



## Jump\$Tart Washington Curriculum Unit Three Chapter Ten: Don't Blow Your Dough!

### Chapter Learning Objectives

1. Learn how to protect your money and your identity.
2. Recognize and avoid scams.
3. Meet young people who did blow their dough.
4. Learn financial terms.

### Episode 111 Synopsis

Biz Kid\$ beware! Protect the money you already have by putting it in a safe place. Beware of scams and schemers. In this episode, you'll discover ways to avoid the growing problem of identity theft. Meet with Washington State's Attorney General, Rob McKenna, and the Better Business Bureau. You'll also see young people who did blow their dough, and find out what that experience has taught them.

### Jump\$Tart Standards Correlations

#### Financial Responsibility and Decision-Making

- Take responsibility for personal financial decisions.
- Find and evaluate financial information from a variety of sources.
- Control personal information.

#### Risk Management and Insurance

- Identify common types of risks and basic risk management methods.

### Washington State Standards Correlations

#### SOCIAL STUDIES

2. ECONOMICS - The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. (Grades 1-2 and 4-12)

## Lesson Prep and Supplies

### Getting Started

1. Familiarize yourself with this **BizKid\$** episode by watching it ahead of time. The episode will serve as a springboard to student learning, discussions, vocabulary exploration, and related hands-on activities.
2. Determine what equipment is required to show the episode in the classroom and request it if needed.
3. Choose an activity and gather supplies to learn about “Don’t Blow Your Dough!”

### Equipment & Supplies for Preview and Screening

Time Needed: 45-60 minutes

#### *Items Needed For Class:*

TV/DVD Player  
DVD of Episode 111  
Projection System

#### *Items Needed for Each Student:*

Pencil or Pen  
Paper for taking notes  
Copy of BizTerms sheet for each student

## Activity One: Preview and Screening

### Introduction

Briefly explain that **BizKid\$** is a public television series that teaches kids about money and business. Mention that the bizkids.com website has lots of video clips, games, a blog, and other resources to help kids start businesses and learn about money.

### Episode Preview Activity

Before you show **BizKid\$** episode 111, “Don’t Blow Your Dough!” lead your students in a brief activity.

- Distribute paper and pen or pencil to each student. Let students know to list any questions they have for later discussion.

Ask students the following discussion questions:

- How do you keep your money safe?
- How do your parents keep their money safe?
- What is the purpose of an ATM (Automated Teller Machine)?
- What personal information do you need to guard and keep private?

After the students discuss these questions as a group, tell them what they will see in episode 111 “Don’t Blow Your Dough!” as described below.

### About the Episode

Biz Kid\$ beware! Protect the money you already have by putting it in a safe place. Beware of scams and schemers. In this episode, you’ll discover ways to avoid the growing problem of identity theft. Meet with Washington State’s Attorney General, Rob McKenna, and the Better Business Bureau. You’ll also see young people who did blow their dough, and find out what that experience has taught them.

### Next Steps

Show the BizKid\$ episode. After the episode, ask students if they found answers to any of the questions they wrote on their sheets. Allow them to share and ask any questions that remain. Did they learn anything from the episode that will influence their behavior?

Distribute the list of BizTerms vocabulary to each student. Have them look up definitions. Papers are due in about 30 minutes. After 30 minutes have passed, give the students a copy of the definition sheet and they can check their own answers against the sheet.

## **Activity Two: BizTerms Vocabulary and Definitions**

### **BizTerms Vocabulary**

1. Automated Teller Machine (ATM)
2. Better Business Bureau (BBB)
3. Dumpster diving
4. Fraud
5. Identity theft
6. Personal Identification Number (PIN)
7. Personal information
8. Phishing
9. Social Security Number (SSN)
10. Spam

## **BizTerms Definitions**

1. An Automated Teller Machine (ATM) is an electronic device provided by banks and credit unions for the purpose of dispensing cash to their customers.
2. The Better Business Bureau (BBB) is a nationwide system of local organizations, supported by business, whose function is to receive and investigate customer complaints of dishonest or unsatisfactory business practices.
3. Dumpster diving is the practice of searching through trash bins for discarded but still usable or valuable objects or information.
4. Fraud is dishonesty for profit or to gain some unfair advantage.
5. Identity theft is stealing and using the name and financial reputation of another person in order to get money or other benefits.
6. Your Personal Identification Number (PIN) is a secret number combination given to the owner of an account to help make sure they are the only person who has access to that account.
7. Personal information is information about an individual that can be used to verify that they really are who they claim to be.
8. Phishing is to try and get private personal financial information from someone using e-mail in a dishonest way.
9. Your Social Security Number (SSN) is a number given to a person by the United States government for the purpose of tracking their retirement and taxes.
10. Spam is e-mail that you did not sign up to receive.

## Activity Three: Too Good To Be True

### Activity Learning Objectives

- Understand how scammers make something sound too good to be true.
- Recognize the signs that an offer is not trustworthy.

### Supplies Needed

- Pen or pencil
- Student copies of “Too Good To Be True” worksheet

### Directions

- Distribute a “Too Good To Be True” worksheet and a pen or pencil to each student.
- Allow 15 to 30 minutes for students to read the problems and write down possible solutions.
- Then have a class discussion to determine if students chose the same or different solutions to each particular problem. There can be more than one way to solve a problem. Have students support their choices by explaining their thinking.

## Too Good To Be True Worksheet

Today there are email messages and Facebook posts which ask you for help for a friend, or which promise a windfall to help a stranger. Here is an example of a scam:

Hello,

I'm writing this with tears in my eyes, we came down here to London, England for a short vacation and i was mugged at gun point last night, at the park of the hotel where we lodged all cash, credit cards and phone were stolen off me, thank God we have our life and passport save.

I've been to the US embassy and the Police here but they're not helping issues at all. They asked us to wait for 3 weeks but we can't wait till then our flight leaves in less than 3hrs from now and we are having problems settling the hotel bills.

The hotel manager won't let us leave until we settle the hotel bills. You can speak with him through this number +44 702 404 6640,we are freaked out at the moment

you can wire the money to me through western union all you need is the Name on my passport and location.

I'll def refund your cash as soon as i get home.

1. What are some clues that this message might be a scam?

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2. What can you do to verify if this is real or fake?

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3. If your email or Facebook account gets hacked, do you know what to do to make it stop?

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4. Have you ever received a message like this? What did you do?

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5. Scammers are getting smarter and smarter, so you have to be extra careful today. If you were going to take this scam letter, and make it more believable, what would you write?

Lined writing area consisting of multiple horizontal lines.

Have students discuss these ideas and share their answers and letters with the class.



## Activity Four: Crook's Crossword

### Activity Learning Objectives

- Become familiar with vocabulary used in the episode.

### Supplies Needed

- Pencil with eraser
- Student copies of "Crook's Crossword" worksheet

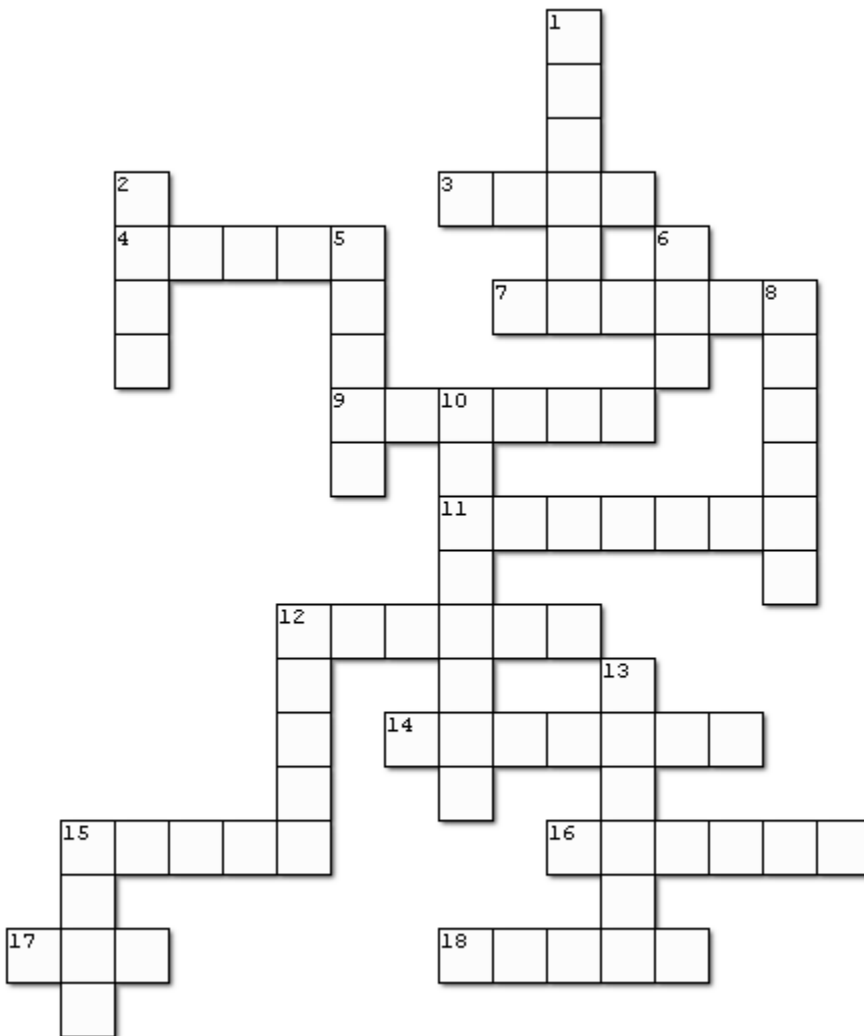
### Directions

- Distribute a "Crook's Crossword" worksheet and a pen or pencil to each student.
- Allow 15 to 30 minutes for students to read the problems and write down possible solutions.
- Then have a class discussion to determine if students chose the same or different solutions to each particular problem. There can be more than one way to solve a problem. Have students support their choices by explaining their thinking.

### 'Crook's Crossword' Worksheet

There are all sorts of words to describe crooks and cheaters, what they do to people, and what we call victims of these crimes. See how many of these words you can fill in below.

bilker	duped	hustlers	scheme
chump	fake	patsy	stooge
con	fooled	posers	sucker
crooks	fraud	sap	swindle
deal	grifter	scam	thief



Have students share their answers with the class.

## Resources

BusinessDictionary.com	A reliable source for the definition and explanation of financial terms.
MyMoney.gov	The U.S. government website dedicated to teaching Americans the basics of financial education.
National Financial Educators Council (NFEC)	NFEC and the NFEC EduNation Campaign provides complementary personal finance materials for parents, educators and concerned citizens interested in teaching children about money. <a href="http://www.financialeducatorsCouncil.org">http://www.financialeducatorsCouncil.org</a>
360 Degrees of Financial Literacy	This is a free program to help Americans understand their personal finances through every stage of life. It is sponsored by the American Institute of Certified Public Accountants. <a href="http://www.360financialliteracy.org">http://www.360financialliteracy.org</a>
Banking and Financial Systems	This is a textbook published by Goodheart-Wilcox. The ISBN number is 978-1-60525-778-5. <a href="http://www.g-w.com">http://www.g-w.com</a>
Voluntary National Content Standards in Economic Education	This book is the 2 <sup>nd</sup> edition from the Council for Economic Education. The ISBN number is 978-1-56183-733-5. <a href="http://www.councilforeconed.org">http://www.councilforeconed.org</a>
Improving Financial Literacy: What Schools and Parents Can and Cannot Do	This book is published by Jump\$tart Coalition for Personal Financial Literacy. The ISBN number is 0-9666010-1-7. <a href="http://www.jumpstart.org">http://www.jumpstart.org</a>