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STANDARDS FROM THE CANADIAN FOUNDATION FOR ECONOMIC EDUCATION

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SECTION OVERVIEW
Commercial banking, based on the fractional reserve system, has an ancient origin. The system allows a bank to keep a percentage of the money on reserve and use the remaining amount to make loans. Therefore, the two principal functions of today’s commercial banks are to oversee deposits (such as chequing and savings) and lend money. Their income comes from interest on loans, investments, and various service charges.

In comparison with banks in other parts of the world, Canada’s banks have been relatively stable. Canada experienced some economic instability in the 1930s, and in 1935 the Bank of Canada was founded to improve management of the money supply and maintain liquidity across the entire banking system. In addition, the Canada Deposit Insurance Corporation (CDIC) was established in 1967 to protect Canadian currency deposits against the possible failure of member banks and other financial institutions. Over the years, additional financial legislation and regulations have worked to make the Canadian banking system strong and reliable.

Banking services are essential tools for managing personal finances and building assets, as well as qualifying for and obtaining credit. All consumers need to know what banking services are available and how to use them.

More recently, technology has changed the way Canadians bank. According to statistics from Interac Association and the Canadian Bankers Association:

- There are more than 51,000 ABMs across Canada.
- 85 percent of adult Canadians hold a debit card and the average person completed 88.2 debit card transactions in 2004.
- 42 percent of Canadians were using some form of online banking in 2004.
- 59 percent of Internet users in Canada used online financial services in 2005.

In addition, Canada Pension Plan (CPP), Old Age Security, Employment Insurance (EI), and other government deposits can be made electronically, and most large employers pay employees by direct deposit, which requires that the employee have a bank account. This means that millions of people receive funds, check balances, and have access to online banking services.

It is important that everyone knows about the benefits of using online banking services and how to protect their privacy when they bank online.

ADAPTING THE PRESENTATION TO YOUR AUDIENCE
Every audience is unique. Quite often, people don’t realize how little they know about financial resources.

Be very careful to present information in a conversational way, as though you
are talking with friends. Avoid asking questions that require a show of hands or other public display of knowledge or opinion. Instead, encourage your audience members to volunteer examples or information.

Many of the activities in this section of the guide can be adapted for classroom use. In addition, there are many useful educational ideas and materials online. Refer to Appendix 5: Resources, for examples.

Here are some tips that will help you adapt your presentation to the needs and concerns of different audiences:

**Teens**
- Often have a part-time job. This is an excellent opportunity for them to begin using banking services, especially chequing and savings accounts.
- Many have an ABM/debit card or credit card provided by their parents.
- Many have goals that require large amounts of money, such as buying a car, prom expenses, or university. It is essential for them to learn how to save and plan for such purchases.
- Like being spoken to as adults, and are generally anxious to get the best value from their money.
- Working teens often contribute to the family income.

*Online educator resources:*
http://www.italladdsup.org/

**Low-income families**
- May receive EI, Social Assistance, or other public assistance by direct deposit.
- Use ABM/debit cards to access funds.
- May use cheque cashing services and money orders to pay bills.
- May be concerned that bank records are not confidential.
- May have had problems managing a bank account in the past.
- May prefer to use cash or may not have access to credit.
- Working teens often contribute to the family income.

**Young single adults and families**
- Need to understand how to establish individual and joint chequing and savings accounts.
- May not know about the many services and products a bank offers.
- May be unskilled at making major financial decisions; they could benefit from advice offered by bank or credit union experts.

**Consider a Q&A Opportunity**
Many people are uncomfortable talking about financial issues in a public setting, such as a classroom. Make a Financial Facts Q&A mailbox to allow participants to drop in cards with questions. Take a few minutes at the end of the session to answer a couple of the questions, and include content about other questions in later presentations.
**SECTION GOAL**
Illustrate the connection between banks and their multifaceted roles in promoting individuals’ financial security.

**SECTION ACTIVITIES AT A GLANCE**
Use the chart to review possible activities to use. Because the activities are self-contained, they can be used independently or combined with other activities, depending on the needs of participants.

<table>
<thead>
<tr>
<th>✓</th>
<th>ACTIVITY</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Why Do You Need a Bank?</td>
<td>- Understand the functions of a bank.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Recognize the differences between banks and credit unions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Describe the safety of financial institutions. (CDIC, etc.)</td>
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<td></td>
<td></td>
<td>- Realize that banks can be used to help them manage their money.</td>
</tr>
<tr>
<td></td>
<td>2. The Many Services of a Bank</td>
<td>- Identify services provided by banks, including electronic banking, and identify the bank employees who provide those services.</td>
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<tr>
<td></td>
<td></td>
<td>- Decide on services of personal benefit.</td>
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<td></td>
<td></td>
<td>- Recognize the impact of provincial and federal regulations upon the security of banks.</td>
</tr>
<tr>
<td></td>
<td>3. The ABCs of a Chequing Account</td>
<td>- Define the purposes of a chequing account.</td>
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<tr>
<td></td>
<td></td>
<td>- Identify things to know when shopping for a chequing account.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Be given the opportunity to compare chequing accounts.</td>
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<tr>
<td></td>
<td>4. Establishing a Chequing Account</td>
<td>- Understand the application process for opening a chequing account.</td>
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<tr>
<td></td>
<td></td>
<td>- Be aware of deposit options when making a deposit into a chequing account.</td>
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<tr>
<td></td>
<td>5. How to Write a Cheque</td>
<td>- Learn how to write a cheque.</td>
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</tbody>
</table>

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**BASIC BANKING SERVICES**

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**BASIC BANKING SERVICES**

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## BASIC BANKING SERVICES

### INTRODUCTION

| 6. Maintaining a Chequing Account | • Learn how to keep a cheque register.  
| | • Learn how to make a deposit into a chequing account.  
| | • Learn how to reconcile a chequing account.  
| | • Understand how to maintain a chequing account.  
| | • Understand how to avoid courtesy overdrafts.  
| 7. The ABCs of a Savings Account | • Understand the value and purpose of a savings account.  
| | • Identify things to know when shopping for a savings account.  
| | • Understand the application process for opening a savings account.  
| | • Understand how to reconcile a savings account.  

*These materials are intended for education purposes only. Any opinions expressed in these materials are not necessarily those of Citi and its affiliates. If legal, financial, tax, or other expert advice is required, the services of a qualified professional should be sought.*
### PERSONAL FINANCE LITERACY STANDARDS CORRELATION

*Standards in Personal Finance* (Jump$tart Coalition for Personal Financial Literacy)

<table>
<thead>
<tr>
<th>FINANCIAL STANDARD</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money Management</td>
<td></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>1</td>
</tr>
<tr>
<td>1. Explain how limited personal financial resources affect the choices people make.</td>
<td>✓</td>
</tr>
<tr>
<td>2. Identify the opportunity cost of financial decisions.</td>
<td>✓</td>
</tr>
<tr>
<td>3. Discuss the importance of taking responsibility for personal financial decisions.</td>
<td>✓</td>
</tr>
<tr>
<td>4. Apply a decision-making process to personal finance choices.</td>
<td>✓</td>
</tr>
<tr>
<td>6. Describe how insurance and other risk management strategies protect against financial loss.</td>
<td>✓</td>
</tr>
<tr>
<td>8. Explain how to use money management tools available from financial institutions.</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Consumer Decision-Making

Describe the basic economic problem (i.e., economic scarcity) that confronts every society.

- ✔
- ✔
- 
- 
- 
- ✔

Explain why economic scarcity leads to people making choices and trade-offs because they can't have everything they want.

- ✔
- ✔

Explain why people voluntarily exchange goods and services (i.e., they expect to be better off after the exchange).

- ✔
- ✔
- 

Provide examples of how the economic choices people make today can have both present and future consequences.

- ✔
- ✔

### Understanding the World of Work and Business

Demonstrate how the interaction between the supply of, and the demand for, a good or service will affect the market price.

- ✔
- ✔
## INTRODUCTION

### STANDARDS

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare a number of not-for-profit business opportunities that exist due to community needs, wants, and problems.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain why governments establish regulations to affect what is produced and how production takes place.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT ASSESSMENT

The student questionnaire on the following page, appropriate to a unit on basic banking services, has been adapted to complement this curriculum.

As a facilitator, you are free and encouraged to use this questionnaire in various formats. Refer to the Program Assessment section on page 14 of the Facilitator’s Guide Introduction for suggestions on how to use and implement it.

The full questionnaire can be found in Appendix 3.

Basic Banking Services Student Questionnaire
Answer Key

1. b
2. b
3. c
4. c
5. b
In the file attached, the text reads:

Instructions: Please circle the answer to each question below to the best of your ability. You are not expected to know all the answers; we are interested simply in learning about your general knowledge of banking services. This is not a test, and you will not be graded.

Name: _____________________________________________________________

Date: _____________________

1. Where would it be best to put your money if you wanted to earn interest, but also wanted to be able to withdraw money at any time?
   a. Chequing account
   b. Savings account
   c. Safe deposit box
   d. Canada Savings Bond

2. Which of the following electronic banking services allows you to pay bills electronically?
   a. Direct deposit
   b. Online banking
   c. Bank by phone
   d. Automated Banking Machine (ABM)

3. If you put aside money for an emergency, in which of the following forms would it be of LEAST benefit to you if you needed it right away?
   a. Chequing account
   b. Savings account
   c. Investing in a down payment on a house
   d. Stocks

4. Which of the following is NOT true about chequing accounts?
   a. A cheque is a written order telling the bank to pay a certain amount to another person or business.
   b. Some chequing accounts earn interest on deposited amounts.
   c. There are no fees attached to chequing accounts, since it is a free service provided by all banks.
   d. If you have insufficient funds, and do not have overdraft protection, your cheque will not be honoured by the bank.

5. How is a cheque register used?
   a. To record only cheques written against the chequing account.
   b. To maintain a record of all money flowing in and out of a chequing account in order to keep track of the actual balance of the account.
   c. It is kept by the bank to record the customer’s transactions on a chequing account.
   d. It is used by the account holder to estimate payments and debits expected for the month.

Thank you for taking the time to complete this questionnaire!


**Why Do You Need a Bank?**

**RECOMMENDED TIME**  
Allow 50-60 minutes. Required time may vary depending on the audience.

**OBJECTIVES**  
Participants will:
- Understand the functions of a bank.
- Recognize the differences between banks and credit unions.
- Describe the safety of financial institutions (CDIC, etc.)
- Realize that banks can be used to help them manage their money.

**MATERIALS NEEDED**
- Overhead projector and screen*
- Overhead transparencies or handouts for the activity
- Flipchart, blank transparencies, or white board
- Overhead marking pens

**ADVANCE PREPARATION NOTES**  
Review the activity plan. Think about the audience, and decide whether to present the total activity or to use parts of this activity in combination with other activities.

Consider reviewing an introductory activity, “Where Do I Keep My Money?” in the *Introduction to Financial Services* unit. Depending on the audience, elements of the two activities might be combined for greater effectiveness.

Check out the local phone directory in advance for locations of commercial banks, trust companies, and credit unions to use as illustrations for the activity.

For clarity, use print instead of script when writing on a flipchart, white board, or transparency.

Note that the suggested dialogue in the delivery notes does not always mirror the wording on a transparency. Try to vary the dialogue, rather than reading transparencies verbatim.

* If an overhead projector isn't available, consider making photocopies of the overhead transparencies for handouts instead.
Why Do You Need a Bank?

Presentation Opening

- Welcome the participants.
- Introduce yourself briefly.
- If this is the first meeting with the class or group, do a brief round of introductions by everyone.
- When introducing yourself, print your name where participants can see and refer to it during the session. Some people may be a little nervous and may not remember your name. Just as you want to use their names, encourage them to call you by your name.

Open the discussion by asking for a show of hands of those who do any type of business with a bank.

- Be sure to remind everyone that the session is not about which bank (brand name) but rather, a bank.
- In some communities and with some age groups, people are cautious about providing personal information in a public gathering. If people don’t raise their hands, move on.

Activity Overview

Tell participants that the purpose of this activity is to become aware of:

- Purposes of Banks
- Types of Financial Institutions
- Safety of Financial Institutions
- Privacy of Financial Institutions
- The ways that banks can help you manage your money

Begin with the basic functions of a bank: to accept money in chequing and savings accounts and to make loans.

- Encourage the participants to think in very general terms about the very basics of what banks do; specifics will be covered later.
- Stress that banks take in money and distribute money—through various services.

Display “Overhead 1: Banks & Credit Unions.” Walk participants through the overhead, explaining some of the key differences between traditional banks and credit unions.

Emphasize that deposits in both banks and credit unions are safe. Both banks and credit unions insure most deposits up to $100,000 per depositor per institution.

Ask participants whether they think one type of financial institution is safer than another.
ACTIVITY 1 - DELIVERY NOTES

• Allow for responses, but be sure everyone recognizes that safety is very important to all bank officials. If people do not have confidence in the safety of banks, they will not do business with banks.
• Allow participants to discuss their concerns with safety in banks and related financial institutions. This is a major purpose of this financial education program—to build confidence in banks.
• Option: Consider one of two interactive options to use when discussing safety of financial institutions. If either option is used, remember to use the information as a review opportunity in closing the activity.
  1. Private Option: Have each participant write on a slip of paper how confident they feel about financial institutions, on a scale of 1-5.
  2. Public Option: Draw a line on the flipchart, board, or blank transparency. Divide into segments labeled 1-5. Label 1 = “least safe” and label 5 = “most safe.” Have participants individually mark the spot that illustrates how confident each one feels about financial institutions.

Display “Overhead 2: Canada Deposit Insurance Corporation.”
• Describe the CDIC using the notes on the overhead.
• Depending on the group, there may be individuals who either remember the events of the 1930s or remember their parents talking about them. If such a valuable resource exists in the group, allow limited time for the sharing of such experiences.
• If there are participants from other countries who now live in Canada, ask if they would be willing to share their experiences with banks in their native countries.

Remind everyone that just as the CDIC protects commercial banks, other related financial institutions may have similar protections. For example, provincial deposit insurance programs are offered for credit unions and Caisse Populaires.

Use “Handout 1: What Does Safety Mean?” to initiate a group discussion. The objective is to illustrate specific meanings of the term “safety.”
• Although all answers are yes, the goal of the exercise is to provide a thinking option to the discussion.
• Note that the term “Others” appears at the end of the “Situation” column. Use this as an opportunity to customize the activity by asking the participants if they can think of additional situations.

One final issue that participants may wonder about is privacy; how secure is the information they share with a bank? If the topic has not already come up, allow for a little discussion, then reassure participants that banks work
to keep their information secure. Although policies vary, information is kept confidential. Encourage participants to ask questions about how this is done.

Explain to participants that it is important to work with banks not only because they are safe, but also because they can help you manage expenses – both expected and unexpected. Have participants work individually or in pairs to list ways that banks can help them manage expenses.

After a few minutes, call for time. Ask participants to share some ways that banks help them manage expenses. Record their responses on the flipchart.

Summarize this conversation by displaying “Overhead 3: Banks Help You Manage Expenses” and highlighting each point.

Banks can help consumers manage their expenses and help them manage their money as they receive it. Transition this statement by discussing some of the means by which consumers receive money — salaries, loans from a friend or family, or tax refunds.

**Closing**
Thank everyone for their participation and encourage them to return for additional sessions. If such sessions are planned, you might provide a “sneak preview” of any activity to come.
# BANKS & CREDIT UNIONS

<table>
<thead>
<tr>
<th>TRADITIONAL BANKS</th>
<th>CREDIT UNIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A traditional financial institution that issues stock and is owned by its stockholders.</td>
<td>A credit union (or Caisse Populaire in Quebec) is a not-for-profit, co-operative financial institution owned by its members.</td>
</tr>
<tr>
<td>Banks and Trust Companies are for-profit entities whose interests include earning a return on their investments.</td>
<td>Credit unions are not-for-profit.</td>
</tr>
<tr>
<td>Traditional banks serve customers from the general public. Most anyone can use a bank, subject to its policies.</td>
<td>Credit unions exist solely to serve their members. A person must be within the credit union’s field of membership, as defined by its charter, in order to join, although this common bond requirement has been loosened in recent years.</td>
</tr>
<tr>
<td>Like other for-profit businesses, banks must pay taxes to the government.</td>
<td>Like other not-for-profit institutions, credit unions are exempt from paying federal income tax.</td>
</tr>
<tr>
<td>Most bank deposits are federally insured up to $100,000 per depositor, per institution by the CDIC, a Crown Corporation.</td>
<td>Most credit union deposits are provincially insured by provincial stabilization funds and/or deposit insurance corporations, with the amount of coverage varying by province.</td>
</tr>
</tbody>
</table>
CANADA DEPOSIT INSURANCE CORPORATION

- Established in 1967
- A Crown Corporation
- Protects depositors against certain losses, up to $100,000 per depositor
**WHAT DOES SAFETY MEAN?**

Would your deposits be covered in the following situations?

<table>
<thead>
<tr>
<th>YES ✓</th>
<th>NO ✓</th>
<th>SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. The bank president skips town with all the money in the vault. Would your deposits be covered?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Your local bank branch is robbed, and the thief steals $150,000. Would your deposits be covered?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The Bank Board of Directors makes a series of bad loan decisions that are not paid off, thereby draining the bank’s reserves. Would your deposits be covered?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Others?</td>
</tr>
</tbody>
</table>
BANKS HELP YOU MANAGE EXPENSES

• Bank Products — such as Savings Accounts — that Help You Save for Emergencies

• Direct Deposit

• Bill Payment Services

• Financial Planning Services

• Financial Education Materials
The Many Services of a Bank

RECOMMENDED TIME
Allow 50-60 minutes. Required time may vary depending on the audience.

OBJECTIVES
Participants will:

• Identify services provided by banks, including electronic banking, and identify the bank employees who provide those services.
• Decide on services of personal benefit.
• Recognize the impact of provincial and federal regulations upon the security of banks.

MATERIALS NEEDED
• Overhead projector and screen *
• Activity overhead transparencies or handouts
• Flipchart, white board, or blank transparencies
• Overhead (or other appropriate) marking pens

ADVANCE PREPARATION NOTES
Review the activity plan. Think about the audience, and decide whether to present the total activity or to use parts of this activity in combination with other activities.

This activity involves small group work. Consider the audience. Organize adult groups efficiently, such as those sitting next to one another. With school-age audiences, work with the teacher for the best way to organize. Alternatively, use open discussion with everyone.

Because this activity involves an awareness of various financial services, consider visiting one or more local financial institutions and requesting samples of forms. This will allow for some local customization to the activity.

For clarity, use print as opposed to script when writing on a flipchart, board, or transparency.

Note that the suggested dialogue in the delivery notes does not always mirror the wording on a transparency. Try to vary the dialogue, rather than reading transparencies verbatim.

Consider providing copies of selected transparencies to participants for their future reference.

* If an overhead projector isn’t available, consider making photocopies of the overhead transparencies for handouts instead.
The Many Services of a Bank

Presentation Opening

- Welcome the participants.
- Introduce yourself briefly.
- If this is the first meeting with the class or group, do a brief round of introductions by everyone.
- When introducing yourself, print your name where the participants can see and refer to it during the session. Some people may be a little nervous and may not remember your name. Just as you want to use their names, encourage them to call you by your name.

Activity Overview

Tell participants that the purpose of this activity is to become aware of the many services of a bank. Participants will learn to:

- Identify financial services provided by a bank, including electronic banking.
- Identify the bank employees who provide these services.
- Decide on services of personal benefit.
- Recognize the impact of provincial and federal regulations upon the security of a bank.

Begin the discussion by asking the participants to share the types of financial services they use at their local bank.

- Make a list of the responses on the flipchart, board, or blank transparency.
- This list does not need to be exhaustive, just an icebreaker for later group discussions.

Use “Handout 1: Traditional Bank Services” to briefly describe various traditional financial bank services.

- Do not go into detail. This should be a general overview, providing brief definitions to prepare participants for later group discussions.
- Option: Take a tally of the number of participants who use each service. Keep the tally for possible reinforcement in closing the activity.

Depending on class size, divide the class into small groups of two or three people each. Give each person a copy of “Handout 2: Case Studies.”

- Assign each group two cases to review and determine which bank service would be a good match.
- It is okay for multiple groups to review the same cases. It will serve as a reinforcement of the financial concepts.
- Remember that there are many cultural and social values at work in making financial decisions. There are no right or wrong answers.
to these situations. Rather, you are presenting alternatives for the participants to consider.

- Call time. Allow each group to report on their decisions. Ask the other groups if they agree with the decisions.
- Ask if anyone would be willing to share similar personal situations with the class.
- Suggested answers are on page 25.

Remind participants that banks now offer a wide variety of services, many of them electronic in nature.

- Ask everyone to brainstorm with you about new types of electronic financial services provided by banks.
- Record the responses on a flipchart, board, or blank transparency.

Inform participants that the next activity will focus on one specific financial service—remittances.

Display “Overhead 1: Remittance Options to Send and Receive Money” to elaborate on the various ways people can send and receive money. Explain the importance of understanding the fees involved with the different methods, since costs may vary.

As participants learn about the different services that a bank provides, it will also be helpful for them to understand the various jobs functions of employees at bank branches. Help participants learn about the bank employees they may come into contact with by displaying “Overhead 2: Bank Occupations.” Review each of the jobs listed on the overhead.

Display “Overhead 3: Electronic Bank Services.” As before, provide only a brief description of the electronic services. Control any extensive discussion.

Ask everyone to take one minute to think silently of all the advantages that electronic bank services provide today.

- Call time. Ask for responses; record them on the flipchart, board, or blank transparency.
- Responses may vary but should include such items as safety, convenience, and efficiency.

Use “Overhead 4: Bank Cards” and “Handout 3: Electronic Bank Services” to describe several types of services.

Ask if anyone has concerns about the various electronic banking services listed on Handout 3 and would be willing to share those concerns. This discussion reflects on the main objective of this financial literacy program—building confidence among individuals about banks. Take the time to listen to participants’ concerns, and try to respond in a positive manner.
**Basic Banking Services**

**Activity 2 - Delivery Notes**

- Option: As concerns are expressed, try to have fellow participants provide peer input.

- When working with adult groups, stress the critical need for having direct deposits for Old Age Security, Canada Pension Plan, or other related cheques.

Use **“Overhead 5: Regulation of Electronic Banking Services”** as an illustration to build confidence in the use of electronic services. Ask the following questions:

  - Were you aware that electronic services had such protection?
  - Does such regulation make you more confident about using a bank’s electronic services?

**Closing**

Return to the list the class made at the beginning of the session on the number of bank services they use.

Ask for a show of hands of those who feel they will use more banking services in the future, especially electronic banking services.

Thank everyone for their participation and encourage them to return for additional sessions. If such sessions are planned, you might provide a “sneak preview” of any activity to come.

**Suggested Answers for “Handout 2: Case Studies”**

1. **Travellers’ Cheques** – Travelling with large sums of cash is not safe. Travellers’ cheques function as cash and can be replaced if lost or stolen. They are widely accepted so Henry and Maria should have no problems using the travellers’ cheques to pay their bills during their vacation.

2. **Savings Account** – With an interest-bearing savings account, Joey can earn interest on his money. His money is safe from theft or loss because it is protected by CDIC (Canada Deposit Insurance Corporation) and is easily accessible should he need his money.

3. **Automobile Loan** – With an automobile loan, John will have access to needed transportation while keeping his savings available should he need to use it until he receives his first paycheque. John’s loan payments will also help to build a strong credit record for future financial needs.

4. **Chequing Account** – Leticia should open a chequing account that will allow her to pay her bills by cheque, thereby having a payment record. It would also be to Leticia’s advantage if she utilized direct deposit for her paycheque, which would eliminate her having to take the cheque to the bank.

5. **Safe Deposit Box** – Thomas should rent a safe deposit box at his local
bank. This will keep his legal documents and valuable keepsakes safe from fire, theft, or other dangers.

6. Personal Loan – If Elizabeth does not have enough money in her savings account, she can take advantage of a small personal loan from her bank.

7. Money Remittance (Wire Transfer) – Most banks offer money transfer services to send money almost anywhere in the world. While Oscar will have to pay a fee for the transfer, it is much safer than sending cash. To receive the cash, Oscar’s brother will go to a designated place in his town, show identification, and receive the money.
# Traditional Bank Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chequing Account</strong></td>
<td>Bank account where funds can be withdrawn by writing a cheque, using an ABM or debit card, or making personal withdrawals.</td>
</tr>
<tr>
<td><strong>Savings Account</strong></td>
<td>Bank account where money usually remains for a period of time. Interest is earned on the account. Money can be withdrawn at any time.</td>
</tr>
<tr>
<td><strong>Loan</strong></td>
<td>A sum of money borrowed from a financial institution at an agreed rate of interest.</td>
</tr>
<tr>
<td><strong>Cashier’s Cheque</strong></td>
<td>A cheque issued by a bank, drawn on its own funds and signed by the cashier.</td>
</tr>
<tr>
<td><strong>Money Remittance (Wire Transfer)</strong></td>
<td>Process of moving money from one bank to another, sometimes between countries. Remittances can sometimes be sent from a bank to a business.</td>
</tr>
<tr>
<td><strong>Traveller’s Cheques</strong></td>
<td>Documents that function as cash. Can be replaced if lost or stolen. Often used when traveling to other countries.</td>
</tr>
<tr>
<td><strong>Safe Deposit Box</strong></td>
<td>Locked box rented in a secure area of the bank. A place to store valuables.</td>
</tr>
</tbody>
</table>

* can be managed on the Internet
CASE STUDIES

TRADITIONAL SERVICES OF A BANK

- Automobile Loan
- Chequing Account
- Home Loan
- Safe Deposit Box
- Personal Loan
- Traveller’s Cheques
- Savings Account
- Money Wire/Transfers/Remittance

Directions
In small discussion groups, review the following cases. Decide if any of the bank services listed above could help the individuals. Be prepared to share your reasons with the full group.

Case 1
Henry and Maria are taking a “dream vacation” they planned for years. They are now discussing how much money they should take on the trip. Do you think it would be wise for Henry and Maria to take a large amount of cash with them? What other choices do they have?

Case 2
Joey is in high school and has been working hard on his paper route for many years. Every day, as Joey delivers the papers, he dreams of going to university and becoming a mechanical engineer. He wants to pay some of his university expenses. Until now, Joey has put his paper route paycheques in his chequing account each payday. Is this the best place for Joey’s money? What would you suggest? Why?

Case 3
John was recently laid off from his job. He has successfully located another job, but it is in a community about 30 km away. Further, John does not have transportation. He is shopping for a reliable used car and believes he has found the right one. He has some money that he has saved, but it is not enough to cover the full price. John is also concerned that he may need to use some of the money he has saved for his family’s needs until he receives his first paycheque. What would you suggest that John do? Why?

Case 4
Leticia has been working at her first job for about two months. She loves having her own apartment and wants to start decorating. The one issue that has concerned Leticia is that she has been cashing her paycheque and paying all of her bills in cash. Do you think this is a wise decision on Leticia’s part? What would you suggest that Leticia do? Why?
Case 5
Thomas is worried because there have been several burglaries in his neighborhood. He has all of his valuable papers at home: the deed to his house, his car registration, birth certificate, passport, insurance policies, and a very special watch his father gave him. Thomas has been looking around his house for a safe spot to put these valuables. Do you think he should keep them at home or in a safe deposit box? Why?

Case 6
Elizabeth has decided to take advantage of out-of-season sales and purchase a window air conditioner for her apartment. She has a savings account, a credit card, and a debit card that she could use, or she could apply for a loan. What would be the advantages or disadvantages of each for her? Which one would you recommend? Why?

Case 7
Ray has just received a letter from his brother in India. His brother has lost his job and is asking Ray for a loan until he can find another job. Ray is anxious to send his brother some money but is concerned about sending cash. What are Ray’s options? Why?
REMITTANCE OPTIONS TO SEND
AND RECEIVE MONEY

Immigrants utilize a variety of mechanisms to send remittances: banks, credit unions, small and large money transmitter companies (such as Western Union), postal services, hand delivery by the actual sender or by a third party, and many lesser-regulated mechanisms.

Methods to Send Money:

1. Money Transfer Organizations (MTOs)
MTOs, such as Western Union, are licenced regional or global companies that offer cash transfers across borders. These services are available at agents within the local community, on the phone, or on the Internet.

2. Bank Transfers
Some banks and credit unions offer money transfer services from bank account to bank account and from bank account to cash, typically through a wire transfer or via cheque. The services are available via the bank branch, ABM, phone, and Internet. The money can be picked up at a local bank branch/agent or via a debit card through ABMs.

3. Hand Delivery
Some immigrants send money home through a courier, friends, or families returning to their home country for hand-delivery of the remittances.

4. Mail
Some immigrants send cash, money orders, or cheques via the mail to their families in their home country.

5. Hawala
Hawala is an informal system, where an agent in the host country receives a certain amount and asks an agent in the destination country to give the corresponding amount in the local currency. The two agents will settle the debt through various mechanisms at a later time. This practice is common throughout South Asia.

6. Post Offices
Post offices throughout the world handle money transfers between countries. Countries in which post offices are used for remittance include Canada, the U.S., Mexico, many European countries, China, Israel, and Brazil.

7. Stored Value Cards
A stored-value card is a pre-paid account and is generally card-based. (The card can be used to transfer funds for payment, for example, to a merchant at a POS terminal, within the pre-paid balance of the account.)
BANK OCCUPATIONS

**Tellers:**
The individuals who typically process financial transactions (Examples: deposits, withdrawals, payments) and help customers with service on their accounts. Tellers are also responsible for uncovering additional customer needs and referring customers to the appropriate sales person.

**Personal Bankers:**
The salespeople who offer financial product and service solutions. The personal banker opens bank accounts (Examples: chequing and savings accounts) and credit products such as credit cards, home improvement loans, and credit lines. If they have the proper licences, they can also offer investment products such as mutual funds, or insurance products. After assessing a customer’s needs, these individuals may bring in additional specialists to help.

**Mortgage Lenders:**
Sales staff who specialize in helping customers finance their home purchases. Mortgage lenders help customers understand what home mortgage amounts they can afford by pre-qualifying them. They process mortgage applications and assist customers throughout the process of buying a home or refinancing their existing home. Some mortgage lenders specialize in certain segments of the market, such as first-time home buyers or properties in low-to-moderate income neighborhoods.

**Operations Manager:**
This person is typically responsible for the financial operations of a bank branch. While computers balance accounts, the operations manager reviews reports for any action that needs to take place. Some of their job responsibilities may include reviewing and making decisions on overdraft reports, reviewing teller transaction reports, ensuring that ABMs have money in them, and verifying teller balances at the end of the workday.

**Branch Manager:**
The person responsible for making sure the branch operates correctly from every level. The branch manager is responsible for hiring staff, ensuring the bank branch runs efficiently, meeting the needs of customers, and serving the needs of the community where the bank is located. Exact responsibilities vary from bank to bank, but the branch manager may also be responsible for bringing new business to the branch.
ELECTRONIC BANK SERVICES

Online banking is the fastest growing Internet activity in the Canada.

In 2005, 59 percent of all Canadian Internet users used online banking.*

Types of Services
• Bank Cards
• Automated Services

Protect Your Passwords
• Remember that your ABM, bank, or online passwords provide access to your accounts. Protect yourself from theft or fraud by choosing passwords that work for you, but no one else.

• Use unusual passwords. Combine numbers and letters, and avoid passwords that could be guessed easily, such as your birthdate or licence number.

• Keep passwords secret, even from your small children. If you let them “help you” when you withdraw money from an ABM or use a debit card, keep them from seeing what password you use.

• Never give passwords or other key information to strangers via e-mail.

• Change passwords often.

• Use different passwords for different accounts.

* "2005 Canadian Internet Use Survey (CIUS),” Statistics Canada, August 2006
## BANK CARDS

<table>
<thead>
<tr>
<th>TYPES</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| ABM/Debit Cards      | • Bank cards that allow for the payment of goods and services to be subtracted *directly* from a bank deposit account.  
                         • Can be used with merchants that take major credit cards—known as point of sale (POS) transactions. |
| Stored Value Cards   | • Cards with a preset, limited value.  
                         • Used to pay for goods and services.  
                         • Alternative to cash. |
### AUTOMATED BANK SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Deposit</td>
<td>• Payments <em>from</em> third party into bank accounts for paycheques, Old Age Security, Canada Pension, etc.</td>
</tr>
</tbody>
</table>
| Transfers between Accounts | • Automatic transfer of money from one account to another, such as from a chequing account to a savings account.  
• Occur on a designated date of month. |
| Transfers to a Third Party | • Automatic payments of variety of bills *directly* from a bank account, such as automatically paying rent or monthly auto loan payment.  
• Account holder receives confirmation. |
| Online Banking           | • Requires computer and Internet access.  
• Security = Username + Password.  
• Available in real time.  
• Allows customers to complete most regular bank transactions.  
• Can be used to pay utility and other bills (bill payment). |
| Bank by Phone            | • Provides electronic account access.  
• Keypad or voice-activated.  
• Requires a Personal Identification Number (PIN) or password access.  
• Includes various options.  
• Allows review of regular bank transactions.  
• Allows one to speak to a bank customer service representative.  
• Can be used to pay bills. |
| ABM                      | • Automated Banking Machine  
• Allows one to obtain cash and conduct banking transactions.  
• Allows regular review of bank transactions.  
• Requires a Personal Identification Number (PIN). |
REGULATION OF ELECTRONIC BANKING SERVICES

Electronic Funds Transfer Code

Initiated by the Ministry of Consumer and Corporate Affairs (CCAC) in 1989. It protects consumers using any type of electronic banking from certain losses and protects their privacy.

Banks must:

- Offer consumers a record or receipt for all computer transactions.
- Investigate errors and report to consumer within ten days of error notification.

Customers are responsible for reporting any errors.
The ABCs of a Chequing Account

RECOMMENDED TIME
Allow 50-60 minutes. Required time may vary depending on the audience.

OBJECTIVES
Participants will:
• Define the purposes of a chequing account.
• Identify things to know when shopping for a chequing account.
• Be given the opportunity to compare chequing accounts.

MATERIALS NEEDED
• Overhead projector and screen*
• Overhead transparencies or handouts for the activity
• Flipchart, blank transparencies, or white board
• Overhead marking pens

ADVANCE PREPARATION NOTES
Review the activity plan. Think about the audience, and decide whether to present the total activity or to use parts of this activity in combination with other activities.

This activity uses handouts. Have sufficient copies for all participants; a few extras provide good insurance.

For clarity, use print as opposed to script when writing on a flipchart, board, or transparency.

The suggested dialogue in the delivery notes does not always mirror the wording on a transparency. Try to vary the dialogue, rather than reading transparencies verbatim.

Consider providing copies of selected transparencies to participants for later reference.

* If an overhead projector isn’t available, consider making photocopies of the provided materials for use as handouts.
The ABCs of a Chequing Account

Presentation Opening
- Welcome the participants.
- Introduce yourself briefly.
- If this is the first meeting with the class or group, do a brief round of introductions by everyone.
- When introducing yourself, print your name where the participants can see and refer to it during the session. Some people may be a little nervous and may not remember your name. Just as you want to use their names, encourage them to call you by your name.

Activity Overview
Review the topics for discussion in this activity:
- Purposes of a Chequing Account
- Shopping for a Chequing Account

Begin the discussion by asking a volunteer to define the term “cheque.” Support the responses, but be sure that the definition includes the fact that a cheque is a written order telling the bank to pay a certain amount to another person or business.

Ask for a show of hands of those who have a chequing account.

Ask participants why they use a chequing account.
- Record the responses on a flipchart or blank transparency.
- Responses may vary but should include reasons such as convenience, safety, easy access, etc.

Ask those participants who did not raise their hands why they do not use a chequing account.
- Don’t pressure individuals to respond.
- If there are no responses, encourage those who do not use a chequing account to listen to the advantages and disadvantages of such a financial tool, and to consider using it in the future.

Use “Handout 1: Chequing Account Terms” to cover some basic terms about a chequing account.
- Note that this handout can be used with multiple activities throughout this section.
- You may want to address these terms in an order that seems logical to you. You could do this by grouping all fees together, grouping together everything used in reconciling the register, etc.
Ask if anyone looked for any special type of chequing account when they opened their account. Record the responses. Responses will vary.

Help participants determine their banking needs by asking them to think about:

- How many cheques they write monthly.
- Their typical chequing account balance.
- What is convenient for them in terms of bank and ABM locations, hours, etc.
- What kind of accounts they want (non-interest vs. interest-bearing)

Use “Handout 2: Shopping Around” (Things to Ask About When Opening a Chequing Account) to encourage participants to shop around for the chequing account that fits their needs.

- Explain to participants the importance of shopping for a chequing account. Go over some of the key features (Examples: the location, hours of operation, minimum balance required, etc.) that participants should compare before choosing a chequing account. Tell participants to use Handout 2 as a tool to help them evaluate the features of different chequing accounts.
- Stress the value of key areas, especially if participants were looking for non-financial items such as color or style of cheques.
- Remind participants that certain account features will help them save money. Some of the features to help participants save money and avoid bank fees include: 1) utilizing direct deposit to avoid cheque cashing fees; 2) avoiding non-primary ABM charges; and 3) keeping the minimum monthly account balance to avoid monthly maintenance fees.
- After the discussion, refer to the earlier responses about what participants looked for in a chequing account.

Closing
Close the session by doing a simple assessment: ask participants if those who have chequing accounts learned more about their accounts, and if those who do not have accounts feel more confident about possibly having a chequing account in the future.

Thank everyone for their participation and encourage them to return for additional sessions. If such sessions are planned, you might provide a “sneak preview” of any activity to come.
## CHEQUING ACCOUNT TERMS

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank Statement</td>
<td>Monthly record of all activity within an account, provided by the bank.</td>
</tr>
<tr>
<td>Cancelled Cheque</td>
<td>A cheque that has been stamped to show that the payee has received the designated amount from the bank and that amount has been deducted from the account holder’s chequing account.</td>
</tr>
<tr>
<td>Cheque</td>
<td>A written order to pay a specified sum from funds held in a bank or credit union account.</td>
</tr>
<tr>
<td>Cheque Register/Ledger</td>
<td>A record of all activity that happens within a chequing account; maintained by the chequing account holder.</td>
</tr>
<tr>
<td>Endorsement</td>
<td>A written mark on the back of a cheque, such as a signature, entitling the payee to either receive or transfer payment.</td>
</tr>
<tr>
<td>Fee</td>
<td>Charges for the use of certain bank services. These services vary but could include returning cancelled cheques, writing more than a certain number of cheques monthly, use of various bank cards, etc.</td>
</tr>
<tr>
<td>Interest</td>
<td>Money paid to savers and investors by financial institutions, government, or business entities for the use of their money.</td>
</tr>
<tr>
<td>Minimum Balance</td>
<td>Requirement to keep a certain amount of money in the account; otherwise, monthly service charges may result.</td>
</tr>
<tr>
<td>Outstanding Transactions</td>
<td>Transactions that do not clear the bank by the date of the bank statement.</td>
</tr>
<tr>
<td>Overdraft</td>
<td>Lack of sufficient funds in a chequing account to cover the full amount of a cheque. A bank or credit union will charge an Overdraft Fee — a service charge — to cover expenses involved in returning a cheque and handling other procedures caused by an overdraft.</td>
</tr>
<tr>
<td>Overdraft Protection</td>
<td>Procedure agreed upon by an account holder and a bank in advance to transfer funds from a savings or credit account to a chequing account to cover insufficient funds.</td>
</tr>
<tr>
<td>Payee</td>
<td>The person or organization to whom a cheque is made payable.</td>
</tr>
<tr>
<td>Reconciling a Bank Statement</td>
<td>Balancing a bank statement with a cheque register/ledger.</td>
</tr>
<tr>
<td>Transaction Limits</td>
<td>Some accounts have a limit on the number of transactions performed during a certain time period. These may include the number of withdrawals, number of teller-assisted activities, etc.</td>
</tr>
</tbody>
</table>
**SHOPPING AROUND**

*(THINGS TO ASK ABOUT WHEN OPENING A CHEQUING ACCOUNT)*

When you decide to open a chequing account, it’s important to select an account that will meet your needs – both financially and with regard to convenience. Start by evaluating the chequing accounts available at different banks in your area. Visit at least two banks to get detailed information about their available chequing accounts. Use the chart below to record relevant information.

<table>
<thead>
<tr>
<th>Name of bank</th>
<th>Bank #1:</th>
<th>Bank #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location of bank</strong> (Is the location convenient to your home or work?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location of ABMs</strong> (How large is the bank’s ABM network? Are there several bank ABMs, so you can avoid non-primary ABM fees?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Banking hours</strong> (Do the hours meet your needs?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minimum balance required</strong> (Can you maintain this balance?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minimum transactions or limits</strong> (Are you likely to exceed the minimum? What charges might you incur?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interest-bearing accounts?</strong> (Are they offered?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong> (List any other information that will help you select a chequing account.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Costs</strong> (List actual costs for each bank.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-primary bank ABM transactions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In-branch transaction fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Per-cheque fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other chequing fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overdraft protection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Printing of cheques</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Monthly Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Yearly Costs</strong> (Total Monthly Costs x12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Opening a Chequing Account

RECOMMENDED TIME
Allow 50-60 minutes. Required time may vary depending on the audience.

OBJECTIVES
Participants will:
• Understand the application process for opening a chequing account.
• Be aware of deposit options in making a deposit into a chequing account.

MATERIALS NEEDED
• Overhead projector and screen*
• Overhead transparencies or handouts for the activity
• Flipchart, blank transparencies, or white board
• Overhead marking pens

ADVANCE PREPARATION NOTES
Review the activity plan. Think about the audience, and decide whether to present the total activity or to use parts of this activity in combination with other activities.

This activity uses handouts. Have sufficient copies for all participants; a few extras provide good insurance.

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Consider providing copies of selected transparencies to participants for later reference.

* If an overhead projector isn’t available, consider distributing photocopied handouts instead.
Opening a Chequing Account

Presentation Opening

- Welcome the participants.
- Introduce yourself briefly.
- If this is the first meeting with the class or group, do a brief round of introductions by everyone.
- When introducing yourself, print your name where the participants can see and refer to it during the session. Some people may be a little nervous and may not remember your name. Just as you want to use their names, encourage them to call you by your name.

Activity Overview

Review the topics for discussion in this activity:

- Chequing Account Application Process
- The Application
- Acceptable Forms of ID
- The Signature Authorization Card
- Deposit Options

Use “Handout 1: Opening a Chequing Account” and “Handout 2: Acceptable Forms of ID” to review with the participants the type of application they will probably see when opening a chequing account.

- Move through the application, describing the various areas on the form.
- In reviewing the application, stress the need for accuracy and clarity in all information.
- Emphasize that applicants must provide a physical address when their mailing address is a post office box or similar postal receipt area.
- A major topic to emphasize is proper identification. Acceptable identification may vary among financial institutions, but to open an account, generally you must present two pieces of identification, with one piece bearing a photo.
- Be prepared. Call ahead to find out exactly what you will need to open an account and what hours the bank is open.

Use “Handout 3: Signature Authorization Card” to review and describe the areas on the card. Explain the purpose of the signature authorization card and how the bank uses it to help safeguard customers’ money.

Ask those who have a chequing account how they make their deposits. Responses may vary, but should include depositing the funds at the bank, through the mail, at an ABM, and direct deposit.

Encourage participants to consider the option of direct deposit.
• Ask if anyone uses the option. If so, have them explain.
• Suggest that they contact their local banker to learn more about setting up direct deposits.

Ask what might be the advantages of using direct deposit. Responses may vary but should include safety and convenience.

Closing
Encourage all participants to consider opening a chequing account if they do not have one.
• Encourage them to go to their local bank, talk with a customer service representative, and get more information about chequing accounts.
• Remind them that the bank staff is always willing to answer questions from local residents and potential customers.

Thank everyone for their participation and encourage them to return for additional sessions. If such sessions are planned, you might provide a “sneak preview” of any activity to come.
OPENING A CHEQUING ACCOUNT

CHEQUING ACCOUNT APPLICATION

■ PRIMARY OWNER
NAME ____________________________
ADDRESS ____________________________

TELEPHONE  HOME ________ WORK ________ EXT. ________
DATE OF BIRTH ____ / ____ / ____  SOCIAL INSURANCE NO.  ___ - ___ - ___
LENGTH OF TIME AT CURRENT ADDRESS ____________
CURRENT EMPLOYER __________________________________________
EMPLOYER ADDRESS __________________________________________
LENGTH OF TIME WITH THIS EMPLOYER ____________
DRIVER’S LICENCE OR PHOTO ID NUMBER ____________________________
LAST ADDRESS PRIOR TO CURRENT ADDRESS ____________________________

PLEASE COMPLETE THE FOLLOWING ONLY IF APPLYING FOR A BANK/ABM CARD OR OVERDRAFT PROTECTION.
GROSS ANNUAL INCOME ____________________________
MONTHLY MORTGAGE OR RENT PAYMENT ____________________________

■ JOINT OWNER (IF APPLICABLE)
NAME ____________________________
ADDRESS ____________________________

TELEPHONE  HOME ________ WORK ________ EXT. ________
DATE OF BIRTH ____ / ____ / ____  SOCIAL INSURANCE NO.  ___ - ___ - ___
LENGTH OF TIME AT CURRENT ADDRESS ____________
CURRENT EMPLOYER __________________________________________
EMPLOYER ADDRESS __________________________________________
LENGTH OF TIME WITH THIS EMPLOYER ____________
DRIVER’S LICENCE OR PHOTO ID NUMBER ____________________________
LAST ADDRESS PRIOR TO CURRENT ADDRESS ____________________________

PLEASE COMPLETE THE FOLLOWING ONLY IF APPLYING FOR A BANK/ABM CARD OR OVERDRAFT PROTECTION.
GROSS ANNUAL INCOME ____________________________
MONTHLY MORTGAGE OR RENT PAYMENT ____________________________

I VERIFY THAT THE ABOVE INFORMATION IS TRUE UNDER PENALTY OF PERJURY.

________________________________________  ____________________________
SIGNATURE (PRIMARY)  DATE

________________________________________  ____________________________
SIGNATURE (JOINT OWNER)  DATE
**COMMONLY ACCEPTED FORMS OF ID**

<table>
<thead>
<tr>
<th>Primary ID*</th>
<th>Secondary ID*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Driver’s licence issued in Canada</td>
<td>Employee photo ID card</td>
</tr>
<tr>
<td>Canadian passport</td>
<td>Canadian University/College photo ID card</td>
</tr>
<tr>
<td>Certificate of Canadian Citizenship</td>
<td>Canadian bank or ABM/debit card</td>
</tr>
<tr>
<td>Permanent Resident card or Citizenship and Immigration Canada Form IMM 1000, IMM 1442, or IMM 5292</td>
<td>Canadian credit card</td>
</tr>
<tr>
<td>Birth certificate issued in Canada</td>
<td>Canadian National Institute for the Blind (CNIB) client card</td>
</tr>
<tr>
<td>Social Insurance card</td>
<td>Foreign passport</td>
</tr>
<tr>
<td>Old Age Security card</td>
<td></td>
</tr>
<tr>
<td>Certificate of Indian Status</td>
<td></td>
</tr>
<tr>
<td>Provincial health insurance card (except Ontario, Manitoba, and PEI)</td>
<td></td>
</tr>
<tr>
<td>Provincial ID card, bearing the individual’s photograph and signature, issued by authorities such as Insurance Corporation of British Columbia, Alberta Registries, Service New Brunswick, etc.</td>
<td></td>
</tr>
</tbody>
</table>

* Financial institutions’ ID requirements may differ; check with the institution first before applying for an account.
### Signature Authorization Card

**Account Type**
- Individual
- Joint
- Business
- Partnership

<table>
<thead>
<tr>
<th>Signature Authorization Card</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Account #</strong></td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Address</strong></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
</tr>
<tr>
<td><strong>Social Insurance No.</strong></td>
</tr>
</tbody>
</table>

You are hereby authorized to recognize any of the signatures subscribed on this card for the payment of funds or transaction of business for this account. All transactions between the bank and the depositor shall be governed by the contract printed on the reverse of this card.

_________________________________________  _________________________________________
Authorized Signature  Authorized Signature
How to Write a Cheque

RECOMMENDED TIME
Allow 50-60 minutes. Required time may vary depending on the audience.

OBJECTIVES
Participants will learn how to write a cheque.

MATERIALS NEEDED
- Appropriate handouts.
- Pencils for each participant. (Consider stopping by a local bank, explaining your role, and requesting logo pencils. These might serve as reminders for participants.)

ADVANCE PREPARATION NOTES
Review the activity plan. Think about the audience, and decide whether to present the total activity or to use parts of this activity in combination with other activities.

This activity may seem brief, but the practice exercise will take time.

This activity uses handouts. Have sufficient copies for all participants; a few extras provide good insurance.
**How to Write a Cheque**

**Presentation Opening**

- Welcome the participants.
- Introduce yourself briefly.
- If this is the first meeting with the class or group, do a brief round of introductions by everyone.
- When introducing yourself, print your name where the participants can see and refer to it during the session. Some people may be a little nervous and may not remember your name. Just as you want to use their names, encourage them to call you by your name.

Open the session by sharing that the activity is very direct — “How to Write a Cheque.”

Explain that the session activity will be in two steps:

1. First, you will illustrate how to write a cheque.
2. Second, each person will practice writing his or her own cheque.

Distribute “Handout 1: Writing a Cheque,” and explain the pages:

1. Blank cheque with descriptions of the various cheque areas.
2. Blank cheque for use in the practice time.

Distribute a pencil to each participant.

- Explain that cheques should be written in ink, but pencils will be used to allow for erasures.
- **Stress that actual cheques should always be written in ink and that they are only using pencils for practice.**
- Talk about the process of voiding cheques when one makes a mistake using a pen.

Move through page one, explaining the identified cheque areas.

- Include an explanation of transit, cheque, and account numbers listed on the cheque.
- Stop frequently and ask if there are any questions. Don’t move forward until you are sure everyone understands the sample cheque.

When you have completed the explanation, ask participants to turn to page two of the handout and write a cheque using the information listed at the bottom of the page.

Move around the group to assist when necessary.

Allow sufficient time to complete the task.
If any participant is having difficulty, consider pairing him or her with another participant for peer assistance.

Call time. Review the completed cheques. Ask for questions. Congratulate everyone on his or her successful experience.

- Consider asking a volunteer to explain the completed cheque.
- Note that normally one would enter the amount of the cheque into the cheque register when writing a cheque. However, that activity will follow in the next session.

**Closing**
Close the session by telling participants that a cheque should be considered money and therefore should be kept in a safe spot.

Encourage everyone to keep the handout and to refer to it should they need assistance in writing cheques.

Thank everyone for their participation and encourage them to return for additional sessions. If such sessions are planned, you might provide a “sneak preview” of any activity to come.
BASIC BANKING SERVICES

ACTIVITY 5 - HANDOUT 1 - PG. 1

WRITING A CHEQUE

<table>
<thead>
<tr>
<th>CHEQUE AREA</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>CHEQUE NUMBER&lt;br&gt;The number used to identify a specific cheque within the sequence of the register. Usually three or four digits.</td>
</tr>
<tr>
<td>(b)</td>
<td>DATE&lt;br&gt;Include the year, month, and day you are writing the cheque. The new cheque standard requires the date to be entered in one of three pre-printed formats: YYYYMMDD, MMDDYYYY, or DDMMYYYY.</td>
</tr>
<tr>
<td>(c)</td>
<td>PAYEE&lt;br&gt;Write the name of the person or business on the line, “Pay to the order of.”</td>
</tr>
<tr>
<td>(d)</td>
<td>AMOUNT IN NUMBERS&lt;br&gt;Write the amount of the cheque in numbers. Begin close to the left of the section to prevent anyone from adding additional numbers.</td>
</tr>
<tr>
<td>(e)</td>
<td>AMOUNT IN WORDS&lt;br&gt;Write the amount of the cheque in words.</td>
</tr>
<tr>
<td>(f)</td>
<td>MEMO&lt;br&gt;Use to note the reason for the cheque. If you are paying a bill, you can also use this space to supply information requested by the company.</td>
</tr>
<tr>
<td>(g)</td>
<td>SIGNATURE&lt;br&gt;Sign all cheques the way you sign the signature card.</td>
</tr>
<tr>
<td>(h)</td>
<td>TRANSIT NUMBER&lt;br&gt;The hyphenated number that identifies your bank branch and institution number.</td>
</tr>
<tr>
<td>(i)</td>
<td>ACCOUNT NUMBER&lt;br&gt;The number used to identify your unique account within a bank.</td>
</tr>
</tbody>
</table>
WRITING A CHEQUE
(Practice)

Information to be included on the cheque:

DATE: Today’s date (in the pre-printed format)

PAYEE: John’s Plumbing

AMOUNT: $21.87 (twenty-one dollars and eighty-seven cents)
*Make sure to also spell out the amount in words on the “DOLLARS” line.*

SIGNATURE: Your signature

MEMO: Plumbing repairs
Maintaining a Chequing Account

RECOMMENDED TIME
Allow 50-60 minutes. Required time may vary depending on the audience.

OBJECTIVES
Participants will:
- Learn how to keep a cheque register.
- Learn how to make a deposit into a chequing account.
- Learn how to reconcile a chequing account.
- Understand how to maintain a chequing account.

MATERIALS NEEDED
- Overhead projector and screen*
- Overhead transparencies or handouts for the activity
- Flipchart, blank transparencies, or white board
- Overhead marking pens
- Pencils

ADVANCE PREPARATION NOTES
Review the activity plan. Think about the audience, and decide whether to present the total activity or to use parts of this activity in combination with other activities.

This activity is very hands-on and covers much information. Consider the audience. It may be best to break this information into multiple presentations.

This activity uses a multiple-page handout. Have sufficient copies for all participants; a few extras provide good insurance.

Remind participants at the beginning of the session that the activity involves looking at typical forms used with a chequing account. They should be aware that forms and regulations might vary slightly from bank to bank. (Consider visiting several local financial institutions to request samples of cheque registers, blank bank statement forms, etc. to use as illustrations in the activity.)

* If an overhead projector isn’t available, consider making photocopies of the provided materials for use as handouts.
Maintaining a Chequing Account

For clarity, use print as opposed to script when writing on a flipchart, board, or transparency.

The suggested dialogue in the delivery notes does not always mirror the wording on a transparency. Try to vary the dialogue, rather than reading transparencies verbatim.
**Maintaining a Chequing Account**

**Presentation Opening**
- Welcome the participants.
- Introduce yourself briefly.
- If this is the first meeting with the class or group, do a brief round of introductions by everyone.
- When introducing yourself, print your name where the participants can see and refer to it during the session. Some people may be a little nervous and may not remember your name. Just as you want to use their names, encourage them to call you by your name.

**Activity Overview**
Review the topics for discussion in this activity:
- Keeping a Cheque Register/Ledger
- Making a Deposit
- Cheque Endorsement Process
- Deposit Slip Procedure
- Reconciling a Bank Statement
- Avoiding Courtesy Overdrafts

Distribute “**Handout 1: Maintaining a Chequing Account,”** and provide an overview of the pages. Because of the number of pages, take care not to overwhelm the participants. Instead, stress the role of the practice pages to allow them to apply the content. You may want to pass out the pages as the class is ready for them.

#1. Keeping a Cheque Register
#2. Practice Sheet
#3. Making a Deposit: Endorsing a Cheque
#4. Practice Sheet
#5. Making a Deposit: Completing a Deposit Slip
#6. Practice Sheet
#7. Reconciling a Bank Statement
#8. Practice Sheet

Distribute a pencil to each participant. Explain that most forms related to chequing accounts should be written in ink, but that pencils will be used to allow for erasures.

Work with the handout—task by task. With each task, first explain the sample sheet and then allow appropriate time for participants to complete the practice sheet.
- Be sure to stop frequently and check for understanding. Don’t move forward until you are sure everyone understands both the content
and the process.

- With each practice segment, move around the room to assist when necessary.

**First**, cover the “Cheque Register” segment.

- Review column headings with a brief explanation. Note that the ✓ column is for checking when a transition has appeared on a bank statement.
- Be sure everyone understands the importance of accurately recording all activity involving the chequing account. Explain what happens if a cheque bounces and how expensive that can be.
- Allow sufficient time for participants to complete the practice page.
- Call time; have a volunteer review a completed practice sheet.

**Second**, cover the “Making a Deposit” segment.

- Begin the cheque endorsement process by reviewing the completed samples.
- Make sure the participants understand the three types of endorsement AND the advantages of each.
- Move to the process of making a deposit.
- With each of the two segments, allow sufficient time for participants to complete each practice page. Then call time and have a volunteer review a completed practice sheet.
- Deposits can be made in a branch or through the ABM.

**Third**, cover the “Bank Statement” segment.

- Begin by covering the completed bank statement, reviewing each area of the statement. Point out that a register must be reconciled for all fees and charges on a statement.
- Allow sufficient time for participants to complete the practice page.
- Call time; have a volunteer review a completed practice sheet.
- Have participants check whether their chequing account balance on page 8 equals the balance on page 2, taking into consideration any fees or transactions made after the statement end date.
- Explain what to do when the balances are not equal; list potential things to check (calculations, entry of numbers, etc.).

Display **“Overhead 1: Overdrafts and Bounced Cheques.”** Discuss this overhead, emphasizing the importance of maintaining a chequing account in order to avoid fees and the possibility of the bank or credit union closing the account. This could make it difficult to open another account in the future.
**Closing**
Close the session by congratulating everyone on his or her successful experience. Be sure to stress that this was a very full session but that they achieved their goals.

Encourage everyone to keep the handout and refer to the information should they need assistance in maintaining their chequing account.

Ask the participants for reasons why they should maintain careful records of their chequing accounts. Responses may vary, but should include examples of what might happen if they did not keep close track of their chequing account, such as overdrafts.

Thank everyone for their participation and encourage them to return for additional sessions. If such sessions are planned, you might provide a “sneak preview” of any activity to come.
MAINTAINING A CHEQUING ACCOUNT

KEEPING A CHEQUE REGISTER

<table>
<thead>
<tr>
<th>CHEQUE #</th>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>PAYMENT/DEBIT (-)</th>
<th>DEPOSIT/CREDIT (+)</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Jan 5</td>
<td>City Utilities</td>
<td>154</td>
<td>73</td>
<td>276 92</td>
</tr>
<tr>
<td>102</td>
<td>Jan 6</td>
<td>Brown's Grocery</td>
<td>73 25</td>
<td></td>
<td>203 67</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Deposit</td>
<td></td>
<td></td>
<td></td>
<td>840 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1043 92</td>
</tr>
</tbody>
</table>

Notes:
**KEEPING A CHEQUE REGISTER**  
*(Practice)*

<table>
<thead>
<tr>
<th>CHEQUE #</th>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>PAYMENT/DEBIT (-)</th>
<th>DEPOSIT/CREDIT (+)</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Directions**

Record the following information in the cheque register above.

1. Beginning balance of $375.00.
2. Cheque number 475, written on January 14 to Joe’s Car Repairs, for $85.79.
3. Direct deposit of $1,275.88 on January 15.
4. Cheque number 476 to Alice’s Bakery for $15.25 on January 17.
5. Cheque number 477 to City Utilities for $75.95 on January 25.
6. Deposit of $35.00 on January 25.
7. ABM withdrawal of $10.00 on January 25.
8. ABM withdrawal of $20.00 on February 8.
MAKING A DEPOSIT – ENDORSING A CHEQUE
(The Back Side of a Cheque)

Restrictive Endorsement (most secure)
Limits what can be done with the cheque. If you include “For Deposit Only,” no one can cash the cheque; it must be deposited into your account (chequing or savings).

Blank Endorsement (least secure)
Include only your name. Makes the cheque payable to anyone.

Endorsement to a Third Party
Limits payment to a third party. You are “signing the cheque over” to someone else.
MAKING A DEPOSIT – ENDORSING A CHEQUE

(Practice Sheet)

**Restrictive Endorsement (most secure)**

**Blank Endorsement (least secure)**

**Endorsement to a Third Party**

**Directions**

Endorse each of the cheques shown based on its description.

Restrictive Endorsement

Blank Endorsement

Endorsement to a Third Party
MAKING A DEPOSIT – COMPLETING A DEPOSIT SLIP

**AREA** | **DESCRIPTION**
--- | ---
(a) | Date of deposit.
(b) | Amount of paper money being deposited.
(c) | Amount of coins being deposited.
(d) | Number of cheque being deposited; the cheque number appears in the upper right-hand corner of a cheque.
(e) | Amount of cheque for deposit.
(f) | Total from other side of the slip.
(g) | Total amount of deposit.
(h) | Any amount of the deposit that you want returned to you in cash.
(i) | Sign if you receive cash from the deposit.
(j) | Total amount of deposit (less cash).
**MAKING A DEPOSIT – COMPLETING A DEPOSIT SLIP**

(Practice Sheet)

**Directions**

Record the following information on the deposit slip:

1. Date of June 1, 2007.
2. Depositing paper currency in the amount of $57.00.
3. Depositing coins in the amount of 85 cents.
4. Depositing one cheque in the amount of $75.25, with cheque number 649.
5. There is no additional information to carry over from the reverse side.
6. You receive $10.00 cash from the deposit.
7. Check all addition and subtraction carefully to determine the net deposit.
8. Did you sign for receiving cash?
# RECONCILING A BANK STATEMENT

## Chequing Account Statement

**JAMES SMITH**  
**JANE SMITH**  
321 OAK ST  
ANYTOWN, CANADA

**ACCOUNT NUMBER:** 9944444433

### CHEQUING

**Statement Period:** Jan 8, 2007-Feb 6, 2007  
**Beginning Balance:** $375.00  
**Credits:** $1310.88  
**Debits:** $188.99  
**Available Balance:** $1496.89

<table>
<thead>
<tr>
<th>CHEQUE #</th>
<th>RECIPIENT</th>
<th>DATE PAID</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>475</td>
<td>Joe’s Car Repairs</td>
<td>Jan 16</td>
<td>$85.79</td>
</tr>
<tr>
<td>476</td>
<td>Alice’s Bakery</td>
<td>Jan 20</td>
<td>$15.25</td>
</tr>
<tr>
<td></td>
<td>ABM Withdrawal at ABM #9573FC</td>
<td>Jan 25</td>
<td>$10.00</td>
</tr>
<tr>
<td></td>
<td>Out of Network ABM Fee</td>
<td>Jan 25</td>
<td>$2.00</td>
</tr>
<tr>
<td>477</td>
<td>City Utilities</td>
<td>Jan 28</td>
<td>$75.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPOSITS AND OTHER CREDITS</th>
<th>DATE PAID</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Deposit</td>
<td>Jan 15</td>
<td>$1275.88</td>
</tr>
<tr>
<td>Deposit at ABM #1200</td>
<td>Jan 25</td>
<td>$35.00</td>
</tr>
</tbody>
</table>
RECONCILING A BANK STATEMENT
(Practice Sheet)

Use the bank statement (page 7) and the cheque register that you completed at the beginning of the exercise (page 2). The purpose of this exercise is to figure out the balance of your account.

1. List in the cheque register any deposits, withdrawals, and service charges that are shown on the statement but not already recorded in the register. Adjust your cheque register accordingly.

2. Put a checkmark in the register beside all cheques, withdrawals, and deposits listed on your statement.

3. List and total in the Cheques and Other Withdrawals Outstanding chart at right all cheques, applicable cheque charges, and withdrawals that you recorded in your register, but that do NOT appear on your statement.

4. Deduct from your cheque register balance any service or other charge that you have not already deducted. (This step is to ensure that you have not overlooked any charges.)

5. Add to your cheque register balance any interest-earned deposit shown on the statement.

6. Record Closing Balance as shown on your statement. (This is called Available Balance on the bank statement.)

7. Add deposits or transfers into your account that you recorded in your cheque register but are not shown on the statement.

8. Total (6 and 7 above).

9. Enter total Cheques and Other Withdrawals Outstanding (from above right).

10. **BALANCE** (8 minus 9 should equal your cheque register balance).
OVERDRAFTS AND BOUNCED CHEQUES

Overdrafts and bounced cheques occur when you complete a financial transaction (e.g., withdraw money from the ABM machine, write a cheque, or have money automatically withdrawn from your account) for more than what is available in the account. Your financial institution may pay the amount and charge you a fee, known as an “overdraft fee” or a “non-sufficient funds fee,” which can cost upwards of $30.*

Example:

A $10 cheque made out to a grocery store bounces and a $30 overdraft fee is charged to cover the cost of the cheque. The total for the amount of the cheque plus the fee is $40.

Tip: Avoid overdraft or non-sufficient funds fees by making a habit of monitoring the balance in your chequing account.

* Cost of overdraft fee varies from institution to institution.
The ABCs of a Savings Account

RECOMMENDED TIME
Allow 50-60 minutes. Required time may vary depending on the audience.

OBJECTIVES
Participants will:
- Explain the value and purpose of a savings account.
- Identify things to know when shopping for a savings account.
- Understand the application process for opening a savings account.
- Understand how to reconcile a savings account.
- Identify ways to maintain a savings account.

MATERIALS NEEDED
- Overhead projector and screen*
- Overhead transparencies or handouts for the activity
- Flipchart, blank transparencies, or white board
- Overhead marking pens

ADVANCE PREPARATION NOTES
Review the activity plan. Think about the audience and the best presentation method.

Remind participants at the beginning of the session that the activity involves looking at typical forms or applications for opening a savings account. They should be aware that forms and regulations might vary slightly from bank to bank.

(To reinforce this statement, you might visit several local financial institutions, explain the reason, and request samples of paperwork involved in opening a savings account to use as illustrations in the activity.)

This activity uses handouts. Have sufficient copies for all participants; a few extras provide good insurance.

For clarity, use print as opposed to script when writing on a flipchart, board, or transparency.

The suggested dialogue in the delivery notes does not always mirror the wording on a transparency. Try to vary the dialogue, rather than reading transparencies verbatim.

* If an overhead projector isn't available, consider making photocopies of the provided materials for use as handouts.
The ABCs of a Savings Account

Presentation Opening

• Welcome the participants.
• Introduce yourself briefly.
• If this is the first meeting with the class or group, do a brief round of introductions by everyone.
• When introducing yourself, print your name where the participants can see and refer to it during the session. Some people may be a little nervous and may not remember your name. Just as you want to use their names, encourage them to call you by your name.

Activity Overview

Review the topics for discussion in this activity:

• Purpose of a Savings Account
• Shopping for a Savings Account
• Savings Account Application
• Monthly Bank Statement Checkup

Using the flipchart or a blank transparency, ask the participants to share why they save. Write down their reasons. Responses will vary.

Use "Overhead 1: Reasons to Save" to summarize the specific reasons that individuals have just provided.

• Refer to the class list. Ask participants to work with you to classify each of their reasons under one of the overhead’s headings.
• Be sure everyone understands that saving means not spending — putting aside some amount of current income for future use.

Move forward by asking participants to help you brainstorm different places where people keep their savings.

• Record the responses. These may include places such as a box, sock, bottom of a drawer, etc.
• Remind everyone that when saving, people hope that small amounts will grow to a much larger amount.
• Refer to the previously brainstormed list of places where people save and ask the participants to choose which of the areas represent places where their money will actually grow to a larger amount.
• This should be a simple process of showing individuals that saving in a sock or some other hiding place at home does not allow their money to grow.

Remind everyone that one of the simplest ways to save is to have a savings account at a local bank or other financial institution.
Ask if anyone can tell why a person should save his or her money in a savings account. These responses should open the discussion for the next segment on shopping for a savings account.

Ask for a show of hands of participants who have a savings account. If individuals do not raise their hands, don’t pursue.

Use the flipchart, board, or blank transparency to ask participants what they are looking for when they go “shopping” for a savings account. Record the responses.

Use “Overhead 2: Shopping for a Savings Account” to summarize their earlier individual brainstorming responses. Provide a brief description of each item on the overhead. (See glossary for definitions.)

Use “Handout 1: Savings Account Application” to review with participants the type of application they will probably see when opening a savings account.

• In reviewing the application, stress the need for accuracy and clarity in all information.

• Emphasize that applicants must provide a physical address when their mailing address is a post office box or similar postal receipt area.

• A major emphasis to cover is proper identification. Acceptable identification may vary slightly among financial institutions. Generally, to open an account, you must present two pieces of identification, with one piece bearing a photo.

• At least one of the identification documents must be from the following list: a driver’s licence issued in Canada, a Permanent Resident card, Citizenship and Immigration Canada Form IMM 1000, IMM 1442, or IMM 5292, a Social Insurance Card, a Certificate of Canadian Citizenship, a Canadian passport, etc.

• The secondary identification may include an employee ID card, a foreign passport, a credit card, a bank debit/ABM card, etc.

• Be prepared. Check with the bank to learn what you will need to open an account and when the bank is open.

• Remind participants that just as they would balance their chequing accounts, it is similarly important to balance their savings accounts.

Ask for reasons why balancing a savings account monthly would be important.

• Record the responses.
• In essence, participants should realize that maintaining oversight of any financial document is critical and that errors should be corrected immediately with their financial institutions.

Use “Handout 2: Bank Statement” to review with participants where they should look on their bank statements to check the status of their savings accounts.

Note that some banks use “combined statements” if the account holder has more than one account at the same bank.

**Closing**
Return to “Overhead 1: Reasons to Save” for closure. Ask participants what the consequences might be if people did not save for emergencies or other unexpected situations.

• Encourage all participants to consider opening a savings account if they do not have one.
• Encourage them to go to their local bank, talk with a customer service representative, and get more information about savings accounts.
• Remind them that the bank staff is always willing to answer questions from local residents and prospective customers.

Thank everyone for their participation and encourage them to return for additional sessions. If such sessions are planned, you might provide a “sneak preview” of any activity to come.
REASONS TO SAVE

• Emergencies

• Future Purchases

• Future Investments
Factors to consider:

- Safety
- Risk
- Liquidity
- Minimum Account Balance Requirements
- Fees and Service Charges
- Interest Rate
- Returns (Earnings)
- Automatic Transfer
- Direct Deposit
SAVINGS ACCOUNT APPLICATION

■ PRIMARY OWNER

NAME ____________________________________________________________
ADDRESS ____________________________________________________________

TELEPHONE
 HOME __________________________ WORK ____________________________

DATE OF BIRTH ____ / ____ / ____ SOCIAL INSURANCE NO. __ __ __ - __ __ __ - __ __ __

LENGTH OF TIME AT CURRENT ADDRESS ________________________________

CURRENT EMPLOYER _________________________________________________

EMPLOYER ADDRESS ________________________________________________

LENGTH OF TIME WITH THIS EMPLOYER _________________________________

DRIVER’S LICENCE OR PHOTO ID NUMBER ______________________________

LAST ADDRESS PRIOR TO CURRENT ADDRESS ____________________________

DO YOU CURRENTLY HAVE A CHEQUING ACCOUNT WITH Your Bank? ❑ YES ❑ NO

IF SO, PLEASE LIST: ACCOUNT # ___________________ DATE OPENED ________________

■ JOINT OWNER (IF APPLICABLE)

NAME ____________________________________________________________
ADDRESS ____________________________________________________________

TELEPHONE
 HOME __________________________ WORK ____________________________

DATE OF BIRTH ____ / ____ / ____ SOCIAL INSURANCE NO. __ __ __ - __ __ __ - __ __ __

LENGTH OF TIME AT CURRENT ADDRESS ________________________________

CURRENT EMPLOYER _________________________________________________

EMPLOYER ADDRESS ________________________________________________

LENGTH OF TIME WITH THIS EMPLOYER _________________________________

DRIVER’S LICENCE OR PHOTO ID NUMBER ______________________________

LAST ADDRESS PRIOR TO CURRENT ADDRESS ____________________________

DO YOU CURRENTLY HAVE A CHEQUING ACCOUNT WITH Your Bank? ❑ YES ❑ NO

IF SO, PLEASE LIST: ACCOUNT # ___________________ DATE OPENED ________________

I VERIFY THAT THE ABOVE INFORMATION IS TRUE UNDER PENALTY OF PERJURY.

__________________________________________ DATE ______________

SIGNATURE (PRIMARY)

__________________________________________ DATE ______________

SIGNATURE (JOINT OWNER)
### BANK STATEMENT

**YOUR BANK**
123 MAIN STREET
ANYTOWN, CANADA

**ACCOUNT NUMBER:** 885555566

<table>
<thead>
<tr>
<th>SAVINGS ACCOUNT SUMMARY</th>
<th>Statement Period: Jan 8, 2007-Feb 6, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td>$654.69</td>
</tr>
<tr>
<td>Credits</td>
<td>$.40</td>
</tr>
<tr>
<td>Debits</td>
<td>- $.00</td>
</tr>
<tr>
<td>Available Balance</td>
<td>$655.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCOUNT ACTIVITY</th>
<th>DATE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Earned</td>
<td>Feb 6</td>
<td>$.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCOUNT INTEREST SUMMARY</th>
<th>Average Balance</th>
<th>Average Interest Rate</th>
<th>Annual Percentage Yield Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$654.69</td>
<td>0.75%</td>
<td>0.75%</td>
</tr>
</tbody>
</table>