

Mobile Banking and Payments

SUBJECT(S): Personal Finance

GRADE LEVEL(S): 9, 10, 11, 12

≡ NBEA STANDARD(S):

- Personal Finance, III. Managing Finances and Budgeting
- Personal Finance, VI. Banking and Financial Institutions

≡ RELATED ARTICLES:

- [“When Was the Last Time You Visited a Bank Branch?”](#)
- [“The World of the White Hat Hacker”](#)
- [“Mobile Payments: A Cautionary Tale”](#)
- [“Lessons in FinTech: Connecting Screen Skills to Real-world Spending”](#)
- [“FinTech Puts Money Management at Your Fingertips”](#)
- [“Educator Toolkit: Financial Technology”](#)
- [“Beware of Scammers Lurking Online”](#)
- [“A Trip to the Bank, Lollipops and World Savings Day”](#)

TOPIC/COMPETENCY: Spending and Saving

CEE National Standard:

III Saving

Jump\$tart National Standard: Planning and Money Management

Standard 3 *Describe how to use different payment methods*

Common Core State Standard:

CCSS.ELA-Literacy.RST.9-10.4

CCSS.ELA-Literacy.RST.11-12.2

LESSON TITLE: Mobile banking / mobile pay / automatic payments

ESTIMATED TIME: 50 minutes

MATERIALS NEEDED: Internet access, computer, mobile device, [mobile banking powerpoint](#)

KEY VOCABULARY/TERMS: [mobile banking](#), [automatic bill payment](#), [phishing](#), [remote deposit](#)

WHY THIS MATTERS TO YOU NOW: It is estimated that 70% of teens between the ages of 13 and 17 own a smart phone. Learn how to harness the power of smart phones for good in banking!

Motivational activity –

Gemalto researched [Youth Attitudes to Mobile Banking](#) in 2015 and reported their findings. Explore the topic with your students to introduce them to what mobile banking can do for them. Ask students the following discussion questions to assess where they are in terms of access to mobile banking:

- How many students have a smart phone?
- How many students have their own bank account (savings or checking)?
- How many students have ever checked an account balance online?
 - Was this done using a website?
 - Was this done using an app?
 - Was this done over a secure network?

Comprehension –

Mobile banking has so many possibilities that many people go for months, sometimes years, without entering a bank or credit union. Show students the given PowerPoint slides to highlight the various options and benefits of mobile banking.

Review the article [Mobile Banking: 8 Tips to Protect Yourself](#) with students in class by reading each tip aloud.

Practice –

If time allows, students may play the following games from OnGuardOnline:

- The Case of the Cyber Criminal: <http://www.onguardonline.gov/media/game-0013-case-cyber-criminal>
- ID Theft Faceoff: <http://www.onguardonline.gov/media/game-0005-id-theft-faceoff>
- Mission Laptop Security: <http://www.onguardonline.gov/media/game-0008-mission-laptop-security>
- Beware of Spyware: <http://www.onguardonline.gov/media/game-0002-beware-spyware>
- Online Lineup: <http://www.onguardonline.gov/media/game-0009-online-lineup>
- Invasion of the Wireless Hackers: <http://www.onguardonline.gov/media/game-0006-invasion-wireless-hackers>
- Phishing Scams: <http://www.onguardonline.gov/media/game-0011-phishing-scams>
- Spam, Scam, Slam: <http://www.onguardonline.gov/media/game-0012-spam-scam-slam>

Apply / Assessment –

Have students research several banks and credit unions in the local area to assess their options for mobile banking. Students should pay particular attention to options for online banking via website and mobile device apps, and security features. After researching several banks, have students prepare a presentation to share their top two banks or credit unions. Presentations may be created using PowerPoint, Google Slides, Prezi, or another [presentation tool](#).