



## Part 3: Tips for Teaching

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## Part 3: Tips for Teaching

A classroom can be an intimidating place. Use the teacher as your number one resource to help you prepare for your lesson. Teaching a lesson requires a time commitment and an active relationship between you and those in need of financial education.

### Preparing for Your Session

1. Be in frequent contact with the classroom teacher. Be sure to get the following information **before** the day of your lesson.
  - a. Finalize details of the day and lesson, including:
    - i. Date
    - ii. Arrival time
    - iii. Length of lesson
    - iv. School check-in procedures
    - v. School's bell schedule
    - vi. Final student headcount for material prep
    - vii. Current seating chart
    - viii. Emergency day of contact (most likely the front office secretary)
  - b. Best contact method for the teacher (cell phone vs email)
  - c. Classroom expectations/procedures – this will help with classroom management during your lesson
  - d. Coordinate supplies with teacher – who will provide what
  - e. Important student information, like any students with special needs or accommodations
  - f. Classroom set-up and technology capabilities (projector, AV equipment, computer hook ups, desks vs. tables, etc.)
  - g. Communicate the students' prior knowledge needed to be able to participate in activities you have planned (especially math skills)
2. Be prepared with photo release information for students.
  - a. Sometimes front office staff can help you with this request. If not, communicate this information with the teacher prior to the day of the lesson (see sample on page 15). Keep in mind, some schools do not allow photographs.
3. Market your program.
  - a. Send flyers/information brochures to participating schools
  - b. Send media resources to local media (see Part 6)



#### 4. Arrange and coordinate session giveaways.

- a. Snacks – check with teacher about allergy concerns, avoid peanut and chocolate snacks
- b. Offer to donate books to school library or prepare to provide a financial literacy themed book to the classroom library (see suggested book list in Part 5)
- c. Specific bank logo giveaways (see Part 5 for a list of sample giveaways)

#### 5. Review and practice your lesson plan.

- a. Use your co-workers as a practice audience – if you can present to them, a room full of strangers should be easy!
- b. Avoid straight lecture! Students (especially elementary and middle school students) need movement and transitions to stay focused.
- c. Consider using partner/group work in your lesson. “**Think, Pair, Share**” is a great tool when having students brainstorm about a new topic.
  - i. **Think:** Begin by asking a specific question about the topic. Students “think” about what they know or have learned about the topic.
  - ii. **Pair:** Each student should be paired with another student or a small group to discuss their ideas.
  - iii. **Share:** Presenter expands their “pair” discussions into a whole-class discussion.
- d. Prepare all teaching materials – **be sure to label your materials**
  - i. Use re-usable materials and laminate them
  - ii. Lesson handouts
  - iii. Books
  - iv. Extra pencils/pens
  - v. Flip chart
  - vi. Markers
  - vii. Calculators
  - viii. Flash drive with saved teaching materials and presentations
- e. Be mindful of all **types of learners**. Try to incorporate different activities to accommodate the different learning styles in your lesson.
  - i. **Auditory** – learn well when aided by music, sound, rhyme, rhythm, speaking, or listening
  - ii. **Kinesthetic** – learn well with movement and/or use of hands and sense of touch (writing or drawing diagrams can fall into this category)
  - iii. **Visual** – learn well when aided by images, pictures, and spatial organization of elements
- f. Find realistic and relatable examples from the community to use in your lesson.
- g. Be over-prepared. It’s better to have too much content than not enough.



6. Prepare an evaluation for schools to fill out.
  - a. Either online or a paper survey, keeping in mind that online surveys are much more convenient especially for busy teachers – and you! (See sample evaluation on pages 16-17).



## Tips for the Day of the Presentation

- **Arrive early** to set up the room (be sure to coordinate with teacher on a good arrival time)
- Start on time!
- **Introduce** yourself, your position, and your bank (wear bank logo if possible)
- Go over **rules** and **expectations** – these should be no different than their normal routine, but them knowing that you know what is expected will make classroom management run much smoother
  - Maintain eye contact and watch for non-verbal feedback
  - Be friendly, but firm – the old adage of “if you give them an inch, they’ll take a mile” is especially true in a classroom setting
- **Ask questions** about the students – be prepared with an “icebreaker activity” (see samples on page 15)
- If time allows, have students make name tents or wear name tags – try to learn and use their names and ask for a current seating chart
- Outline your presentation plan and objectives
- **Circulate** the room – don’t just stand at the front, teaching from the back of the classroom is a very effective way to gauge student interest while presenting
- **Encourage dialogue** and student response – allow for plenty of “think time” (don’t be afraid of silence)
- Draw on personal experience and background to illustrate points – just be careful not to sidetrack too far
  - Be careful of students all wanting to share a personal story
  - Make the content real world relatable. Students want to see the connection!
- **Organization** is key. Keep transition times to a minimum – it is sometimes hard to get students back on track after multiple transitions
  - Have the teacher help you pass out materials while you’re explaining an activity so there’s not a lot of down time
  - Pass out materials as needed so that students are prepared to start when you’re ready
- Use **enthusiasm!** If you’re not into it, they won’t be either
- Use teaching aids but keep them simple
- If you don’t know the answer to a question, admit it and **follow up** after the presentation
- **Summarize** key points frequently
- Leave **time for questions**
- Most importantly - **smile and have fun!**



## Sample Photo Release

**Photo Release:** For valuable consideration received, I hereby grant to **[bank name]**, and the organization's legal representatives and assigns, the irrevocable and unrestricted right to use and publish photographs of me, or in which I may be included, for editorial trade, advertising, and any other purpose and in any manner and medium; and to alter the same without restriction. I hereby release **[bank name]** and the organization's representatives and assigns from all claims and liability relating to said photographs.

Student Signature \_\_\_\_\_

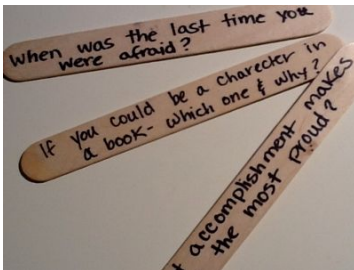
Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

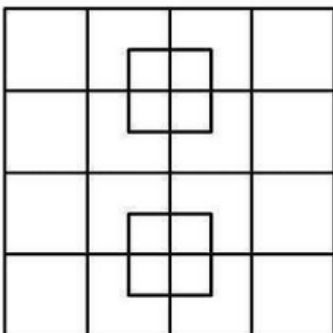
Date \_\_\_\_\_

## Sample Icebreaker Activities

*\*Please see Templates section on the website for more details on these activities!*



Create questions on popsicle sticks for students to select from a jar and answer.



Put image up and ask students how many squares they can find.  
(answer: 40)

### Roll the Dice Break the Ice

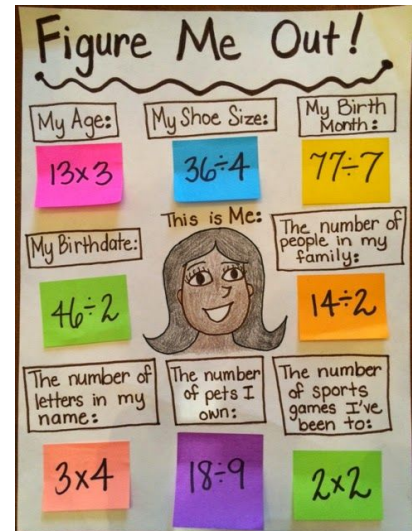
1. My favorite television show is...
2. My favorite movie is...
3. My favorite place is...
4. My favorite band/singer is...
5. My favorite song is...
6. My favorite store is...
7. My favorite book/author is...
8. My favorite sports team is...
9. My dream car is...
10. My favorite food is...
11. My favorite actor/actress...
12. My dream job is...
13. In ten years I will be...
14. If I were a millionaire I would...
15. For a hobby, I...
16. The craziest thing I ever did was...
17. If I could travel anywhere new I would go...
18. The thing that makes me the happiest is...
19. The most important thing in my life is...
20. Make up your own question for the whole group!



Only need 2 dice for this one! The sum of what they roll is the question they answer.



Create questions/statements about banking to gauge prior knowledge. Start questions with "Switch sides if..."



Presenter can create a poster about themselves for introduction.



## Financial Literacy Presentation Evaluation Template

Title of Presentation	
Name of Speaker	
Date of Presentation	
Name of Classroom Teacher	
School/Grade Level	

Use the following scale to rate the speaker on the statements below:

1 – totally disagree...5 – totally agree

The speaker shared suitable and appropriate content.	1	2	3	4	5
<b>Comments</b>					
The presentation skills of the speaker were engaging.	1	2	3	4	5
<b>Comments</b>					
The speaker nurtured good relations with the students and was able to handle individual needs well.	1	2	3	4	5
<b>Comments</b>					
The handouts/materials were handy and will be used for reference.	1	2	3	4	5
<b>Comments</b>					
The audio/visual materials were of good quality.	1	2	3	4	5
<b>Comments</b>					
The speaker communicated with me well before the day of the presentation. I felt informed on exactly	1	2	3	4	5



what the lesson plan would be, my role in the lesson, and other details for the presentation.					
<b>Comments</b>					
I would be willing to invite the presenter back for a future presentation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I would recommend this speaker to a colleague	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Overall rating for the presentation (1 – poor, 5 – excellent)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Comments</b>					