ul style="list-style-type: none"> <li>Financial Responsibility and Decision Making Standard #5</li> </ul>	<ul style="list-style-type: none"> <li>Financial Responsibility and Decision Making Standard #5</li> </ul>
Talk Well 2	<ul style="list-style-type: none"> <li>Financial Responsibility and Decision Making Standard #5</li> <li>Financial Responsibility and Decision Making Standard #6</li> </ul>	<ul style="list-style-type: none"> <li>Financial Responsibility and Decision Making Standard #1</li> <li>Financial Responsibility and Decision Making Standard #5</li> </ul>
Talk Well 3		<ul style="list-style-type: none"> <li>Financial Responsibility and Decision Making Standard #6</li> <li>Credit and Debt Standard # 4</li> <li>Saving and Investing Standard #6</li> </ul>
Borrow Well 1	<ul style="list-style-type: none"> <li>Credit and Debt Standard #1</li> </ul>	<ul style="list-style-type: none"> <li>Credit and Debt Standard #1</li> </ul>
Borrow Well 2	<ul style="list-style-type: none"> <li>Credit and Debt Standard #2</li> <li>Credit and Debt Standard #3</li> <li>Credit and Debt Standard #4</li> </ul>	<ul style="list-style-type: none"> <li>Credit and Debt Standard #2</li> </ul>
Borrow Well 3		<ul style="list-style-type: none"> <li>Credit and Debt Standard #3</li> <li>Financial Responsibility and Decision Making Standard #1</li> </ul>
Budget Well 1	<ul style="list-style-type: none"> <li>Financial Responsibility and Decision Making Standard #3</li> <li>Planning and Money Management Standard #2</li> </ul>	<ul style="list-style-type: none"> <li>Planning and Money Management Standard #1</li> <li>Planning and Money Management Standard #2</li> </ul>
Budget Well 2		<ul style="list-style-type: none"> <li>Planning and Money Management Standard #2</li> <li>Financial Responsibility and Decision Making Standard #3</li> <li>Risk and Management and Insurance Standard #1</li> </ul>
Budget Well 3		<ul style="list-style-type: none"> <li>Planning and Money Management Standard #2</li> <li>Planning and Money Management Standard #3</li> </ul>



<b>BANK IT MODULE TOPICS</b>	<b>JUMP\$TART STANDARDS FOR GRADES 3–6</b>	<b>JUMP\$TART STANDARDS FOR GRADES 6–12</b>
Dream Well 1	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #6</li> <li>• Financial Responsibility and Decision Making Standard #4</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #5</li> <li>• Income and Careers Standard #1</li> </ul>
Dream Well 2		<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #4</li> </ul>
Dream Well 3		<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #6</li> </ul>
Earn Well 1	<ul style="list-style-type: none"> <li>• Income and Careers Standard #1</li> </ul>	<ul style="list-style-type: none"> <li>• Income and Careers Standard #2</li> </ul>
Earn Well 2	<ul style="list-style-type: none"> <li>• Income and Careers Standard #2</li> <li>• Income and Careers Standard #3</li> </ul>	<ul style="list-style-type: none"> <li>• Income and Careers Standard #1</li> </ul>
Earn Well 3		<ul style="list-style-type: none"> <li>• Income and Careers Standard #3</li> </ul>
Give Well 1	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #5</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #5</li> </ul>
Give Well 2	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #5</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #5</li> </ul>
Give Well 3		<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #5</li> </ul>
Invest Well 1		<ul style="list-style-type: none"> <li>• Saving and Investing Standard #2</li> </ul>
Invest Well 2		<ul style="list-style-type: none"> <li>• Saving and Investing Standard #3</li> <li>• Saving and Investing Standard #4</li> </ul>
Invest Well 3		<ul style="list-style-type: none"> <li>• Saving and Investing Standard #4</li> <li>• Saving and Investing Standard #5</li> </ul>
Live Well 1	<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #1</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #1</li> </ul>
Live Well 2	<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #2</li> <li>• Financial Responsibility and Decision Making Standard #4</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #5</li> </ul>
Live Well 3		<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #1</li> </ul>



## Quick Start Leader's Guide

BANK IT MODULE TOPICS	JUMP\$TART STANDARDS FOR GRADES 3–6	JUMP\$TART STANDARDS FOR GRADES 6–12
Save Well 1	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #1</li> <li>• Saving and Investing Standard #1</li> </ul>	<ul style="list-style-type: none"> <li>• Saving and Investing Standard #1</li> </ul>
Save Well 2	<ul style="list-style-type: none"> <li>• Saving and Investing Standard #1</li> </ul>	<ul style="list-style-type: none"> <li>• Saving and Investing Standard #2</li> </ul>
Save Well 3		<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #1</li> </ul>
Spend Well 1	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #1</li> <li>• Planning and Money Management Standard #3</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #3</li> </ul>
Spend Well 2	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #4</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #1</li> </ul>
Spend Well 3		<ul style="list-style-type: none"> <li>• Planning and Money Management Standard #4</li> <li>• Financial Responsibility and Decision Making Standard #2</li> </ul>
Protect Well 1		<ul style="list-style-type: none"> <li>• Risk Management and Insurance Standard #1</li> <li>• Planning and Money Management Standard #7</li> </ul>
Protect Well 2		<ul style="list-style-type: none"> <li>• Risk Management and Insurance Standard #3</li> </ul>
Protect Well 3		<ul style="list-style-type: none"> <li>• Risk Management and Insurance Standard #2</li> </ul>
Move Forward Well 1		<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #5</li> </ul>
Move Forward Well 2		<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #2</li> </ul>
Move Forward Well 3		<ul style="list-style-type: none"> <li>• Financial Responsibility and Decision Making Standard #1</li> <li>• Financial Responsibility and Decision Making Standard #4</li> </ul>

# Focus on Relationship Building

Even though your goal is to teach participants financial knowledge and skills, the Developmental Assets approach also emphasizes relationship building. Get to know the participants in your group. Have everyone (including yourself) wear a nametag. Learn everyone's name. Look participants in the eyes when you talk with them. Work on building community between participants so they feel less alone and more supported as they become savvier at managing their money. The discussion portions of each workshop module can help you build community among your participants.

## Evaluate

How do you know if your participants are learning the outcomes from each module? Through evaluation. Each module has a one-page evaluation form that participants can fill out at the end of each session. These evaluation forms are meant to measure what participants say they have learned, comparing their knowledge from before the module to after. This evaluation method is known as a self-report. If you wish to have a more rigorous evaluation, consider contacting the 4-H Extension Office in the area of Youth and Family Development at your local college or university. For Capital One employees, consider contacting Community Affairs for additional help in evaluating the program.

## Working with Young People

Teaching financial literacy and financial capability to young people can be a wonderful experience, if you know how to work with young people of this age group. Unfortunately, a survey of 118 school districts across the United States discovered that the biggest barriers to new teachers working with children included: classroom management skills (the poor behavior of some students interfering with other young people) and disruptive students.<sup>9</sup> Because of this, Bank It was designed to minimize disruptions by having activities that do not encourage young people to become overly verbal or physical in the activities. However, experienced leaders who have significant classroom management skills actually prefer activities that get young people up and moving, to experience what they're learning.

Experienced educators know that it's key to get young people to respect other people and to know when to act as part of a group and when to work independently without disrupting others around them. A Search Institute book, *Spark Student Motivation – 101 Easy Activities for Cooperative Learning*<sup>10</sup> gives practical ways to work with upper elementary young people in doing:

- Greeting activities
- Sharing activities
- Working independently activities
- Creating rules and routines activities
- Community-building activities
- Breaking up boredom activities
- Acting together activities

Any of the activities in this book can be used with Bank It or adapted to fit your needs. Each activity serves the purpose of either getting young people to connect with each other, following the rules, or dealing with kids who get distracted.

# Getting Started

## Creating Your Strategy

The best way to get started is to ask yourself some key questions:

- What do I hope to accomplish with the Bank It workshops?
- How can I empower my participants to make positive changes?
- How can I integrate ways to connect my participants with my financial institution?

One bank wanted to extend its outreach to families. The bank saw these workshops as a key way to start that process. They also included incentives to help families feel more comfortable coming to their bank. They offered savings accounts (with an initial \$10 deposit in each account) for each young person who successfully finished the Bank It workshops. Some banks have offered other financial services for free, such as running credit reports or giving families financial advice.

## Major Financial Theme Areas of Bank It

You will find workshop sessions in 12 major financial theme areas for both parents/caring adults and young people in grades 3–6 and grades 6–12.

### Grades 3–6

- Talk Well
- Borrow Well
- Budget Well
- Dream Well
- Earn Well
- Give Well
- Live Well
- Save Well
- Spend Well

### Other Financial Theme Areas

- Invest Well
- Protect Well
- Move Forward Well

### Grades 6–12

- Talk Well (Introduction)
- Borrow Well
- Budget Well
- Dream Well
- Earn Well
- Give Well
- Invest Well
- Live Well
- Protect Well
- Save Well
- Spend Well
- Move Forward Well (Conclusion)

KEY FINANCIAL AREA	WHAT IT IS	WHY IT MATTERS
<b>Borrow Well</b>	Credit is the ability to borrow money that must be paid back at a later date.	When we borrow well we earn a higher credit score, which helps us get more financial services at cheaper rates over time. It is imperative that we understand the responsible use of credit so we are able to repay lenders and not damage our credit scores or be at risk for bankruptcy.
<b>Budget Well</b>	A budget is a way to track our money to ensure that the amount we spend doesn't exceed the amount we earn.	A budget helps us understand the choices we make with our money and is an important step toward financial fitness.
<b>Dream Well</b>	Dreaming involves our hopes for the future. It's about the financial goals we set to make our dreams a reality.	Consumer Federation of America research reveals that people who make financial plans are more confident that they're making the right financial choices. <sup>11</sup>
<b>Earn Well</b>	Earning is how we receive money by being paid for our labor or our products.	Work can enrich our lives when we're earning money in ways that give us a sense of accomplishment and meaning.
<b>Give Well</b>	Giving money is a way to help individuals and causes that we believe make a positive difference in the world.	Some financial literacy programs ignore giving, yet 9 out of 10 households make charitable donations. <sup>12</sup> Those who give have positive values, such as caring, generosity, and a belief in social justice. They think—and live—beyond themselves.
<b>Invest Well</b>	Investing is a way to use money with the goal of increasing our wealth over time.	When we buy stocks, bonds, and mutual funds, we hope to increase our investment over time. Investments also carry risks, which is why it's important to know investment strategies for times of growth and for times of loss.

<b>KEY FINANCIAL AREA</b>	<b>WHAT IT IS</b>	<b>WHY IT MATTERS</b>
<b>Live Well</b>	We can live up to our full potential. We can succeed financially and in all areas of life.	By paying attention to the broader development, skills, values, and priorities we have, we can succeed in making positive money choices and in making better choices in the way we live. Search Institute's Developmental Assets research framework shows us how. <sup>13</sup>
<b>Move Forward Well</b>	We move forward when we know more about our money and make positive money choices.	We move forward money-wise when we have a strong foundation of money terms. We also need money skills that help us make positive money choices.
<b>Protect Well</b>	We can protect from the negative financial impact of accidents, mishaps, and severe weather damage.	By protecting ourselves, we create a safety net that is available during tough times. We're more likely to bounce back from difficult situations when we have resources that protect us.
<b>Save Well</b>	Saving is putting money aside to use at a later date.	When we save well, we have money for special things (such as vacations or a major purchase) and for unexpected situations (such as a car needing a repair or a job loss).
<b>Spend Well</b>	Spending is how we use money to pay for goods and services.	When we spend well, we make thoughtful choices about how we use our money. We become savvy consumers.
<b>Talk Well</b>	Talking well is about communicating about money honestly and in a caring way with the people around us.	By talking well, we can clearly communicate our needs and wants. When we talk well, we can build stronger relationships, work through differences, and create stronger families.

## Module Session Series Flow

Each theme area includes 1 to 3 modules. Module 1 introduces basic financial concepts and skills. Module 2 goes deeper into the financial area. Module 3 for grades 6–12 goes the deepest into the financial theme area. You can choose to present any module you wish. You do not need to do them in any order. However, if you do want to present a theme area in more depth, consider starting with Module 1 then Module 2 for grades 3–6 and Module 3 for grades 6–12.

Each module has a code to make it easy to identify which materials go with which module. The first number (which will be 1 or 2) refers to the workshop module number. The two-letter code is an abbreviation for the topic of the module. The ending “PE” or “E” gives you information about the audience. The “PE” is for parents of elementary-age children. The “E” is for elementary-age children in grades 3–6. Thus the code of 2-TA-PE refers to the second module of the Talk Well (TA) topic area for Parents of Elementary (PE). Here is an overview of the codes:

- Borrow Well for Parents of Elementary: 1-BO-PE, 2-BO-PE; for Elementary: 1-BO-E, 2-BO-E
- Budget Well for Parents of Elementary: 1-BU-PE; for Elementary: 1-BU-E
- Dream Well for Parents of Elementary: 1-DR-PE; for Elementary: 1-DR-E
- Earn Well for Parents of Elementary: 1-EA-PE, 2-EA-PE; for Elementary: 1-EA-E, 2-EA-E
- Give Well for Parents of Elementary: 1-GI-PE, 2-GI-PE; for Elementary: 1-GI-E, 2-GI-E
- Live Well for Parents of Elementary: 1-LI-PE, 2-LI-PE; for Elementary: 1-LI-E, 2-LI-E
- Save Well for Parents of Elementary: 1-SA-PE, 2-SA-PE; for Elementary: 1-SA-E, 2-SA-E
- Spend Well for Parents of Elementary: 1-SP-PE, 2-SP-PE; for Elementary: 1-SP-E, 2-SP-E
- Talk Well for Parents of Elementary: 1-TA-PE, 2-TA-PE; for Elementary: 1-TA-E, 2-TA-E

Each module for grades 6–12 will use the same coding as the elementary-age Bank It with the exception of an additional module and using “T” for teens.

## Choosing the Best Setting for Holding Workshops

Creating a group from scratch requires a lot of time and work. Instead, look for settings that already cater to your target audience. Many groups are looking for partnerships and additional resources. Consider finding out if any of these settings have the audience appropriate for Bank It:

- |   |  |
|---|--|
| _____ School  | _____ Upper elementary children's club |
| _____ Community center                                      | _____ YMCA or YWCA                     |
| _____ A scouting organization                               | _____ Community education              |
| _____ A school PTA  | _____ A neighborhood center            |
| _____ An ethnic or cultural club                            | _____ An immigrant center              |
| _____ A church, mosque, synagogue, or other faith community |  |
| _____ Another community organization: _____                 |  |

## Target Audiences

Bank It aims to provide financial workshops for two major audiences: young people and their parents/caring adults. Through focus groups and the pilot of this program, we discovered that parents and young people preferred to receive training separately—yet around the same time. Parents wanted their children to learn financial terms and skills from a trained leader, and they wanted instruction on how to talk to their children while also finding other parents who shared their same interests and concerns.

Although the elementary-age range is broad (from 3rd to 6th grade), the intent is to create groups of younger children (3rd- to 4th-graders) and groups of older children (5th- to 6th-graders). All the materials are written at a 3rd- to 4th-grade level. However, due to the more complex financial terms and skills, some of the modules have a higher reading level, around 5th to 6th grade.

Why do both the Elementary Bank It modules and the Teen Bank It modules include 6th-graders? The schools and organizations in your area may group young people differently. In some areas, 6th-graders are placed with other elementary-age children. They attend elementary schools for kindergarten to grade 6 or a school for grades 3–6. In other areas, 6th-graders attend school with older teenagers, such as the middle school model that's geared for 6th- to 8th-graders. Thus, if your 6th-graders are grouped with other elementary-age children, use the Elementary Bank It modules. If your 6th-graders are grouped with older teenagers, then use the Teenage Bank It modules.

## Know Your Audience and Purpose

Be clear about your audience. Are you presenting to parents or caring adults of young people, or young people? If you're presenting to young people, which age group of young people are you targeting? (Young teenagers are very different from older teenagers.) Also be aware of your audience literacy and language competencies. Try to limit the size of your workshop to between 5 and 20 participants.

## Work with a Community Partner

Although you can use Bank It modules without a community partner, many banks have found that partnering with a community organization is a helpful strategy. Today, many families may distrust a bank—or be uncomfortable with a bank setting. Community organizations are used to working with specific populations, and they can help you create ways to reach out, draw people in, and get them excited about Bank It. Work together with the community partner to ensure that every step of your process works well. Communicate often to make sure each participant is doing what the other expects.



## Confirm Dates and Location

Contact your community partner at least two months in advance of the workshop to decide on training dates and times, location of the workshop, recruitment of participants, and personal travel arrangements. Provide the community partner with a copy of the Community Partner Guide, which can be downloaded from [www.BankIt.com](http://www.BankIt.com). After your initial meeting with your community partner, follow up to discuss and confirm your community partner's understanding of the responsibilities listed in the Community Partner Guide. Keep in regular contact to ensure that progress is being made on your end—and with your Community Partner.

## Gather the Materials

Each module lists materials you will need in order to present the module. Begin by downloading the module and reading through it. Highlight the materials you need to gather. Make enough photocopies for each participant to have a notes page and the evaluation form as well as any other handout you plan to distribute. If you're going to use the PowerPoint presentation, make sure you've downloaded it and tested it. You'll also need a laptop computer, projector, and either a large blank wall or screen. Double-check that you have extension cords in case outlets are farther away than you expect them to be.

## Become Familiar with the Training and the Timing

Read through the module session before you present it. Make notes in the margins, if you wish. Each module is one hour long. The overall timing for each module is as follows:

Activity 1—Welcome and Overview.....	5 minutes
Activity 2—Activity.....	15 minutes
Activity 3—Presentation.....	15 minutes
Activity 4—Discussion.....	10 minutes
Activity 5—Review.....	10 minutes
Activity 6—Close.....	5 minutes

If you do not have one hour to present this training, you can easily adapt the training to fit your needs. For example, choose Activity 1 as a welcome and introduction to start your training and Activity 6 to close your training. If you are limited to only 60 minutes, it may be helpful to decide ahead of time what you will shorten in case the workshop does not start on time.

## The Bank It One-Page Overview Training Checklist

Use this checklist to guide you in preparing for your Bank It workshop(s). Each item is listed in detail through the Bank It Leader's Guide and the Bank It Web site.

- Choose which workshop modules to present.
- Know your audience and purpose.
- Find a community partner.
- Meet with your community partner at least two months before you plan to present the workshops.
- Decide on training dates.
- Choose a training location.
- Discuss the recruitment of participants with your community partner.
- Decide whether or not to provide incentives. (If you do, you may need to find a funder or donor.)
- Set recruitment goals.
- Follow up with people who have been recruited to ensure participants attend.
- Download the Bank It Leader's Guide for yourself.
- Download the Bank It Community Partner's Guide for your community partner.
- Get the word out about the workshop modules.
- Gather the materials for your workshop.
- Check with your community partner about the equipment and materials for which the community partner is responsible. (See "Equipment and Materials" in the Bank It Community Partner's Guide.)
- Become familiar with the training and the timing.
- Consider optional activities.
- After the training, evaluate how it went with your community partner.
- Make changes to improve the workshops for next time.

# Going Deeper

## Session Module Outlines

The session modules have been designed for ease of use. Whether you have expertise in money management, education, youth development, or parent education, you can use these modules to fit your needs. Each module includes:

- A session guide
- A Bank It notes page for each participant
- A *What do you know?* (Pretest)
- A *What do you know now?* (Posttest)
- A test key for the workshop leader
- A PowerPoint® PDF presentation (optional)
- A handout (optional)
- A handout key for the workshop leader when necessary

While using all these elements will make the module stronger, we realize that not everyone has access to laptop computers, projectors, and printers. Before choosing which module to download for free from [www.BankIt.com](http://www.BankIt.com), read through the financial theme areas in the next session. Each briefly explains what the theme area is, why it's important, and gives the title, module number, learner outcomes, and the ties to the Jump\$tart standards. Then, depending on your goals and your timeframe, create the Bank It program that best fits your needs—and the needs of your participants.

## Choose Which Modules to Present

To decide which modules to present, think first about your overall goals. Are you introducing basic concepts to participants? Do you want to provide financial information in a particular area (such as saving or borrowing)? Are you wanting to introduce all of the Jump\$tart national standards to participants? Do you want to cover a specific topic, such as identity theft?

If you're presenting modules to both parents and young people, consider doing the same modules. That way parents and young people are learning similar material at the same time, and it makes it easier for them to talk about these money issues at home.

With 20 one-hour (grades 3–6) and 36 one-hour (grades 6–12) modules for young people and their parents/caring adults, how do you know how to start? Ask yourself these questions:

1. Who is your audience?
2. What is your time frame?
3. What are your overall goals and objectives?
4. Which schematic on this page best fits your needs?

### **One Workshop**

**To Present:** Talk Module 1

**Time Frame:** One hour

**Goal:** Get participants talking about money

### **Two Workshops**

**To Present:** First: Talk Module 1, Second: Live Module 1

**Time Frame:** Two modules, one hour each

**Goal:** Get participants talking more about money and how to live well with their money choices

### **Three Workshops**

**To Present:** First: Talk Module 1, Second: Live Module 1, Third: Save Module 1

**Time Frame:** Three modules, one hour each

**Goal:** Introduce the basic concepts of Bank It

**Another Option:** Start with Talk Module 1. Then choose a financial theme area (such as spending, saving, etc.) and present Module 1 and 2 in that area.

### **Four Workshops**

**To Present:** Talk Module 1, Live Module 1, Spend Module 1, Save Module 1

**Time Frame:** Four modules, one hour each

**Goal:** Introduce participants to basic financial concepts

**Other Options:**

1. Start with Talk Module 1. Choose a financial theme area (such as spending, saving, etc.). End with Live Module 1.
2. Start with Talk Module 1. Choose any three other modules.

## Six Workshops

**To Present:** Talk Module 1 followed by Live Module 1, Earn Module 1, Spend Module 1, Borrow Module 1, and Save Module 1

**Time Frame:** Six modules, one hour each

**Goal:** Present a strong base of what participants need to succeed with their money—and in all areas of their life.

**Other Options:**

1. Start with Talk Module 1, followed by Live Module 1, Save Module 1, Spend Module 1, Borrow Module 1, and Budget Module 1.
2. Start with Talk Module 1. Choose four modules. End with Talk Module 2.

## More Than Six Workshops

**To Present:** It depends on your time frame. See options below.

**Time Frame:** Each module is one hour

**Goal:** Go more in depth by introducing the Jump\$tart financial literacy standards and teaching participants more about money.

**Options:**

1. Create a nine-time presentation schedule. Present Module 1 of each of the nine theme areas.
2. Create a school-year schedule that has 16 sessions. Present every module to give participants a solid financial literacy start. Begin by presenting Talk Module 1 followed by Talk Module 2. Then present Live Modules 1 and 2. Cover these other seven theme areas in any order:
  - Borrow Well      • Budget Well      • Dream Well      • Earn Well
  - Give Well          • Save Well          • Spend Well
3. Start with Talk Module 1. During that module, give participants the “What Do You Want to Learn?” handout to choose which topics to do next. Create a time frame that fits everyone’s needs.

\*Grades 6–12 have three modules for each financial theme, each building upon the other for a deeper understanding of each financial theme.

## What Do You Want to Learn?

1. Do you want to learn how to save money? Invest it? How to budget? Checkmark the topics that you would like to learn more about. Check as many as you wish.

- Talk to your family about money (Talk)
- Make better choices in how you spend your money (Spend)
- Learn more about earning money (Earn)
- Save your money (Save)
- Set money goals for your future (Dream)
- Keep track of your money better (Budget)
- Protect your family and belongings with insurance (Protect)
- Use credit better (Borrow)
- Learn more about stocks, bonds, mutual funds, and other investments (Invest)
- Find out how to give money to good causes (Give)
- Learn more about how to succeed with money—and in all areas of your life (Live)
- Move forward with your money (Move Forward)

2. Which three topics do you want to learn about most? Place a "1" next to the topic that you want to learn about most. Place a "2" next to the second topic, and a "3" next to the third topic.

- Talk to your family about money (Talk)
- Make better choices in how you spend your money (Spend)
- Learn more about earning money (Earn)
- Save your money (Save)
- Set money goals for your future (Dream)
- Keep track of your money better (Budget)
- Protect your family and belongings with insurance (Protect)
- Use credit better (Borrow)
- Learn more about stocks, bonds, mutual funds, and other investments (Invest)
- Find out how to give money to good causes (Give)
- Learn more about how to succeed with money—and in all areas of your life (Live)
- Move forward with your money (Move Forward)

3. What other money topics are you interested in learning more about?

## Tools and Resources

- Bank It Workshop Modules.....Visit the Volunteer Pages at [www.BankIt.com](http://www.BankIt.com)
- In-Depth Leader's Guide.....See the Comprehensive Leader's Guide at [www.BankIt.com](http://www.BankIt.com)
- 40 Developmental Assets.....Visit the Assets for Success at [www.BankIt.com](http://www.BankIt.com)
- Community Partner's Guide.....Visit the Volunteer Pages at [www.BankIt.com](http://www.BankIt.com)
- Bank It Financial Glossary.....See the Comprehensive Leader's Guide at [www.BankIt.com](http://www.BankIt.com)
- Activities for Teenagers.....Visit the Teen Pages at [www.BankIt.com](http://www.BankIt.com)
- Information for Parents.....Visit the Parent Pages at [www.BankIt.com](http://www.BankIt.com)

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