

TIME FOR KIDS YOUR \$

FINANCIAL LITERACY FOR KIDS

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From the Editor: Thanks to the PwC Charitable Foundation, *TIME For Kids* is pleased to offer teachers, students, and their families a monthly financial-literacy magazine. —*Nellie Gonzalez Cutler, Editor, TIME For Kids*

Teaching the cover story on IDENTITY THEFT

WHAT'S INSIDE

- Find out how to protect yourself from identity theft.
- Should you have to work for your allowance? TFK Kid Reporters share their views.
- Financial expert Jean Chatzky answers readers' money questions.
- Are your passwords strong enough to thwart hackers? Check out our tips.

SUMMARY

Young people often fall victim to identity theft. The cover story explains how this happens and provides tips for keeping information safe.

TEACHING TIPS

Before Reading

Make Real-World Connections

- What are the potential risks of sharing too much information online? (*Examples include identity theft, bullying, contact from strangers, and exposure to inappropriate content.*) What do you do to stay safe when you're online?

Build Comprehension

Recall Key Details

- Read the cover story together, stopping to discuss important details. What is a Social Security number? What is its purpose? Why do criminals target young people in particular? What are some ways mentioned in the article that you can stay safe online?

Analyze Nonfiction Features

Note Story Structure

- Point out the sidebar with a photo

of a girl holding up her driver's license. Read the text aloud. Ask: Why do you think editors chose to show this information in a sidebar? Is it helpful? Explain.

Start a Discussion

Critical Thinking

- Ask: What changes in your online habits will you make after reading this cover story? How can kids, families, and schools work together to help protect young people from identity theft?

Extend Learning

Write to Inform

- Have students work in groups to come up with the top five ways for kids to stay safe online. Remind them to think about their audience (young people) and the best ways to reach them. Let students decide what format to present their ideas in. A poster, podcast, brochure, newsletter, or a series of tweets are just a few they might choose.

Role-Playing

- Have pairs of students complete the worksheet on page 4. Ask each pair to choose one scenario to role-play for the class. After each performance, invite student comments. Ask: Do you agree with the way the situation was handled? Why or why not?



a note
from *Jean*

Dear Teachers,

Child identity theft is common and on the rise: It affects one in 40 U.S. households with kids under 18. Unfortunately, you can't completely eliminate the risk of this crime. But you can lower that risk by teaching your students how to protect their information. While you're at it, try following some of the suggestions yourself, like strengthening your passwords.

Best,
Jean

COURTESY JEAN CHATZKY

FINANCIAL LITERACY STANDARDS ADDRESSED

Grades K–12 IV Using Credit, VI Protecting and Insuring

COMMON CORE STATE STANDARDS ADDRESSED

Grade 5 RI.5.1, RI.5.5, W.5.2

Grade 6 RI.6.1, RI.6.5, W.6.2

Teaching the story KIDS WEIGH IN

ASK JEAN
Jean Chastity is a money expert. How do banks pay you back if you have that money or your credit?

KIDS WEIGH IN
Should you have to work for your allowance?

NO!
Larissa Blaine, 9
An allowance is meant to teach kids how to be responsible with money and to teach about work ethic. Even if you have to do chores, it's not your job. Paying for it is your responsibility. You should still help around the house. Paying for it is your responsibility. You should still help around the house. Paying for it is your responsibility. You should still help around the house.

YES!
Ana Cecilia, 9
Earning an allowance teaches the value of hard work. Seeing how much time and effort it takes to earn money teaches you the value of a dollar. You might decide to spend your money on something you really want. Working for your allowance teaches responsibility and how to earn money. You should still help around the house. Paying for it is your responsibility. You should still help around the house.

TEACHING TIPS

Use these tips to support close reading of the debate: **Should you have to work for your allowance?**

Before Reading

Take a Poll

- Have students share their views on the debate question with a show of hands. After taking the poll, ask: Who here has to work for their allowance? What are the advantages and disadvantages of kids working for their allowance? Make a class list.

Start a Discussion

Critical Thinking

- Have pairs of students write summaries of each side of the allowance debate. Ask them to propose additional arguments that can be made for or against kids working for their allowance. Allow time for students to share their ideas with the class.

Make Inferences

- Ask: Which side of the debate do you think your parents would fall on? What makes you think that? What might persuade them to change their minds?

Extend Learning

Write a Persuasive Letter

- Challenge students to write a letter to a parent presenting the case against working for their allowance. Remind them to address counterarguments in the letter. Ask students to share parent responses to the letter with the class. Discuss: Were parents persuaded? Why or why not?

FINANCIAL LITERACY STANDARDS ADDRESSED

Grades K-12 I. Earning Income

COMMON CORE STATE STANDARDS ADDRESSED

Grade 5 RI.5.1, RI.5.2, RI.5.8, RI.5.10, W.5.1

Grade 6 RI.6.1, RI.6.2, RI.6.8, RI.6.10, W.6.1

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School / Home CONNECTION



GETTY IMAGES

Share these tips with your students' families.

- Have students give their parents the password quiz on page 4. Suggest that students and parents discuss whether or not their existing passwords need to be stronger.
- With the help of a family member, have students make a list of occasions when it would be appropriate to share personal information, such as an e-mail address, date of birth, home address, and more. Is it worth it to share this information in exchange for a discount or free products? What might be the consequences? Have students share their lists with the class.
- Tell students to interview a family member about how he or she protects his or her personal information.
- Send a note home to family members about checking their own and their child's credit report for free at annualcreditreport.com once a year. Suggest they visit ftc.gov/idtheft for more information.

ADDITIONAL RESOURCES

councilforeconed.org/standards

Visit for free teaching resources and to download the K-12 national standards for financial literacy.

ftc.gov/youarehere

Visit this website of the Federal Trade Commission for teaching resources on identity theft.

ANSWER KEY FOR WORKSHEETS

Safety Check

1. Safe post: The author doesn't reveal too much information about herself. **2. Unsafe post:** The author reveals too much personal information: full name, location, and photo of credit card.

3. Unsafe post: The author reveals too much personal information: full name, location, phone number, home address. **4. Safe post:** The author doesn't reveal too much information about himself.

Protection Plan

Scenario 1: Never share passwords. **Scenario 2:** Never respond to e-mails asking for passwords or personal information. **Scenario 3:** Never post photos of documents, including passports, driver's licenses, birth certificates, and Social Security cards. **Scenario 4:** Hang up the phone. Have a parent call the school to find out if the information is actually needed.

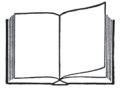
Your Name _____

Date _____

Safety Check

Look at the following social-media posts. Decide which are safe and which are unsafe. Then explain your reasoning.


1.


 **Emma @BookFanatic** 2 hours ago
Just finished reading the newest Wimpy Kid book. Spoiler alert: I laughed! I cried! Read my review here: ow.ly/WiMp

Safe post **Unsafe post**

Explain your choice. _____

2.

 **Jason Anthony Tanner**
1 hour ago near Hartford, CT, via mobile
I just got my first credit card!!!!



Like • Comment • Share

Safe post **Unsafe post**

Explain your choice. _____

3.

 **Sofia Marie Russo**
10 minutes ago at West Farms Mall via mobile
I just bought a new laptop. Anyone want my old one? It's still in great shape. Call me at 222-333-4444, or stop by my house at 555 Ginger Lane. I'll be home in about an hour.

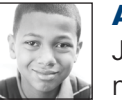
Like • Comment • Share

 26 people like this.

Safe post **Unsafe post**

Explain your choice. _____

4.

 **Adam @StaySafe** 4 hours ago
Just took a class on how to protect my identity. I've got 5 quick tips to help you do the same. Check out my blog post at ow.ly/IdMe

Safe post **Unsafe post**

Explain your choice. _____

BOY: GETTY IMAGES; CREDIT CARD: LANCE JACOBS; HAND: GETTY IMAGES

Made possible by the



Protection Plan

It's important to protect your personal information, including your home address, Social Security number, and birth date. Explain how you would handle each of the scenarios below.

Scenario 1

Your friend can't remember her password to a game website. She asks to use your password and promises not to share it. What do you do? Explain why you made this choice.

Scenario 2

You receive an e-mail that appears to be from your bank. It claims that because of an accounting error, the bank owes you \$50. In order to have the money be reimbursed, you must e-mail your account number. What do you do? Explain why you made this choice.

Scenario 3

You just received your passport in the mail. Your friend offers to take a photo of you holding it open. She wants to post the photo on Facebook. What do you do? Explain why you made this choice.

Scenario 4

You receive a phone call from someone who says he works at your school. He tells you a malfunction deleted your information from the school's computer system. In order to have your information re-entered, he needs your Social Security number, date of birth, and home address. What do you do? Explain why you made this choice.
