

Finding Key Supporters

Notes:

Learner Outcomes

Outcome #1: Participants will be able to state why teens who succeed need support.

Outcome #2: Participants will be able to identify examples of key supporters named by the Developmental Assets.

Outcome #3: Participants will be able to define what makes a person supportive.

Target Audience

Teenagers

Materials

1. Flip chart and markers or a dry-erase board and dry-erase markers
2. Name tags (downloaded for free from the Bank It website), one for each participant
3. A pen or pencil for each participant
4. Something to track time
5. Two copies of the Script #3-LI-T (downloaded for free from the Bank It Web site)
6. Evaluation #3-LI-T for each participant
7. Background Information: The Power of the Developmental Assets #3-LI-T for your preparation
8. Bank It Notes #3-LI-T for each participant
9. Handout 1 #3-LI-T for each participant
10. Optional: PowerPoint Presentation PDF #3-LI-T
11. Optional: Handout 2 #3-LI-T for each participant

Timing

1 hour

Want more background and training tips?

See the free, downloadable Bank It Leader's Guide at www.bankit.com.

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1. Welcome and Overview (5 minutes)

Before this session, download the Background Information: The Power of the Developmental Assets (3-LI-P) and go through it carefully to understand the concept of the 40 Developmental Assets and why these 40 Developmental Assets are important for financial literacy.

Arrive early. Highly consider using the optional PowerPoint Presentation PDF and the optional Handout. Both will greatly enhance your sessions. If you're using the PowerPoint Presentation PDF, show the "Welcome to Bank It" slide as participants enter the room. Greet each participant individually and learn their names as they arrive. Have them create a name tag with their first name only.

Give participants a copy of the Bank It Notes #3-LI-T, a copy of the 40 Developmental Assets Handout #3-LI-T, and either a pen or pencil. Have them sit in clusters of about four people. If possible, have them sit at tables. Then welcome the whole group to the session.

Say: Welcome to Bank It. Bank It delivers real-world financial topics and tools for teens and parents that make it easier to understand, talk about, and manage your money. Bank It was developed by Capital One and Search Institute. I'm glad each one of you is here.

Today we will focus on finding key supporters, and we plan on meeting three goals. One: By the end of this session, you will be able to state what teens need to succeed. Two: You will be able to explain why the Developmental Assets are important. Three: You will be able to define what makes a person supportive.

Feel free to use your Bank It Notes to write what you learn as we go along. At the end of the session, we will take time to complete a short evaluation. (If this session is not the first session you're presenting to this group, consider briefly discussing the optional challenge that you may have given participants at the end of your previous session.)

2. Activity: Role-Play a Script (15 minutes)

Ask for two volunteers who are comfortable reading aloud. Give each a copy of the Live Script. Have them read the script aloud to the group. When they finish, have the group applaud them.

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Then ask questions such as these: *Why do teenagers who succeed need support?* (Answer: Teenagers who have support have people to guide them. Supporters can be there when life gets hard and help teenagers find solutions. Supporters can encourage teenagers to develop into caring, productive individuals.¹)

What's the big deal about these 40 Developmental Assets? (Answers: They help keep you out of trouble. They help you make positive choices. They help you make good money choices. They help you succeed.²)

Do you really think a smile can build 40 Developmental Assets? (Answers may vary. A lot of people say yes.)

How do you think we can build Developmental Assets? (Answers may vary.)

Quickly review that teenagers need the 40 Developmental Assets to succeed. (Remember: Assets help kids become caring, responsible, successful adults. More than three million teenagers have been surveyed across North America since 1989.³ Researchers found that kids with more Developmental Assets are more likely to succeed than those with fewer Developmental Assets.⁴)

On the flip chart, summarize three points. Write: *Kids with a lot of Developmental Assets are 1. More likely to make positive choices. 2. Less likely to get into trouble. 3. More likely to bounce back from hard times.*⁵

Distribute handout 1 at this time.

3. Present: The People Who Support You (15 minutes)

Ask: *How many of you have ever played on a sports team? How do you know what to do?* (Answers: A coach helps you. Teammates work together.) Ask: *What would happen if you didn't have a coach?* (Answers: I wouldn't know what to do. Everyone would goof off.)

Explain that we don't magically get 40 Developmental Assets. Say: *We need people to help build these 40 Developmental Assets for us.*⁶ *Yes, we can also work on our own 40 Developmental Assets, but we will get much further if we have help. It's like learning in school.*

Who helps you learn? (Answer: Teachers.) *How much would you learn if the teacher weren't there?* (Answer: Not much.) *So let's talk about people who are supportive.*

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What are these people like? On a flip chart, write what participants say. (Answers: They help you. They listen. They care.) *Now, it's easy to assume that maybe you just have one person who supports you, like a friend or grandma or someone else. But we actually know a lot of people—even if we are shy and quiet.*

So let's talk about where we know people. Where are the places you see people? Write what participants say on a flip chart. (Answers: Home, school, neighborhood, congregations, jobs, school activities, sports, community, family who live far away.)

Try to get participants to expand their thinking. Consider asking specific questions if they get stuck, such as: *How many of you ride a bus to school? Is the bus driver supportive or not? How can you tell? How about your next-door neighbor? The person who serves you lunch at school? The clerk at the store when you buy something?*

Now let's look at this list of 40 Developmental Assets again. Look at the names of each of the Developmental Assets. Let's list on a flip chart some of the key supporters that are named. (Give participants time to respond and write what they say on a flip chart. Answers could include: Family (Developmental Asset #1), other adults (#3), neighborhood (#4), school (#5), community (#7), and peers (#15).

If you plan to distribute the optional handout 2, use it at this time.

Wrap up the presentation by talking about who supports you. Try to name more than family members and friends, such as co-workers, neighbors, or members of a church, mosque, or temple.

Then ask: *How can a supportive person help you make positive money choices?* (Answers: They can give helpful money advice. They can help us when we mess up. They can care about us and get to know us.)

4. Discuss (10 minutes)

Say: Take some time to talk to the people near you. Take turns. I want you to do two things. 1. Say your first name. 2. Say who supports you the most. Start with the person who ate ice cream most recently. Then have each person take a turn.

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5. Review (10 minutes)

Review what was accomplished during this session. Ask: *Why do teenagers who succeed need support?* (Answers: Teenagers who have support have people to guide them. Supporters can be there when life gets hard and help teenagers find solutions. Supporters can encourage teenagers to develop into caring, productive individuals.)

Ask: *What are examples of key supporters named by the Developmental Assets?* (Answer: Family. Other adults. Neighbors. People at school. People in your community. Peers, friends.)

Ask: *What are examples of what makes a person supportive?* (Answers: They help you. They listen to you. They care.)

Ask: *Where can you find supportive people?* (Answers: At home, school, neighborhood, after-school activity, job, church, mosque, or temple, community.)

Ask: *How many people support you?* (Answer: Any number.)

Ask: *How can a supportive person help you make positive money choices?* (Answers: They can give helpful money advice. They can help us when we mess up. They can care about us and get to know us.)

At the end of the review, distribute Evaluation #3-LI-T to each participant. Give participants time to fill out the evaluation. Collect all the evaluations after participants finish so you can find out the measurable outcomes for the session.

6. Close (5 minutes)

Say: *Think about the person who supports you. When was the last time you thanked this person? This week, I encourage you to notice when people help you. When people support you. People like to be noticed when they're helping each other. People like to help you more if you notice that they're helping you. Thanks for all of your hard work today.*

Challenge them to talk to family members about this topic, which is listed under the Talk About It section of their Bank It Notes. Thank everyone for coming.

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Optional Activities

- 1. Distribute Handout #3-LI-T: Your Key Supporters.** Encourage participants to complete the handout.
- 2. Show the PowerPoint Presentation PDF #3-LI-T.** Use the presentation to accompany the one-hour session.
- 3. Give Participants a Challenge.** Encourage participants to be supportive over the next week. Say: Not only is it important to have people support us, but we also need to support other people. Who can you support?

Questions? Looking for more ideas? Visit www.bankit.com for answers and more resources.

For More Information

- *National Standards in K–12 Personal Finance Education* (Washington, D.C., Jump\$tart Coalition for Personal Financial Literacy, 2007), standard 1 in the area of Financial Responsibility and Decision Making.
- *The Asset Approach: 40 Elements of Healthy Development* by Search Institute (Minneapolis, Search Institute Press, 2006).
- *All Kids Are Our Kids* by Peter Benson, Ph.D. (San Francisco, Jossey-Bass, 2006).
- *An Asset Builder's Guide to Youth and Money* by Jolene Roehlkepartain (Minneapolis: Search Institute, 1999).

Sources

¹ Peter L. Benson, Ph.D., *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*, Second edition (San Francisco: Jossey-Bass, 2006), 23–98.

² Ibid.

³ Peter L. Benson, Ph.D., *Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers* (San Francisco: Jossey-Bass, 2008), 45.

⁴ Peter L. Benson, Ph.D., *All Kids Are Our Kids*.

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⁵ Ibid.

⁶ Peter L. Benson, Ph.D., *All Kids Are Our Kids*.