

Creating a PSA about credit cards

Students conduct research to create a 30- or 60-second public service announcement (PSA) to raise awareness of and motivate people to adopt safe and responsible credit card practices.

Learning goals

Big idea

It's helpful to understand the benefits and responsibilities of owning and using a credit card.

Essential questions

- What are some rules to live by when using a credit card?
- How can using a credit card help an individual practice positive money management habits?

Objectives



- Understand some key benefits of having a credit card
- Learn positive habits associated with using a credit card

NOTE

Please remember to consider your students' accommodations and special needs to ensure that all students are able to participate in a meaningful way.

KEY INFORMATION

Building block:

-  Executive function
-  Financial habits and norms

Grade level: High school (9-12)

Age range: 13-19

Topic: Borrow (Managing credit), Protect (Managing risk, Preventing fraud and identity theft)

School subject: CTE (Career and technical education), English or language arts, Fine arts and performing arts, Social studies or history

Teaching strategy: Blended learning, Cooperative learning

Bloom's Taxonomy level: Understand, Create

Activity duration: 75-90 minutes

National Standards for Personal Financial Education, 2021

Managing credit: 8-4, 12-1, 12-2, 12-8, 12-10, 12-12

Managing risk: 12-11

Spending: 8-1, 8-4, 12-2, 12-8, 12-9

These standards are cumulative, and topics are not repeated in each grade level. This activity may include information students need to understand before exploring this topic in more detail.

What students will do

- Generate questions about using credit cards.
- Conduct research on government websites to gather information about credit cards.
- Storyboard a PSA that highlights an important idea(s) or tip(s) about using credit cards.
- Perform their PSA for the class or record a video of it.

Preparing for this activity

- While it's not necessary, completing the "Handling a lost or stolen card" activity first may make this one more meaningful.
- Print copies of all student materials, or prepare for students to access them electronically.
- Obtain a computer or tablet with Internet access for each student or group of students so they can do research. If that's not possible, you can do the research yourself and print out a few handouts with information from the following sources:
 - Consumer Financial Protection Bureau (CFPB):
<https://www.consumerfinance.gov/ask-cfpb/> ("Credit cards" section)
 - A Federal Trade Commission (FTC) video on online shopping and credit cards:
<https://www.youtube.com/watch?v=3w4t1dYCayM>
- Obtain video recording equipment for students to record their PSA if they choose not to perform it live (cell phones also could be used).

What you'll need

THIS TEACHER GUIDE

- **Creating a PSA about credit cards (guide)**
[cfpb_building_block_activities_creating-PSA-about-credit-cards_guide.pdf](#)

STUDENT MATERIALS

- **Creating a PSA about credit cards (worksheet)**
[cfpb_building_block_activities_creating-PSA-about-credit-cards_worksheet.pdf](#)
- **Computers or tablets with Internet access**
- **Video recording equipment or cell phones**

Exploring key financial concepts

The credit card market is one of the United States' largest consumer financial markets. Many consumers have a credit card; in fact, the average consumer may have several credit cards. More and more consumers use their credit cards online to make purchases and track spending. Many consumers also pay their credit card bill and conduct other account activities online. A credit card and the card number provide access to credit that you are responsible to repay. So it's important to take some basic steps to protect your financial identity every time you use your credit card in person or online.

When choosing a credit card, it's helpful to shop around and find the card that best suits your needs. In addition, learning to use credit cards safely can help you manage and protect your personal finances.

TIP

Because financial products, terms, and laws change, students should be encouraged to always look for the most up-to-date information.

Teaching this activity

Whole-class introduction

- Ask students to share if they or someone they know has made a purchase using a credit card.
- Ask volunteers to share if they or someone they know has their own do's and don'ts for using a credit card and, if so, to share some of them.
- Read the "Exploring key financial concepts" section to students.
- Be sure students understand key vocabulary:
 - **Credit card:** An open-ended loan that allows you to borrow money up to a certain limit and carry over an unpaid balance from month to month. There is no fixed time to repay the loan as long as you make the minimum payment due each month. You pay interest on any outstanding credit card loan balance.
 - **Public service announcement (PSA):** An announcement or message delivered, often on radio or television, for the good of the public.
- Explain that students will create a PSA that features safe and responsible credit card practices.

TIP

Visit CFPB's financial education glossary at consumerfinance.gov/financial-education-glossary/.

- Ask students to brainstorm a few examples of PSAs they might have seen or heard.
 - If they get stuck, share some examples you might know, such as PSAs on seat belt use, crime prevention, bullying prevention, and the importance of reading.

Individual or group work

- Distribute the “Creating a PSA about credit cards” worksheet.
- Students can work individually, with a partner, or with a small group to complete this activity.
- Give each student, pair, or a group a computer or tablet with Internet access.
- Have students brainstorm questions they may have or things they’d like to know about safe and responsible credit card practices.
- Introduce these government webpages, which they’ll use to research answers to their questions and facts to feature in their PSA:
 - The Consumer Financial Protection Bureau (CFPB) website’s question-and-answer page at www.consumerfinance.gov/ask-cfpb/ (“Credit cards” section)
 - A Federal Trade Commission (FTC) video on online shopping and credit cards: <https://www.youtube.com/watch?v=3w4t1dYCayM>
- Review the worksheet instructions and tell students to use the worksheet to plan their PSA.
- Provide time for students to practice their PSAs.
- For students who will record their PSAs, allow them time to make the video.

Wrap-up

- Have students present or perform their PSAs for the class.
 - If there isn’t enough time to do the presentations during the initial class period, schedule a follow-up session.
- If time allows, have students share something they learned from the PSAs.

Suggested next steps

Consider searching for other [CFPB activities](#) that address the topics of borrowing, including managing credit, and protection, including managing risk and preventing fraud and identity theft. Suggested activities include [“Playing a credit and debit game”](#) and [“Protecting your money’ campaign”](#).

Measuring student learning

Students' PSAs and answers during discussion can give you a sense of their understanding. **Keep in mind that students' PSAs may vary, as there may not be only one right approach.** The important thing is for students to have reasonable justification for their approach.

If you choose to use the scoring rubric below to grade this activity, be sure to share it with all students so they know what criteria matter most and they can plan accordingly.

SCORING RUBRIC

PSA criteria	Does not meet expectations (0 points)	Includes some key criteria (1-2 points)	Meets expectations (3-4 points)	Exceeds expectations (5-6 points)	Student's score
Clarity of the PSA's message and purpose	The PSA's message is not clear to viewers; the purpose is unclear.	There is some evidence of a message, but viewers may be left with more questions than answers.	The message and purpose of the PSA are clear to viewers.	The message and purpose of the PSA are clear, and it leaves a lasting impression on viewers.	
Detailed information and/or supporting evidence	There is no evidence supporting claims made in the PSA.	There is some evidence but not a clear connection to the PSA message.	Research-based evidence is clear; statistics and details are clear and support the PSA message.	The PSA includes convincing and supportive data and evidence that result in a memorable message.	
Creativity and delivery of the PSA	The PSA does not have creative ideas or an engaging delivery for the intended audience.	The PSA has a basic message but clearly borrows from overused ideas; delivery or execution of the PSA is not taken seriously.	Some creative and/or original ideas are included in message; delivery is effective.	The PSA includes an engaging and/or innovative message; delivery is exceptional.	
Total points					