

NEWS BREAK

Article: **How to choose a debit card for your children**

Section: **BUSINESS, C8**

Sunday's News Break selects an article from **Sunday, October 10, 2021** of The Seattle Times print replica for an in-depth reading of the news. Read the selected article and answer the attached study questions.

You are encouraged to modify this lesson to fit the needs of your students. For example, some teachers might use this as a take-home assignment and others might read and answer the questions in a small group or larger, class discussion.

****Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for your students.***

Standards:

CCSS.ELA-Literacy.RI.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Objectives:

Students will discuss spending and saving money and will think about their family's financial philosophy. Are they given an allowance? Do they check in with their parents about how they spend their money or are they given free agency to spend/save how they choose? They'll discuss financial literacy topics and whether these types of classes should be taught in school, to prepare young people for "adult" life and spending after high school. They'll also learn about new debit-type cards that can help with financial literacy and preparing kids for real life spending, and whether that's a good idea or not.

Pre-Reading Discussion:



- What do you think the article will be about, using only this picture?
- Are there any clues?
- What can you infer?

Vocabulary Building:

Read this sentence, what do you think the highlighted words mean using *context clues*? A **context clue** is a word or words that are hints and refers to the sources of information outside of words that readers may use to predict the identities and meanings of unknown words.

So it's crucial to begin by examining why these companies have **proliferated** and how they make their money.

Proliferate Guess:

Proliferate Definition:

Comprehension Questions:

1. Introducing your child to the real-world use of money often means hacking together half-baked solutions. What were three solutions that were mentioned in the article?
2. So the right piece of _____ plastic — loaded by parents who can set customizable limits — makes all the sense in the world.

3. There's Greenlight, which this year raised \$260 million from investors who valued the company at \$_____ billion.
4. Frequently, they cloak their offerings in a superhero's cape of _____ through practice.
5. That's a great concept, in theory. But any time a company seeks profit on the backs of our offspring, we ought to raise our eyebrows and put our hands on our wallets. That's especially true when most of them want us to do what?
6. The potential customer base is enormous: There are tens of millions of people ages 8 to 18, and they very much want to have some _____ in their financial lives.
7. How do these companies make money?

Discussion Questions (small/large groups), Journal Prompts or Essay Questions:

- *What surprised (or stood out to) you in the article?*
- *At first I thought _____, but now I think _____?*
- *What things did you already know from prior experience?*
- *Are you given an allowance?*
- *Why do teens want agency when spending money?*
- *Do you check in with your parents about what you spend your money on? Why or why not?*
- *Should there be classes in school that prepare young people to be fiscally savvy? Why or why not?*

What is your family's financial philosophy? Do you talk about money as a family?

What are your own thoughts on spending and saving?

"Every conversation about money is a conversation about values waiting to happen."

- Do you agree/disagree with the quote above? Why?

"At the same time, the rise of mobile phone use among children and the mini-economy that emerged around consumption-inspiring apps has heightened the need for some kind of spending vehicle with parent-managed guardrails."

- How has cell phone usage created a mini economy for kids/teens?

"These conversations help children learn what we stand for — why we limit our spending in certain categories, save more for some things than others and give where we can."

- What conversations have you had around these topics with your family?

News Break is posted to the Web on Monday. Please share this NIE News Break program with other teachers. To sign-up for the print replica for your class, please [register online](#) or call 206/652-6290 or toll-free 1-888/775-2655.

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