

# Understanding Plastic Cards

**SUBMITTED BY:** Brian Page

**SUBJECT(S):** Personal Finance

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

## ≡ NBEA STANDARD(S):

- Personal Finance, VII. Using Credit

## ≡ RELATED ARTICLES:

- [“Zina Kumok: ‘Getting My First Credit Card Was So Exciting’”](#)
- [“Payday Loans and the Perils of Borrowing Fast Cash”](#)
- [“FinTech Puts Money Management at Your Fingertips”](#)
- [“Educator Toolkit: Financial Literacy”](#)
- [“Angel Carter Is a Voice for Financial Fitness and Independence”](#)
- [“A Bank Account Is Your First Step to Financial Freedom”](#)

JUMP\$TART NATIONAL STANDARD: Spending and Saving, Standard 3

CEE NATIONAL STANDARD: Using Credit, Standard 1

COMMON CORE STATE STANDARD: CCSS.ELA-LITERACY.WHST.11-12.9

CONTENT STATEMENT: Students will explain the differences between common plastic cards, such as debit cards and credit cards.

ESTIMATED TIME: 50-75 minutes

**MATERIALS NEEDED:** Internet; computers for each student; projector; [Credit Card Resource Bank](#) (included); [Understanding Plastic Cards Vocabulary Powerpoint](#) (included); [Think Pair Share Activity Guide](#) (included); [Think Pair Share Activity Master](#) (included)

**KEY VOCABULARY/TERMS:** Credit card, store credit card, charge card, debit card, prepaid card / gift card

**WHY THIS MATTERS TO YOU NOW:** Now, or in the very near future, you will have the opportunity to use each of these cards for financial transactions.

1. Introduce students to the lesson with the short video clip [What Happens If I Swipe My Debit Card as Credit?](#) and address a common question teens have about plastic cards.
2. Distribute the “Think Pair Share” activity guide to students.
  1. Use the vocabulary PowerPoint to review the different card types (Credit card, store credit card, charge card, debit card, prepaid / gift card) and encourage students to take notes on the review guide.
  2. Students use the resource bank to complete the Venn diagrams to exhibit the similarities and differences between credit cards, store credit cards, and charge cards; debit cards, prepaid / gift cards.
  3. Students use the resource bank to note advantages and disadvantages of each type of card.
3. “Think” – Students initially complete the activity guide individually. “Pair” – Pair the students so they can trade and discuss each review guide and make any necessary edits following the discussion. “Share” – Ask some partners to share what was learned about a specific card type. Partners can use their notes to present.

**HOMEWORK / FURTHER EXPLORATION:** Read [“Getting my first credit card was so exciting”](#), and share what you learned in a classroom discussion.