



**Money
Smart**

for Grades 6–8



Educator Guide



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WELCOME TO MONEY SMART

Welcome to **Money Smart**, an exciting interactive exploration of the concepts of money. This standards-aligned, cross-curricular program is designed to promote financial understanding for middle school students in grades 6 through 8. You can use **Money Smart** to add engaging and enriching activities to financial literacy and economics instruction. Extension activities support English Language Arts, Math, Social Studies and Economics, and Technology, while also helping your students build the foundation to become financially responsible adults.

In **Money Smart** you will find:

- **Twelve Lessons** with hands-on, cross-curricular activities that engage sixth- through eighth-grade students in discussing and exploring key financial concepts
- **Teacher Presentation Slides**, which provide helpful visuals, as well as challenge exercises and reflective prompts to support the activities in each lesson
- **A Student Guide** with handouts, worksheets, and resources that let students explore the topics covered in each lesson and apply their new knowledge
- **A Parent/Caregiver Guide** with information about topics and terms being covered in class, conversation starters, online and literary sources, along with activities to try at home and around town

Developing positive financial habits equips students with 21st-century skills and tools that last a lifetime. We hope you and your students enjoy learning about money and its many uses.

We are eager to hear from you about how you use this curriculum. We would like to know what works well and what could be improved to make **Money Smart** even better. If you have any questions, we would like to help. Please contact us with your comments and questions via e-mail at communityaffairs@fdic.gov.

GETTING STARTED

Money Smart provides a comprehensive, developmentally appropriate program for middle school students to build an understanding of key financial concepts.

There are many features that help make the **Money Smart** curriculum engaging, motivating, and easy to use. Each lesson includes learning objectives, essential questions, supplies needed, and preparation required, as well as the following features and components to support easy integration of **Money Smart** activities into your instructional day.

STANDARDS

Each lesson promotes real-world connections through student-centered learning experiences and aligns to the following national education standards and learning outcomes, including Common Core State Standards in mathematics and English Language Arts. The **National Education Standards Chart** on pages 107-121 identifies which standards are met in each lesson.

- Financial Literacy JumpStart Standards
- English Language Arts Common Core State Standards
- Mathematics Common Core State Standards
- National Standards for Financial Literacy by the Council for Economic Education
- Partnership for 21st-Century Skills

GRADE-LEVEL MODIFICATIONS

Please note the modifications identified throughout lessons to differentiate learning experiences for beginner and advanced students. Modifications provide developmentally appropriate activity recommendations and extension opportunities.

PRESENTATION TIME

Each lesson plan includes an estimated time needed to teach the lesson. Actual time required will vary from classroom to classroom. The estimation includes instructional time spent on the **Warm Up**, **Guided Exploration**, **Group Exploration**, **Independent Exploration**, and **Wrap Up**. Activities may also be taught as several short lessons over a period of days or weeks. **Extended Exploration** activities are included to extend financial literacy learning opportunities throughout the year and provide easy ways to integrate the topics into various content areas.

ASSESSMENTS

A variety of assessments are integrated throughout each of the twelve lessons. Assessments are designed to build value, meaning, and context around a topic, while providing teachers with opportunities to evaluate prior student knowledge, and collect evidence their new understandings of lesson concepts and skills. Pre- (formative) and post- (summative) assessments are noted on the first page of each lesson. Assessments include discussions, reflections, questions and answers, reading, writing, and problem-solving exercises. Assessments are aligned to standards so that teachers may track students' mastery of standards. Student handouts are an especially useful form of written assessment.

LESSON STRUCTURE

Each lesson is designed to include the following:

- **Warm Up** introduces students to the topic and sparks inquiry.
- **Guided Exploration** integrates cross-curricular and developmentally appropriate learning activities and assessments while focusing on the key financial literacy learning objectives of the lesson, with teacher guidance.
- **Money Smart Tips** are provided throughout lessons to offer additional guidance, interesting and relevant financial facts, and additional ideas to help make *Money Smart* a success in your classroom.
- **Group Exploration** allows students to work in small groups to explore concepts and solve problems together. Cooperative learning is considered a “best practice” in middle school instruction.
- **Independent Exploration** activities are designed to engage students in the process of learning through individual discovery, research, and interpretation. These activities are more independent than the Guided and Group Exploration activities and may also be used as homework assignments or independent study.
- **Wrap Up** provides a reflection question or activity to review lesson concepts and allow students to demonstrate their understanding.
- **Extended Exploration** provides teachers with additional opportunities to extend financial literacy concepts throughout the school year within core content areas including English Language Arts and Math. Activities can be completed as a class, in small groups, or by students individually. Useful resources (such as books, web links, games, or videos) are also included to promote even more student engagement. The books and online resources suggested in this guide are just a few of the many available resources that explore these topics, and are not endorsed by the FDIC.
- **Student Handouts** (found in the **Student Guide**), **Group Handouts** (found in this guide on page 73), and **Teacher Presentation Slides** provide dynamic instructional support. Student and group handouts create an opportunity for students to apply their knowledge and for teachers to assess their understanding. Teacher presentation slides offer visuals and interactive activities corresponding with lessons.
- The **Answer Key**, **Glossary**, and **Standards Chart** house all of the information needed to check for understanding, define key terms, and check which activities meet specific national education standards. Vocabulary words are **bolded** in each lesson as they are introduced. It may be helpful to distribute copies of the entire glossary (found on page 105) to students as a reference.

MONEY SMART AT HOME

The *Money Smart* curriculum includes a helpful **Parent/Caregiver Guide** that corresponds to the classroom materials. Families may also use it independently of the curriculum. It contains resources, activities, games, and conversation starters on financial literacy topics covered in each lesson. Use the following ideas to encourage parents to use the guide at home:

- Introduce parents to the *Money Smart* program and share the **Parent/Caregiver Guide** at the start of the school year.
- Discuss the *Money Smart* program during parent-teacher conferences or in monthly parent newsletters home, and emphasize the importance of building healthy financial habits from an early age.
- Hold a *Money Smart* family night. Play games and have students share short skits about financial concepts they have learned.
- Send student handouts from each lesson home in homework folders for parents to review and sign.

INTERDISCIPLINARY PROJECTS

Interdisciplinary project-based learning provides the connectedness that many middle school students need as they make the transition from single classroom instruction in elementary school to subject-specific classrooms at the secondary levels. This section provides a few ideas for connecting financial literacy across disciplines into single projects.

1. Financial Literacy Assembly or Community Awareness Campaign

Use arts-integration to allow students a creative outlet to demonstrate their learning from one, some, or all *Money Smart* lessons. Some options include:

- **Drama:** Write and perform a play, a video advertisement, or a news broadcast. For example: students could combine their learning from **Lesson 1: *The Path to Success*** and **Lesson 2: *Bread and Butter*** to write a play about how to select a career field, how to get a job, and what happens once you get a job.
- **Visual Art:** Study and develop public service announcement (PSA) posters for the school or the community. For example: students could use their learning from **Lesson 10: *Protecting Yourself*** to develop PSA posters on what identity theft looks like, how to avoid it, and what you should do if you suspect that you are a victim of it.
- **Music/Choir:** Write and perform a song or rap. For example: students can demonstrate their learning from **Lesson 12: *Spend, Save, or Give?*** by writing a song that helps other students identify the various ways that they can spend, save, or give their money. The song can be played on the school PA system, posted on the school website or performed at an assembly.
- **Technology:** Create PSAs using PowerPoint, Prezi, Microsoft Publisher, online cartoon creators like <http://www.abcya.com/animate.htm> or <http://scratch.mit.edu/>, or other design programs. For example: students could create an online cartoon to share with others that demonstrates their understanding of **Lesson 7: *How to Stash Your Cash***.

2. Managing a Budget

Planning a field trip, an assembly, or a school party? Develop an interdisciplinary project to allow students to create and manage the budget. Some options include:

- **Social Studies:** Assess the needs and wants of the event. Prioritize necessary items and then wanted items. Students can use their learning from **Lesson 4: *Being a Savvy Shopper*** to research to identify and evaluate costs.
- **Math:** Develop a suggested budget based on assessing needs and wants for the event. If and when the budget is accepted, manage the spending to ensure that the event does not go over budget. Students can use their learning from **Lesson 3: *Designing Dreams*** and **Lesson 5: *Go with the Flow***.
- **English:** Write a persuasive letter to the school administration explaining the needs and wants of the event, analyzing the suggested budget, and requesting the funds to execute the event. Students can use their learning from **Lesson 3: *Designing Dreams*** and **Lesson 5: *Go with the Flow***.

3. School Store

Whether your school has a school store, or it is something that the students might be interested in starting, consider developing a project to provide students with ownership, while allowing them to learn more about financial literacy. Some options include:

- **Social Studies:** In coordination with other students and staff in the building, develop an inventory of needs and wants that can be supplied in the school store. Use research to identify and evaluate costs. Students can use their learning from **Lesson 4: *Being a Savvy Shopper***.
- **Math:** Develop a budget for purchasing bulk items. Consider options for and create sale prices for each item. Create a cash flow statement to determine the amount of product that must be sold in order to turn a profit. Students can use their learning from **Lesson 3: *Designing Dreams*** and **Lesson 5: *Go with the Flow***.
- **Art/Design:** Use advertising techniques to advertise and sell the school store products. Students can use their learning from **Lesson 4: *Being a Savvy Shopper***.
- **English:** Write a persuasive argument to open a school savings account to keep school store profits in a safe place and earn interest. Alternately, write a persuasive argument can to invest the profits in an investment vehicle like stocks or bonds. Students can use their learning from **Lesson 7: *How to Stash Your Cash*** and **Lesson 8: *Money Doesn't Grow on Trees***.

4. Create and Use Financial Literacy Games

Playing games is a great way to engage students in learning. Even better, is to allow students to create their own games to play. Students can demonstrate their learning from one, some, or all **Money Smart** lessons. These games can be created and played in several subject areas including Social Studies, English, Math, and Art. Some options include:

- **The Path to Success:** Create a game where you must make choices about your education, your career, the jobs you get and the associated income, the taxes you pay on your income, and the insurance purchases that you can make. **Money Smart** connections: **Lesson 1: *The Path to Success***, **Lesson 2: *Bread and Butter***, **Lesson 11: *Risky Business***.

- **Charge It!** Create a game where you can make choices about which credit card to apply for, make purchases with credit versus cash, and build credit. *Money Smart* connection: **Lesson 9: Credit and Debt.**
- **Money, Money, Money:** Create a game where you can make choices about how to earn and spend money, factoring in cash flow, saving, and charitable giving. *Money Smart* connections: **Lesson 5: Go with the Flow, Lesson 12: Spend, Save, or Give?**

5. Solve a Community Problem

The intersection of problem-solving and real-life application is important for middle school students. What better way to combine the two than to solve a community-wide problem? Start by considering problems in your community. Problems could be split along content lines, for example:

- **Science:** Does your community recycle? How “green” is your community? Investigate science career fields and discover how students might make a career of solving these community problems, using **Lesson 1: The Path to Success.**
- **Technology:** Who has access to technology in your community? Inform your community about online threats after covering **Lesson 10: Protecting Yourself.**
- **Arts:** Does any part of your community need beautifying? Determine a method to raise and spend money on community beautification using **Lesson 5: Go with the Flow.**
- **Foreign Language:** Do non–English speaking members of your community need access to resources? Consider developing a foreign-language PSA that ties to student learning from **Lesson 4: Being a Savvy Shopper.**

Encourage students to use the financial literacy topics learned in *Money Smart* lessons to identify a community problem and develop and maintain a budget for solving the problem.

FINANCIAL LITERACY ALL YEAR LONG

Highlight financial literacy at your school all year long, especially in April, during National Financial Literacy and School Library Month.

- Create bulletin boards or posters with students about financial literacy themes learned in *Money Smart.*
- Develop interdisciplinary projects that incorporate financial literacy topics.
- Create a class or school newsletter with students to distribute to the school community about money skills and financial concepts covered in class.
- Integrate real-world applications of financial literacy into content area classes.

The more students are exposed to financial literacy, and the more opportunity they have to practice applying their new knowledge and understanding of concepts, at school and at home, the more prepared they will be to live *Money Smart* lives.

LESSONS AT-A-GLANCE

Lesson Title	Topic	Learning Objectives	Time Required
1 The Path to Success	Career and Job Opportunities	<p>Identify and assess the skills and experience needed for a variety of careers</p> <ul style="list-style-type: none"> Examine the impact of education and other opportunities like internships on career trajectory Create a path for advancing in a career field 	<p>50 min</p> <p>Session 1 (25 min)</p> <ul style="list-style-type: none"> Career Pre-Assessment (10 min) Understanding Important Vocabulary (5 min) The Path to a Successful Career (part 1) <ul style="list-style-type: none"> Introduction (5 min) Job Cards (5 min) <p>Session 2 (25 min)</p> <ul style="list-style-type: none"> The Path to a Successful Career (part 2) <ul style="list-style-type: none"> Opportunity Card (10 min) Education Card (5 min) Creating My Career Plan (10 min)
2 Bread and Butter	Introduction to Taxes	<p>Understand and explain the purpose of federal income and state tax and how it affects personal income</p> <ul style="list-style-type: none"> Apply mathematical skills and concepts to tax brackets and personal income Describe and evaluate the importance of the current federal income tax system 	<p>60 min</p> <p>Session 1 (20 min)</p> <ul style="list-style-type: none"> Federal Spending (10 min) Understanding Important Vocabulary (10 min) <p>Session 2 (40 min)</p> <ul style="list-style-type: none"> Tax Impact (30 min) Progressive Tax versus Flat Tax (10 min)
3 Designing Dreams	Financial Goals	<p>Identify and explain needs and wants</p> <ul style="list-style-type: none"> Identify their own financial values and apply those values to their financial goals Create a financial goal and develop the process to achieve it, factoring in possible barriers to that goal Understand and explain the importance of creating financial goals 	<p>45 min</p> <p>Session 1 (20 min)</p> <ul style="list-style-type: none"> Finances Gone Wrong (10 min) Financial Values and Goals (part 1) <ul style="list-style-type: none"> Financial Values Slide (5 min) Goals Slide (5 min) <p>Session 2 (25 min)</p> <ul style="list-style-type: none"> Financial Values and Goals (part 2) <ul style="list-style-type: none"> Financial Values and Goals Worksheet (20 min) Financial Values and Goals Discussion (5 min)

LESSONS AT-A-GLANCE (continued)

Lesson Title	Topic	Learning Objectives	Time Required
4 Being a Savvy Shopper	Smart Shopping	<p>Consider the role of needs and wants in decision making</p> <ul style="list-style-type: none"> Evaluate the credibility and motivation of marketing and advertising Distinguish the best value of goods and services Define and apply opportunity cost to purchases 	<p>45 min</p> <p>Session 1 (25 min)</p> <ul style="list-style-type: none"> Dissecting an Ad (5 min) Becoming a Savvy Shopper (part 1) <ul style="list-style-type: none"> Cell Phones #1–3 Research (20 min) <p>Session 2 (20 min)</p> <ul style="list-style-type: none"> Becoming a Savvy Shopper (part 2) <ul style="list-style-type: none"> Opportunity Cost (5 min) Discussion (5 min) Student Choice (10 min)
5 Go with the Flow	Cash Flow and Budgeting	<p>Explain the purpose and value of budgeting</p> <ul style="list-style-type: none"> Explain the budget categories: fixed expenses, variable expenses, and discretionary expenses Create a budget accounting for income, expenses, and unexpected scenarios 	<p>50 min</p> <p>Session 1 (25 min)</p> <ul style="list-style-type: none"> What Is Cash Flow? (10 min) “Go with the Flow” Cash Flow Game Round 1 (15 min) <p>Session 2 (25 min)</p> <ul style="list-style-type: none"> “Go with the Flow” Cash Flow Game Round 2 (15 min) Why Cash Flow Matters Discussion (10 min)
6 Super Savers	The Importance of Saving	<p>Understand and explain the importance of saving money</p> <ul style="list-style-type: none"> Evaluate methods for saving money, both for a scenario and in their own lives 	<p>45 min</p> <p>Session 1 (25 min)</p> <ul style="list-style-type: none"> Saving Money and Me (5 min) Evaluating Saving Options (part 1) <ul style="list-style-type: none"> Group Work (20 min) <p>Session 2 (20 min)</p> <ul style="list-style-type: none"> Evaluating Savings Options (part 2) <ul style="list-style-type: none"> Presentations (15 min) The Best Methods (5 min)
7 How to Stash Your Cash	Savings Options	<p>Evaluate and differentiate a variety of banking and savings options</p> <ul style="list-style-type: none"> Identify the benefits of creating a savings account Understand compound interest and how it can increase savings 	<p>50 min</p> <p>Session 1 (25 min)</p> <ul style="list-style-type: none"> Understanding Compound Interest (10 min) Opening a Savings Account — Decision Making (15 min) <p>Session 2 (25 min)</p> <ul style="list-style-type: none"> Opening a Savings Account — Presentation (15 min) The Perfect Savings Account (10 min)
8 Money Doesn't Grow on Trees	Investing Options	<p>Understand investment growth, losses, reward, and risk by developing and tracking a stock portfolio</p> <ul style="list-style-type: none"> Demonstrate a general understanding of investment vehicles, like bonds, stocks, and mutual funds Create investment tips for an adult audience 	<p>65 min</p> <p>Session 1 (30 min)</p> <ul style="list-style-type: none"> Investing in a Friend (10 min) Investment Vocabulary and Vehicles (20 min) <p>Session 2 (35 min)</p> <ul style="list-style-type: none"> Investing in Stock Simulation (25 min) Investing Tips Letter (10 min)

LESSONS AT-A-GLANCE (continued)

Lesson Title	Topic	Learning Objectives	Time Required
9 Give Credit Where Credit Is Due	Credit and Debt	<p>Understand how to build credit and practices that may hurt credit</p> <ul style="list-style-type: none"> Identify the economic benefits of good credit Discuss the consequences of debt 	<p>55 min</p> <p>Session 1 (25 min)</p> <ul style="list-style-type: none"> Understanding Credit Anticipation Guide (5 min) Understanding Credit Mini-Lesson (10 min) Credit and Debt in the United States (10 min) <p>Session 2 (30 min)</p> <ul style="list-style-type: none"> Understanding Credit Jigsaw Groups (20 min) Letter to My Future Self (10 min)
10 Protecting Yourself	Protecting Your Identity	<p>Create a trifold informative brochure on identity theft and prevention methods</p> <ul style="list-style-type: none"> Apply information about identity theft and prevention in realistic role-plays 	<p>60 min</p> <p>Session 1 (30 min)</p> <ul style="list-style-type: none"> What Do You Know About Identity Theft? (10 min) Learning About Identity Theft Stations (20 min) <p>Session 2 (30 min)</p> <ul style="list-style-type: none"> Identity Theft Role-Plays (15 min) Identity Theft Trifold Brochure Closing (15 min)
11 Risky Business	Financial Risk	<p>Identify methods to protect oneself from unwanted financial risk</p> <ul style="list-style-type: none"> Create a risk management plan for a purchase 	<p>60 min</p> <p>Session 1 (20 min)</p> <ul style="list-style-type: none"> There's a Little Risk in Everything (10 min) Introducing Risk Management and Insurance (10 min) <p>Session 2 (40 min)</p> <ul style="list-style-type: none"> Making Insurance Decisions (30 min) Financial Risk Exit Options (10 min)
12 Spend, Save, or Give?	Personal Financial Choices	<p>Create a balanced budget that takes into consideration spending, saving, and giving</p> <ul style="list-style-type: none"> Analyze personal decision making when crafting a budget 	<p>55 min</p> <p>Session 1 (25 min)</p> <ul style="list-style-type: none"> What Goes into a Budget? (5 min) Spend, Save, or Give? — Personal Thinking Stations (20 min) <p>Session 2 (30 min)</p> <ul style="list-style-type: none"> Personal Budgeting (20 min) Explaining My Budget Quick-Write (10 min)



LESSON 1: THE PATH TO SUCCESS

GRADES
6 - 8

LESSON OVERVIEW

The first lesson in the middle school series will engage students in income-earning research as they explore **career** opportunities, and investigate how education and training increase their earning power.

TOPIC: Career and Job Opportunities

TIME REQUIRED: 50 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Identify and assess the skills and experience needed for a variety of careers
- Examine the impact of education and other opportunities like internships on career trajectory
- Create a path for advancing in a career field

SUPPLIES:

- Projector (for teacher presentation slides)
- Loose-leaf paper
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts and group handouts
- Set up projector with presentation slides
- Cut job cards for random selection
- Set up individual or group computers with access to the Internet (**optional**)

Group Handouts	73
Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Career Pre-Assessment**
- **Career Pre-Assessment** answer key (pages 96-97)
- **Volunteering, Internships, and Job Shadowing** informational text

GROUP HANDOUTS:

- **Job Card** (1 per group)
- **Opportunity Card** (1 per group)
- **Degrees Matter** (1 per group)

TEACHER PRESENTATION SLIDES:

- **Degrees Matter**

ESSENTIAL QUESTIONS:

- *What is the difference between a job and a career?*
- *What is the best path to take to succeed in my chosen career field?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Career Pre-Assessment** activity

Post-Assessment:

- **The Path to a Successful Career** activity
- **Creating My Career Plan** activity



INSTRUCTION STEPS

WARM UP

CAREER PRE-ASSESSMENT [10 MINUTES]

Distribute the **Career Pre-Assessment** student handout and ask students to fill it out based on their interests and experiences.

Once students have completed their **Career Pre-Assessments**, provide them with pages 96-97 of the **Answer Key** to determine in which career field(s) they are most interested.

Ask them to hold on to **Career Pre-Assessments** for the group activity later in class.

MONEY SMART TIP!

The unemployment rate of someone with a doctoral degree is 2.2%, while the unemployment rate of someone who has a high school diploma is 7.5%. Additionally, someone with a doctoral degree will earn \$2.2 million more in his or her lifetime than someone with a high school degree. Hang this poster on unemployment rate and pay by educational attainment as a reminder to your students about the importance of education.

<http://www.bls.gov/k12/content/teachers/posters/pdf/learning-and-earning.pdf>

GUIDED EXPLORATION

UNDERSTANDING IMPORTANT VOCABULARY [5 MINUTES]

Career and **job** are two important vocabulary terms in this lesson. Explain to students the differences and similarities between the two:

- **Career:** The type of work a person pursues for the majority of their life that may involve formal education, special training, or be within a specific industry. For example: medical career field, education career field, business career field, law career field, or engineering career field.
- **Job:** A specific duty, task, or activity someone completes using his or her time, skills, and energy to earn money. For example (examples line up to career fields above): doctor, teacher, business owner/entrepreneur, lawyer, or engineer.

Optional checks for understanding:

- *What is the difference between a career and a job?*
- *Give an example of a job you might have in the medical career field (for example: a nurse, doctor, physician's assistant, hospital administrator, medical clerk)*
- *What career field do you think that you would be in if you had the job of teacher? (for example: education)*



GUIDED GROUP EXPLORATION

THE PATH TO A SUCCESSFUL CAREER [25 MINUTES]

Split students into small groups of three to five. Explain that, today, students will be following the path of one particular career field, understanding a job in that career field in more depth, and making decisions about education and opportunities as a way of advancing or exploring in the career field.

First, the groups will have to select their job. Distribute a set of the **Job Cards** (group handout) to each group, and have students randomly select one (without seeing the options). Once they have selected their job card, students should read the information about that job, and then compare it to the results of their pre-assessment. Students should discuss:

- *What career field is this job in?*
- *Did anyone select this career field from their **Career Pre-Assessment** on the Warm Up? What new information do you know about this job?*
- *Is anyone interested in this job? Why or why not?*
- *What is one surprising fact about this job?*

Next, distribute one copy of the informational text **Volunteering, Internships**, and **Job Shadowing** (group handout) per student group. Once students have completed the short reading, check for understanding with the following questions:

- *What is the difference between volunteering, interning, and job shadowing?*
- *As a middle school student, can you volunteer, hold an internship, or shadow different jobs? Explain your answer.*
- *Do you think you can volunteer, intern, or shadow at any point in your career? Explain.*
- *How could volunteering, interning, or job shadowing improve your career field opportunities?*

After discussing the reading, provide student groups with a copy of the **Opportunity Card** (group handout) options. Prompt students to select an **Opportunity Card** based on what they think will best advance/explore and help someone in the career field from the job that they selected earlier. (**Note:** provide the “Change Jobs” card as an option only if students will be able to research other jobs on the computer in order to make their job change decision.) In groups, students should discuss:

- *How does this opportunity help someone in the career field from the job that we selected?*
- *How would someone go about getting an opportunity like this?*
- *What connections are there between this job and opportunity and the career field I am interested in from my **Career Pre-Assessment**?*



Next, students will examine the **Degrees Matter** slide and study how education impacts a career. Check for understanding by asking the following questions:

- *What does this graph show about the connection between education and a career?*
- *What are some reasons why people choose to further their education as they advance/explore their career field? (For example: it provides them with more training, it can help secure a promotion, and it helps them get paid more money.)*
- *What do you think are some reasons that people choose not to further their education as they advance/explore their career field? (For example: it costs money to go to school, it takes time to go to school.)*
- *Are there any solutions to some of the problems you present? (For example: financial aid, scholarships, reimbursements, and in-house classes that students can take on the job.)*

Finally, student groups should select an **Education Card** (group handout) from the options based on what they think will best advance/explore and help someone in the career field of the job that they selected earlier. In groups, students should discuss:

- *How does this educational opportunity help someone in the career field of the job that we selected?*
- *How would someone go about making this educational opportunity happen?*
- *What connections are there between this career and educational opportunity and the careers that I am interested in from my **Career Pre-Assessment**?*

WRAP UP

CREATING MY CAREER PLAN [10 MINUTES]

Ask students to pull out their **Career Pre-Assessments** and **Answer Keys** from the introductory activity and select their top career field. Ask students to consider what path they might need to take to break into their career. Ask students to use a sheet of loose-leaf paper to make a plan for going from where they are now to where they hope to be in their careers. Remind students to include their education, volunteering, internship opportunities, and job shadowing. Students may draw up their career plans in a variety of ways, including:

- Write a description of your career plan from now until you achieve your career.
- Create a captioned illustration (like a game board or a path) to show the steps you will need to take to get from where you are now until you achieve your career.



EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Describe your dream job. What are your responsibilities? What do you have to do to achieve your dream job? Who are your co-workers? Why is this job your “dream job”?
 - Review the results of your **Career Pre-Assessment**. Do you agree or disagree with the results? Why?
 - Write a narrative about your path from where you are now to your dream job. Your narrative should read like an interesting memoir or novel. Include characters, dialogue, plot, and an interesting conflict.
 - Develop a résumé to get your dream career. Using a model and/or résumé template, create a résumé where you include the education and experiences that will lead you to submit a résumé for your dream career.
- **Additional Readings/Resources:**
 - *My Next Move* by U.S. Department of Labor: A searchable, browsable resource to help figure out dream careers and match interests to career options.
<http://www.mynextmove.org/>
 - *Jobs in 2020: The Industries and Occupations to Watch* by U.S. News and World Report: A collection of informational texts about careers that are expected to grow in the future.
<http://money.usnews.com/money/careers/jobs-in-2020>

MATH

- **Activity/Project Ideas:**
 - Read the table to determine the mean salary for two or three jobs of your dreams. Compare the salaries. Which job has a higher salary? By how much? Why do you think that is? Use the job salary statistics provided by the Bureau of Labor Statistics.
http://www.bls.gov/oes/current/oes_nat.htm#25-0000.
 - Analyze the costs of reaching a higher salary. Review the job cards and discuss the education requirements that align to the salaries. Use the National Center for Education Statistics data on the cost of a degree. <http://nces.ed.gov/fastfacts/display.asp?id=76>.



SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Examine the change in career fields and the employment force in United States history. What career fields were more important in U.S. history and no longer hold the same weight today? Why? What did the U.S. workforce used to look like, and how has it changed? Why?

TECHNOLOGY

- **Online Games/Tools:**
 - *College Navigator* by the National Center for Education Statistics: A search tool for students to find colleges that fit with their interests. <http://nces.ed.gov/collegenavigator/>
 - *Occupational Outlook Handbook* by the Bureau of Labor Statistics: A search tool for students to explore jobs and career fields based on pay, educational attainment, growth rate, and on-the-job training. <http://www.bls.gov/ooh/>
 - *Be Your Own Boss Challenge* by The Mint: Students take a quiz to determine whether entrepreneurship is the right career path for them. <http://www.themint.org/teens/be-you-own-boss-challenge.html>



LESSON 2: BREAD AND BUTTER

GRADES
6-8

LESSON OVERVIEW

Following the module on careers with an overview of **income** and **taxes** is a natural progression for learners to grasp how a paycheck works, and the government's role in income.

TOPIC: Introduction to Taxes

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Understand and explain the purpose of federal income and state tax and how it affects personal income
- Apply mathematical skills and concepts to tax brackets and personal income
- Describe and evaluate the importance of the current federal income tax system

SUPPLIES:

- Projector (for teacher presentation slides)
- Loose-leaf paper
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides
- Cut pay stubs
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Tax Impact**
- **Sample Pay Stub**

TEACHER PRESENTATION SLIDES:

- **Explaining Taxes**
- **Income and Taxes**
- **Tax Bracket for 2014**

ESSENTIAL QUESTIONS:

- *Why do we pay income tax?*
- *How does paying income tax affect my life?*
- *How does paying income tax affect my community?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Federal Spending** activity

Post-Assessment:

- **Tax Impact** activity
- **Progressive Tax versus Flat Tax** activity

Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

FEDERAL SPENDING [10 MINUTES]

Post a recent statistic about the federal government's spending. For example: in the 2013 fiscal year, the U.S. federal government spent \$3.45 trillion. Ask students to write or think about how the government spent all of that money and where it came from. Log student responses and return to them after reviewing the answer below.

After students have been given the chance to share their responses, explain that: \$2.77 trillion of that money came from revenue, such as the federal **income tax**, while the remainder was borrowed. There were three major areas of spending: \$608 billion on defense, which includes such things as paying for our military, their equipment, and their salaries. \$803 billion was spent on Social Security, which includes paying monthly retirement benefits to older people. \$760 billion was spent on health coverage, which includes paying for health care for older people, people who cannot afford health care, and people who are disabled. (Provide students with additional statistics about the 2013 budget using this resource at <https://www.cbo.gov/publication/44716>).

Allow students to share their reactions to this information. Return to the list of their initial answers and discuss their accuracy.

Grade-Level Modification:

Beginner: Show students one of the videos from the English Language Arts Additional Resources on pages 22-23 to provide background information on taxes.

MONEY SMART TIP!

The Internal Revenue Service (IRS) provides online resources on “Understanding Taxes” both for teachers and students. <http://apps.irs.gov/app/understandingTaxes/index.jspt>.

GUIDED EXPLORATION

UNDERSTANDING IMPORTANT VOCABULARY [10 MINUTES]

Using the *Explaining Taxes* slide, provide students with a background and vocabulary on taxes and income. (These can also be found in the **Glossary**.)

- **Taxes:** A government fee on business and individual income, activities, products and services. Individuals have to pay taxes on their income (salaries, wages, tips, commissions). This is called **income tax**. In some locations, people have to pay a local income tax (to their city or county government), or a state income tax (to their state government), or both, along with a federal income tax (to our federal, or national, government). Businesses have to pay taxes on their profits. In some locations, there is also a tax on products and services that you buy, which is called a **sales tax**. Under the Federal Income Insurance Contributions Act, individuals contribute a certain percentage of their income to Social Security and Medicare.



- **Earned Income:** Money you get from working, including all earnings including commissions and tips. So, if you were working as a car salesperson, you would have to pay taxes on the commissions that you make from selling cars, and if you work as a waiter, you would have to pay taxes on the tips you receive from customers, in addition to your salary. Earned income also includes money earned from investments.
- **Payroll Deduction:** An amount an employer withholds from a paycheck. Mandatory deductions include various taxes. Some people choose to make voluntary deductions like charitable contributions, direct deposits into financial institution accounts, or loan payments.

Optional checks for understanding:

- *What are some of the different taxes that people have to pay?* (For example: income taxes for local, state, and/or federal government; sales tax.)
- *How are those taxes used on the federal, or national, level?* (For example: federal government programs like defense spending, medical coverage and insurance, and Social Security.)
- *What does an income tax apply to?* (For example: the money you earn, including tips and commissions.)

GUIDED GROUP EXPLORATION

TAX IMPACT [30 MINUTES]

Provide each student with a number: 1, 2, or 3. Their number corresponds to an option on the **Income and Taxes** slide. Using the **Tax Impact** handout, allow students to copy down the salary for the assigned number.

After students have discussed their opinions, allow them to use the **Tax Bracket for 2014** slide to locate the correct bracket for their income. Students should log their federal income tax bracket information on their **Tax Impact** handout.

Then, in the appropriate work area on the **Tax Impact** handout, students should calculate the yearly amount of money taken from their salary for federal income tax. Students should then apply their knowledge of percentages to determine what percentage of their salary they paid to taxes.

Grade-Level Modifications:

Beginner: Model computation using the shaded example on the **Tax Impact** handout.

Advanced: Cover up the computation model on the **Tax Impact** handout.

Provide students with the **Sample Pay Stub** handout. Allow students a moment to process the **Sample Pay Stub** and see if they can figure out important information like:

- How frequently this person gets paid
- This person's yearly salary based on their biweekly earnings
- The total yearly federal income tax deduction based on the biweekly federal income tax deductions



Tell students that the **Sample Pay Stub** matches one of the three job options: My First Job, My Second Job, or My Third Job. Ask students to try to figure out which job the stub matches. (Answer: My Second Job)

Allow a student from each assigned job to share his or her salary, tax bracket, yearly income, tax payment, and the percentage of tax taken out of his or her salary. Write this information on chart paper or on the board for student reference in the coming discussion.

Then, take a moment to explain the U.S. “progressive tax” system, in which a larger percentage of federal income taxes are taken from high-income earners and the tax percentage increases as income goes up. Allow students time to discuss: Is this an effective way to tax people in the United States? Why or why not? Can you think of another way that you might want to tax people? Ask students to use the information they learned during the **Tax Impact** activity to support their answer.

WRAP UP

PROGRESSIVE TAX VERSUS FLAT TAX [10 MINUTES]

Ask students to pull out a sheet of loose-leaf paper, on which they will be writing an argument.

In the United States, on the federal level, we currently have a progressive tax system, where people who make less money pay a lower percentage, and people who make more money pay a higher percentage. Some people want to change our tax system to a “flat tax,” where everyone, no matter what their yearly income, will pay the same percentage of taxes. For example: everyone pays 15 percent of their income in taxes. Which tax system do you prefer – the progressive tax or the flat tax? Use mathematical examples to support your reasoning. Remind students that they can use examples from their classwork to support their answer.

EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Some people believe that they should not have to pay any income tax. Write a persuasive argument in which you support or disagree with that perspective. Use statistics, vocabulary, and information from today’s lesson to bolster your argument.
- **Additional Readings/Resources:**
 - *Schoolhouse Rock: Tax Man Max* by Disney Educational Productions. A short cartoon song and video reviewing who pays taxes and how the government uses tax money. (Time of video: 3:23 minutes) <https://www.youtube.com/watch?v=6Q3NPgHzDo>



- *A World Without Taxes* by BizKids. A video production by students for students that discusses how taxes impact your life, what federal, local, and state income taxes pay for, and how taxes affect small business owners. (Time of video: 28:46 minutes)
https://www.youtube.com/watch?v=7SPJ_J1ps1k

MATH

- **Activity/Project Ideas:**
 - Continue with the **Career Game** from Lesson 1 by asking students to calculate the amount of yearly federal income tax they would owe for their salary. Use the tax bracket information from this lesson as a guide.
 - Ask students to imagine that they are working a part-time job in high school, with hourly pay. Provide students with an appropriate number for hourly pay and the amount of hours they work throughout the year. Students should calculate the amount that they earn yearly through their part-time job, and then use the tax bracket information to determine the federal income tax that might be deducted.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Research the history of the federal income tax in the United States. How did it come about? How much support for or backlash against it was there? How has it changed over the years?
 - Research the start of the Social Security and Medicare programs and their connection to income taxes.

TECHNOLOGY

- **Online Games/Tools:**
 - *Understanding Taxes* by the IRS. Activities, tutorials, and simulations for students to learn more about taxes. <http://apps.irs.gov/app/understandingTaxes/student/index.jsp>



LESSON 3: DESIGNING DREAMS

GRADES
6-8

LESSON OVERVIEW

Financial planning is the focus of Lesson 3, as middle school learners compound their knowledge to overcome barriers that might prevent them from fully reaching their financial **goals**. Using student-centered learning, the module's focal point will be on the learners, their goals, and strategically building financial decision making skills that will become an important part of their financial toolbox.

TOPIC: Financial Goals

TIME REQUIRED: 45 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Identify and explain needs and wants
- Identify their own financial values and apply those values to their financial goals
- Create a financial goal and develop the process to achieve it, factoring in possible barriers to that goal
- Understand and explain the importance of creating financial goals

SUPPLIES:

- Projector (for teacher presentation slides)
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUT:

(found in **Student Guide**)

- **Financial Values and Goals**

TEACHER PRESENTATION SLIDES:

- **Financial Values Sample**
- **Financial Goals Sample**

ESSENTIAL QUESTIONS:

- *What are my financial values?*
- *What are my financial goals?*
- *What are the best methods to achieve my financial goals?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Finances Gone Wrong** activity

Post-Assessment:

- **Values and Goals** activity
- **Financial Values and Goals** discussion

Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

FINANCES GONE WRONG [10 MINUTES]

Share a story about a celebrity who has experienced and declared bankruptcy, from current events or from history. Use one of the options noted below, or research another real-life example online.

Some options are:

Current:

- Clips of the ESPN documentary *Broke* (search videos online with keywords “espn” and “broke”)
- Toni Braxton’s story at <http://abcnews.go.com/Entertainment/toni-braxton-reveals-story-bankruptcy-headlines/story?id=17839154>
- Nicholas Cage’s story at <http://www.cnn.com/2009/SHOWBIZ/11/17/nicolas.cage.lawsuit/>

Past:

- Mark Twain’s story at http://www.marktwainhouse.org/man/biography_main.php
- Thomas Jefferson’s story at <http://www.history.org/Foundation/journal/Winter10/jefferson.cfm>

Remind students about the concept of needs and wants: **Needs** are things that you must have to survive, such as clothes, shelter, or food. **Wants** are things that you would like to have, but can live without, such as a TV or tickets to a baseball game. Ask students to consider:

- *What are some additional examples of needs and wants?*
- *How did needs and wants factor into this celebrity’s financial demise?*
- *What could this celebrity have done differently when it came to needs and wants?*

Grade-Level Modification:

Beginner: Provide students with additional background on the concept of needs and wants by reading and discussing the PBS Kids article *Managing Money: Needs vs. Wants*, found in the English Language Arts resource section.

MONEY SMART TIP!

In 2011, 69 percent of households held some form of debt. While this was a decrease from 2000, when 74 percent of households held debt, the median amount of debt increased over this time period, from \$50,971 in 2000 to \$70,000 in 2011.

<http://www.census.gov/people/wealth/files/Debt%20Highlights%202011.pdf>



GUIDED AND INDEPENDENT EXPLORATION

FINANCIAL VALUES AND GOALS [30 MINUTES]

People who set **goals** for themselves and write them down are the most successful at reaching them. But many students may not yet be ready to write down their goals. Explain to students that, before they can develop financial goals, they must take stock of what their financial values are, or what matters most to them.

Display the **Financial Values Sample** slide. Ask students to turn and talk with a friend about some of the expenses that might go with each value. For example: the “Education” value expenses might include: school supplies, college tuition, tutoring, and technology expenses. Review and jot down some of the expenses for each value.

- Education – school supplies, college tuition, tutoring, technology expenses
- Charitable Giving – monetary, goods, and services donations to charitable organizations
- Retirement – saving money for a comfortable retirement
- Family – providing money to family members and/or making family life more comfortable
- Investment – investing in investment vehicles, including stocks and bonds, in addition to possible investment in businesses or real estate
- Entertainment – entertainment products like a TV, pool, or video game system
- Travel – going on vacation and visiting new places
- Lifestyle – purchasing a product that will upgrade your lifestyle in some way (for example: a housing upgrade or renovation)

Then, ask students to use their **Financial Values and Goals** handout to write down their top three financial values and give a justification for each. (See page 98 of the **Answer Key** for a sample response to this handout.)

Remind students that people who write down their goals are more successful at reaching them than those who do not. Ask students to again consider the expenses related to some of their values. Based on their own values and those expenses, ask students to consider what financial goals they would like to reach in the future.

Display the **Financial Goals Sample** slide and review some financial goals that students might set and their associated costs. Ask students to match the financial goals with their values.

- Education – paying for part of my college tuition
- Charitable Giving – donating money and time every holiday season
- Retirement – saving enough money to live a comfortable life
- Family – buying my mom a car
- Investment – making money by investing in a company’s stock
- Entertainment – buying a gaming system
- Travel – visiting my relatives in California
- Lifestyle – buying a home



Then, allow students to develop their financial goals either using the costs on the slide or looking up the costs online. When they are done, ask students to share some of their financial goals. Discuss:

- *Which of those goals is most important to you right now? How quickly can these important goals be achieved?* (Goals that are very important and can be achieved more quickly are more likely to be labeled “short-term goals.”)
- *Which of those goals do you think will matter more to you later? How much time will you need to achieve those goals later?* (Goals that are less important immediately and/or take longer to achieve are more likely to be labeled “long-term goals.”)
- *Why does it matter which goals are important now versus later?*

Based on their previous conversation, direct students into circling whether their goal is a short- or long-term goal. Allow students time to discuss their reasoning for labeling their goals as short- or long-term. Some students may disagree on a similar goal being short- or long-term based on personal priorities.

If needed, provide students with some examples of real-life long-term and short-term goals:

Short-term goal examples:

- Buying a gaming system
- Donating a small amount to a charity
- Buying a new phone

Long-term goal examples:

- Saving to purchase a car
- Investing money to pay for college expenses
- Saving to take a trip to several countries in Asia

Remind students that just setting a financial goal does not guarantee “smooth sailing.” They will need to assess their progress on a regular schedule. Roadblocks may pop up that can prevent us from reaching our goals, but if we plan for those roadblocks, then we might be more prepared to drive around or over them when they arise. Even without roadblocks, we need to be flexible in modifying our plans to ensure that they are realistic based on the circumstances.

Ask students to fill out one roadblock for each goal and one possible solution for each roadblock. Begin a discussion by asking: *What is one of your roadblocks and the solution for that roadblock?*

WRAP UP

FINANCIAL VALUES AND GOALS DISCUSSION [5 MINUTES]

End the lesson by discussing the following questions with students:

- *Why should we set financial goals?*
- *How can you use the work we did today in the future?*
- *How might these goals and/or the process of creating financial goals help your family?*



EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Write a narrative about the adventures and roadblocks you must overcome to reach one of your financial goals from your **Financial Values and Goals** activity today. Your narrative should read like an interesting memoir or novel. Include characters, dialogue, plot, and an interesting conflict.
 - In a quick-write, consider which of your three financial goals is most important for you to reach. Explain how you reached that conclusion and what you will need to do to achieve this goal.
- **Additional Readings/Resources:**
 - *Managing Money: Needs vs. Wants* by PBS Kids: A student-friendly article on the differences between wants and needs using student examples.
<http://pbskids.org/itsmylife/money/managing/article2.html>
 - *How to Achieve Your Financial Goals* by BizKids: A short video on tracking expenses, controlling spending, and investing money in order to achieve financial goals. (Time of video: 30 seconds) <http://bizkids.com/episode/how-to-achieve-your-financial-goals>
 - *Three Financial Goals to Focus on in Every Decade* by Forbes: A list of three financial goals per decade that people should focus on, starting in their twenties.
<http://www.forbes.com/sites/learnvest/2014/08/13/3-financial-goals-to-focus-on-in-every-decade/>

MATH

- **Activity/Project Ideas:**
 - Calculate the cost of saving for a combination of financial goals. Use the **Financial Values and Goals** handout, plus online research, to calculate the cost of saving for several financial goals. Then, discuss the impact of saving for multiple goals and the importance of prioritizing goals.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Examine government financial goals by researching the government spending and income platforms of local politicians. Ask: *What do these politicians say about government spending and income? What steps do they hope to take to achieve their goals? Which politicians' goals do you most agree with, and why?*

TECHNOLOGY

- **Online Games/Tools:**
 - Online Budgeting Tool by Mint. <https://www.mint.com/t/hzpc/>



LESSON 4: BEING A SAVVY SHOPPER

GRADES
6 - 8

LESSON OVERVIEW

Building on prior buying decision knowledge, the shopping smart lesson will use research to help learners explore how to find the best value for goods and services. Using examples relevant to their lives, students will also explore the impact of advertising on their shopping decisions.

TOPIC: Smart Shopping

TIME REQUIRED: 45 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Consider the role of needs and wants in decision making
- Evaluate the credibility and motivation of marketing and advertising
- Distinguish the best value of goods and services
- Define and apply opportunity cost to purchases

SUPPLIES:

- Projector (for teacher presentation slides)
- Loose-leaf paper for Wrap Up activity
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts and group handouts
- Set up projector with presentation slides
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUT:

(found in Student Guide)

- **Savvy Shopper**

GROUP HANDOUTS:

- **Cell Phone #1**
- **Cell Phone #2**
- **Cell Phone #3**

TEACHER PRESENTATION SLIDE:

- **Cereal Advertisement**

ESSENTIAL QUESTIONS:

- *What tactics do advertisers use to entice consumers? How can I overcome these tactics?*
- *How do I navigate the marketplace to be a smart shopper?*
- *What are needs and wants? Are they the same for everyone?*
- *What is an opportunity cost?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Dissecting an Advertisement** activity

Post-Assessment:

- **Savvy Shopper** activity
- **Student Choice Wrap Up** activity

Group Handouts 73
 Answer Key 96
 Glossary with key vocabulary 105
 Standards met by lesson 107



INSTRUCTION STEPS

WARM UP

DISSECTING AN AD [5 MINUTES]

Display the **Cereal Advertisement** slide. Ask students to study the advertisement carefully, and consider:

- *Is cereal a need or a want? How do our needs and wants impact our spending?*
- *Is this a product that you would purchase? Why or why not? (Ask students to consider both needs and wants as they discuss their answers.)*
- *What is the purpose of advertisements?*
- *What tactics does this advertisement take to try to convince you to purchase the product? Do you think these advertising tactics will work? Why or why not?*
- *As a consumer, is there any way that you can fend off those tactics?*

Students should recognize such strategies as:

- *Bright colors* – make the product eye-catching
- *Cartoon character* – appeals to kids
- *Eye contact from character* – establishes trust between the consumer and the brand
- *Celebrity endorsement* – increases the brand's visibility

MONEY SMART TIP!

Today's kids have a buying power in the range of \$1.2 trillion. That buying power includes the money that kids spend, the money that parents spend on their kids, and the influence that kids have on the purchases that their parents make. For example: 60 percent of kids have influenced their parents' decision on purchasing a new car.

<http://www.democraticmedia.org/kids-spending-and-influencing-power-12-trillion-says-leading-ad-firm>

GUIDED AND INDEPENDENT EXPLORATION

BECOMING A SAVVY SHOPPER [30 MINUTES]

Explain that today they will be making a decision about purchasing a new cell phone. They will have to navigate the marketplace in order to make their decisions, but you won't be helping them navigate the marketplace before they make their decision. They might be misled along the way, they might miss some information along the way, or they might prove themselves to be savvy shoppers despite those tricks.

Have students work in small groups, and provide each group with one of the following group handouts: **Cell Phone #1**, **Cell Phone #2**, or **Cell Phone #3**. Give students a short amount of time to look at the three cell phone options. Then ask them to select one. This first round is meant to function as a "snap decision."



Distribute the **Savvy Shopping** student handout. Explain to students that, now that they've made a snap decision about their cell phone purchase, they need to reevaluate their decision more carefully. Ask students to work through the handout step by step, looking at each of the cell phone profiles again in more depth.

Grade-Level Modifications:

Beginner: Model reviewing one of the group handouts. Create a process chart to help students review the remaining handouts on their own.

Advanced: Allow students to do online research to see if they can find another cell phone that they would prefer to purchase instead of the three options listed on the group handouts.

After students complete their handout, ask and discuss:

- *Which cell phone did you decide on? What led you to make that decision? How did needs and wants play a role?*
- *Was it the same phone that you picked in your snap decision, before you started the **Savvy Shopper** handout? If not, what changed? If so, what reinforced your decision?*

Introduce to students the concept of an **opportunity cost**, which is the value of possible alternatives that a person gives up when making one choice instead of another, also known as a “trade-off.” Provide students with an example of opportunity cost: *The opportunity cost of buying a car is the money I would have saved by taking the bus to work instead. On the one hand, the bus is a cheaper method of transportation and I would have saved some money. On the other hand, having a car means that I can move from point A to point B more quickly.*

Ask students to determine an opportunity cost for their cell phone in pairs or small groups. Have students weigh the benefits of both decisions. Next, have student groups share their opportunity costs and benefits. (Possible answers: *The opportunity cost of buying this cell phone is the money I would have saved by purchasing the cheaper cell phone. On the one hand, I would have saved money by purchasing the cheaper cell phone. On the other hand, having the more expensive cell phone means that I can save money on other technology because this cell phone can search the Internet.*)

WRAP UP

STUDENT CHOICE [10 MINUTES]

Give students two choices for their Wrap Up activity:

1. Create an advertisement to market a product to other students your age. The advertisement should demonstrate an understanding of the advertising tactics that we talked about in class today.
2. In a quick-write prompt, ask students to reflect on a time when they experienced an opportunity cost. Students should write about the decision they made and the opportunity cost. Similar to their classwork earlier, students should also weigh the benefits of each option.



EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Create a script for a public service announcement (PSA), giving tips to your peers about smart shopping strategies. If resources allow, film the PSAs and broadcast to the school or local community.
- **Additional Readings/Resources:**
 - *Spending Smarts: 10 Super Shopping Tips* by PBS: An article written for kids about smart shopping techniques, including being patient and being informed.
<http://pbskids.org/itsmylife/money/spendingsmarts/article8.html>
 - *Smart Grocery Shopping* by the U.S. government: Tips for smart shopping at the grocery store. <http://www.usa.gov/topics/health/food/smart-grocery-shopping.shtml>

MATH

- **Activity/Project Ideas:**
 - Ask students to track their spending for a period of time. Once students have completed their tracking, they should analyze their spending. Were their purchases primarily for needs or wants? How much did they spend overall? Were there any spending trends – specific stores, specific products?

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Allow students to study some of the government’s advertising regulations. What do the regulations say? Why do these regulations exist? Do you think the government should have additional regulations? Check out a few lists of regulations at <http://business.ftc.gov/advertising-and-marketing> and <http://www.business.ftc.gov/documents/bus28-advertising-and-marketing-internet-rules-road>.
 - Study the changes in advertising over the past 100 years. What has changed? Why has it changed? How does the change in advertising affect you? What do you think advertising will look like in the future?
<http://blog.designcrowd.com/article/269/the-100-year-evolution-of-print-ads>



TECHNOLOGY

- **Online Games/Tools:**
 - AdMongo: Dissect advertisements and recognize the techniques advertisers use to sell products. <http://www.admongo.gov/>
 - *You Are Here: Where Kids Learn to Be Smarter Consumers* by the Federal Trade Commission: Play consumer-oriented games, design advertisements, and learn to protect yourself and your finances. <http://www.consumer.ftc.gov/sites/default/files/games/off-site/youarehere/index.html>



LESSON 5: GO WITH THE FLOW

GRADES
6–8

LESSON OVERVIEW

Learners continue to explore the concept of **budgeting** through a close examination of **cash flow**. The central purpose of the lesson is for learners to identify sources of **income** and **expenses**, and then to apply those concepts to a budget to demonstrate cash flow.

TOPIC: Cash Flow and Budgeting

TIME REQUIRED: 50 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Explain the purpose and value of budgeting
- Explain the budget categories: fixed expenses, variable expenses, and discretionary expenses
- Create a budget accounting for income, expenses, and unexpected scenarios

SUPPLIES:

- Projector (for teacher presentation slides)
- Die (or some other method of random selection from 1 to 6)
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Go with the Flow**
- **Expenses**

TEACHER PRESENTATION SLIDE:

- **What Is Cash Flow?**

ESSENTIAL QUESTIONS:

- *What is a budget?*
- *When can I use a budget?*
- *Why is budgeting important?*
- *What budgeting strategies lead to a positive cash flow?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **What Is Cash Flow?** activity

Post-Assessment:

- **Go with the Flow** game, rounds 1 and 2
- **Why Cash Flow Matters** discussion

Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

WHAT IS CASH FLOW? [10 MINUTES]

Display the **What Is Cash Flow?** slide and ask students to draw conclusions about the meaning of the terms “positive cash flow” and “negative cash flow.”

Review the meaning of the term **cash flow** (**income** and **expenses** over a given period of time).

Then, discuss some or all of the questions below:

- *How do some people arrive at a positive cash flow? How will this affect them?*
- *How do some people arrive at a negative cash flow? How will this affect them?*
- *Do you think there are some people that always have a positive cash flow? How?*
- *What do you think it means to have a “balanced cash flow”? Is it possible? How?*

MONEY SMART TIP!

The Federal Trade Commission (FTC) offers an online budgeting form to help plan monthly income and expenses.

<https://www.consumer.ftc.gov/articles/pdf-1020-make-budget-worksheet.pdf>

GUIDED AND INDEPENDENT EXPLORATION

“GO WITH THE FLOW” CASH FLOW GAME [30 MINUTES]

Distribute copies of the **Go with the Flow** and **Expenses** handouts. Provide students or small groups with a die. (Note: Any random selection method from 1 to 6 may also be used.)

First, have students roll the die to determine their income. Next, have them log their income in the green income box under Round 1 on their handouts. Then, have students roll the die to determine their expenses, including housing, transportation, bills, and groceries.

Grade-Level Modifications:

Beginner: Provide fewer options on the **Expenses** handout, including income, and the expenses.

Advanced: Allow students to use computers to research possible expenses for their area and select their expenses for the month.

Once students have logged their income and expenses, ask them to do the math below the expenses box, writing in how much they have in income, how much total they have in expenses, and then subtract their expenses from their income. At the end, students should be able to determine whether they had a positive, negative, or balanced cash flow. See page 99 of the **Answer Key** for a sample **Go with the Flow** handout with possible answers.



Discuss:

- *What type of cash flow did you have – positive, negative, or balanced?*
- *Why did you think you had that type of cash flow?* (Possible answers: I had a positive cash flow because I spent less than I earned in income. I had a positive cash flow because I limited some of my expenses, like I didn't spend money on the most expensive type of house. I had a negative cash flow because I do not earn much in my monthly income and I spent on some of the more expensive things.)

Ask: *How much money do people with a positive cash flow statement have left over?* Explain that this money could be left over for **discretionary expenses**, which is spending for wants or non-essential items, rather than needs. Discuss discretionary expenses:

- *What types of things could be considered discretionary expenses?*
- *If you have a positive cash flow, do you have to use the additional money on discretionary expenses? How else could you use it?* (Possible answers: putting the money into savings, investing the money, giving the money to a charitable organization.)

Ask students to review their **budgets**. If this were their real-life budget, is there anything that they would be able to change from month to month? (Students should be able to identify that their month-to-month salary and housing numbers wouldn't change, but their transportation and bills could change, depending on their habits.)

Explain to students that the expenses that could change month to month based on their habits are called **variable expenses** because from month to month their cost will vary. (For example: one might decide one month to ride a bike to work because the weather is especially nice and it would save on gas.) Have students mark their variable expenses on their handouts with a "V."

Remind students that there are some expenses – such as car insurance – that may be paid only once or twice a year, and that are not included on this worksheet.

Explain to students that the expenses that won't change from month to month are called **fixed expenses**. Although these could change over a longer period, they will likely not change from month to month. (For example: after their lease is up at an expensive apartment, they could get a new lease for a cheaper apartment.) Tell students to use the key on their handout to label the fixed expenses with an "F."

Now students get a chance to create a positive cash flow statement in Round 2. Tell students that they no longer need to use their die to determine their variable expenses; they may select their expenses themselves based on how they would like their cash flow statement to read at the end of the month. Students may not, however, change their fixed expenses. Allow students to use the **Expenses** handout to select their variable expenses and complete Round 2 of the **Go with the Flow** game.

Discuss:

- *What changes did you make to develop a positive cash flow?*
- *Were you successful in developing a positive cash flow? Why or why not?*
- *Do you think you will be able to manage a budget like this when you get older? Why or why not? How will things be different when you do this in real life?*



WRAP UP

WHY CASH FLOW MATTERS DISCUSSION [10 MINUTES]

Explain to students that understanding cash flow and creating positive cash flow is a problem for many Americans. In the United States, 19 percent of individuals reported that, over the past year, their household spent more than their income (not including the purchase of a new home, car, or other big investment), while 26 percent reported having medical bills that were past due.

<http://www.usfinancialcapability.org/results.php?region=US>

Discuss:

- *How would understanding cash flow strategies help Americans who are in debt?*
- *How do you think so many Americans got to be in debt?*
- *Based on what you've learned today about fixed, variable, and discretionary expenses, what advice would you give to Americans who are in debt?*

EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Write a narrative about a family that is managing their cash flow. Your narrative could be about a family that has a successful positive or balanced cash flow and the strategies that they use, or it could be about a family that has a negative cash flow and the lessons that they learn about their finances along the way. Your narrative should read like an interesting memoir or novel. Include characters, dialogue, plot, and an interesting conflict.
 - Write a letter to the editor of a local news publication explaining the current state of debt in the United States and include some tips for preventing debt.
- **Additional Readings/Resources:**
 - *Spend* by the Financial Literacy and Education Commission: A short overview of tips on student spending, including tips on budgeting and a sample budgeting worksheet.
<http://www.mymoney.gov/spend/Pages/spend.aspx>
 - *Budgeting Worksheets* by the Financial Literacy and Education Commission: A collection of budgeting worksheets for student use.
<http://www.mymoney.gov/Fast/Pages/Results.aspx?k=Budgeting%20worksheets&s>All>



MATH

- **Activity/Project Ideas:**
 - Have students develop a cash flow statement at home for themselves and/or for their families. Over time, they should track how much income they have and the cost of their fixed and variable expenses. Ask them to consider whether their cash flow is positive, balanced, or negative, and then to explain the changes they would like to make on their cash flow statement.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Research and develop an argument about whether or not the government should have to have a balanced cash flow. You may begin with the U.S. News & World Report at <http://www.usnews.com/debate-club/does-the-united-states-need-a-balanced-budget-amendment>

TECHNOLOGY

- **Online Games/Tools:**
 - Mint's online budgeting tool. <https://www.mint.com/t/hzpc/>



LESSON 6: SUPER SAVERS

GRADES
6-8

LESSON OVERVIEW

Learners explore **savings** at a deeper level in Lesson 6 by debating when an emergency fund is applicable and discussing how to plan for special purchases and how to set and achieve long-term financial goals. Using collaborative learning, students will craft savings strategies that lead to positive savings habits and demonstrate how financial institutions can help grow money.

TOPIC: The Importance of Saving

TIME REQUIRED: 45 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Understand and explain the importance of saving money
- Evaluate methods for saving money, both for a scenario and in their own lives

SUPPLIES:

- Projector (for teacher presentation slides)
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handout
- Set up projector with presentation slides
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUT:

(found in **Student Guide**)

- ***What Would You Do?***

TEACHER PRESENTATION SLIDES:

- ***Scenarios***
- ***Savings Options***

ESSENTIAL QUESTIONS:

- *How do you save money?*
- *Why should I save money?*
- *What are the most effective methods for saving money?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- ***Saving Money and Me*** activity

Post-Assessment:

- ***What Would You Do?*** activity
- ***The Best Methods*** discussion

Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

SAVING MONEY AND ME [5 MINUTES]

Prompt students to think about getting their first paycheck. Remind them that it won't be a huge amount of money, but it might be more than they've ever had at one time. Ask them to consider how they might save that money.

Pose the questions:

- *How could you save your money?*
- *Why would you save some of your money?*

Allow students some time to think about their answers, and then share. Prompt students to start thinking about how effective their money saving methods are. For example: if a student says that she puts money into a piggy bank, ask her whether she's ever tempted to use that money for something other than what she's saving for, or whether that money slowly grows over time by putting it in a piggy bank.

MONEY SMART TIP!

Lesson 7 goes into detail about a few savings options that may hook students' interest. The lesson allows students to learn about several savings options and weigh them against one another.

GROUP EXPLORATION

EVALUATING SAVING OPTIONS [35 MINUTES]

Split your class into four groups and provide each student with the ***What Would You Do?*** handout. Then, on the ***Scenarios*** slide, provide each group with its scenario and have them write their scenario onto their handout:

- **Group 1:** Your parents have just informed you that, if you want a car, you'll have to pay for it yourself. You're 14, and right now you get a small allowance, but you plan to get a job as soon as you can. In the meantime, you want to make sure that you save money so that you'll be able to buy your car.
- **Group 2:** The school dance is just two weeks away. The cost is \$20. All of your friends are going, but you're not sure you'll have enough extra money for a ticket. You have two babysitting jobs lined up for the next two weeks, but that leaves you a few dollars short of purchasing a \$20 ticket.
- **Group 3:** You've achieved your goal of getting a full scholarship to the college of your dreams. The only problem is that the scholarship will not cover the cost of textbooks, which you estimate will run you about \$500 for the first semester. You have the summer to save money, and you have a summer job.



- **Group 4:** You like to look “very put-together” for the start of the new school year. This year, you’re on your own. No one is paying for any of your back-to-school clothes. It’s the summer, and you have a few bucks stashed away in your room, plus a couple of jobs lined up mowing neighbors’ lawns for money.

Grade-Level Modifications:

Beginner: One scenario for the entire class. When student groups share their decisions, all students in the room will be familiar with the scenario and will be able to weigh the group’s decisions against their own.

Advanced: Add costs and time limits into the scenario, so that students have to compute.

Highlight that in each scenario they have some income, and they want to be able to make a purchase. Display the **Savings Options** slide and review each option with students.

Start by explaining that all options begin and end with opening a savings account. Opening a savings account will allow you to protect your saved money from a variety of risks, including bank failure, theft, and fraud. Additionally, opening a savings account allows you to earn interest on your money while it remains in your account.

Then, explain the three additional options students could select for their scenarios. Remind students that selecting one of these options should pair with opening a savings account, in most cases.

1. Cut Back – examples include eliminating expenses like going to the movies or going on a vacation
2. Go Cheaper – examples include buying inexpensive clothing instead of name brands
3. Create New Habits – examples include walking instead of driving, or eating at home instead of going out to eat

Explain that students can pick one or more of the savings options, but they should consider their scenario as they pick their savings options. As they make their group decisions, students should log information on their **What Would You Do?** handout. Explain that, when they have finished making their decisions, they must put together a presentation to their class where they must justify why this savings option was the best for this scenario. See page 100 of the **Answer Key** for a completed sample of the **What Would You Do?** handout.

Before presentations, have the class review the rest of the **What Would You Do?** handout, and redisplay the **Scenarios** slide. Ask students to make some quick decisions about what they would do for the other three scenarios that groups worked on in class. Explain that students will be weighing their snap decisions against the group’s decision and may have the opportunity to question the group about their decision.

Allow the first group to present their scenario, then explain which savings option(s) they choose, and why. As the group presents, listeners should log the group’s decision on the **What Would You Do?** handout. When the group finishes, ask the audience to pose questions or make their own argument for the best savings option(s) in this scenario. (Note: There isn’t necessarily a correct answer for any of the scenarios; what matters more is the justification that students use to support their savings option selection.)



WRAP UP

THE BEST METHODS [5 MINUTES]

Ask students to consider something that they want to save for in the future. Then discuss: *What would be the best savings option for making that purchase in the future? Why?*

EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Write a letter to your future self. Describe to your future self why saving money is so important. Remind your future self about a preferred savings option from today's lesson and how it could be used in the future that you've imagined for yourself.
- **Additional Readings/Resources:**
 - *Save and Invest* by the Financial Literacy and Education Commission: A short overview of tips on student saving and investing.
<http://www.mymoney.gov/save-invest/Pages/saveandinvest.aspx>
 - *Saving and Investing for Your Future* by BizKids: A short video clip on the importance of starting a savings plan early. (Time of video: 1:16 minutes)
<http://bizkids.com/clip/saving-and-investing>

MATH

- **Activity/Project Ideas:**
 - Write down all of your spending over the course of a week. Review the "Cut Back" and "Go Cheaper" savings options. Using online or in-store research, determine how much money you would have saved had you either cut back on your expenses or purchased cheaper items. Explain: Are the savings worth the sacrifices to you?



SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**

- Consider teen Suvir Mirchandani's plan to save the government millions of dollars at <http://www.thewire.com/national/2014/03/switching-fonts-wont-save-the-government-money/359925/>. Although the plan was criticized, his idea about finding was for the federal government to save money. Research some of the expenses of your school or your local government. What money savings options would you suggest to your school or your local government? Why?

TECHNOLOGY

- **Online Games/Tools:**

- *Mad Money* by PBS Kids: An online game to help students learn money-saving strategies. http://pbskids.org/itsmylife/games/mad_money_flash.html



LESSON 7: HOW TO STASH YOUR CASH

GRADES
6 - 8

LESSON OVERVIEW

Compounding knowledge about financial institutions, learners will examine how to select a **bank** by researching and assessing competing factors such as fees, services, and **interest rates** offered for savings products.

TOPIC: Savings Options

TIME REQUIRED: 50 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Evaluate and differentiate a variety of banking and savings options
- Identify the benefits of creating a savings account
- Understand compound interest and how it can increase savings

SUPPLIES:

- Projector (for teacher presentation slide)
- Chart paper and markers for student presentations
- Loose-leaf for Wrap Up activity
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handout and group handouts
- Set up projector with presentation slide
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUT:

(found in **Student Guide**)

- **Opening a Savings Account**

GROUP HANDOUTS:

- **Commercial Bank #1** (1 per group)
- **Commercial Bank #2** (1 per group)
- **Credit Union** (1 per group)

TEACHER PRESENTATION SLIDE:

- **Understanding Compound Interest Warm Up**

ESSENTIAL QUESTIONS:

- *What are the benefits of saving with a financial institution?*
- *What savings option is best for a particular situation?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Understanding Compound Interest** activity

Post-Assessment:

- **Opening a Savings Account** activity
- **Opening a Savings Account** presentation
- **The Perfect Bank** activity

Group Handouts	73
Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

UNDERSTANDING COMPOUND INTEREST [10 MINUTES]

To begin the lesson, provide students with a math problem from the ***Understanding Compound Interest Warm Up*** slide to help them understand compound interest. Explain the compound interest formula to students: In order to find the amount of money that you'll make after n years, you have to add 1 plus the interest rate (as a decimal – represented by r on the slide) over the number of years that you leave the money in the account (represented by n on the slide). Multiply the number of times the interest is compounded per year (represented by n on the slide) by the number of years for which the amount is deposited (represented by t on the slide). Use the nt product as an exponent for your first sum. Then multiply that by the principal (or the initial amount that you put in savings – represented by P on the slide).

For example: if you want to find the amount of money in your savings account after one year, assuming you originally deposited \$100, and with an interest rate of 5% compounded annually, you compute the following: Amount = $\$100(1 + .05/1)$.

After reviewing the answers, discuss:

- *When we compound interest annually, notice that each year, my interest is added to my principal, and we find the interest of that new, bigger number.*
- *What would happen if I made the interest rate higher? (more money accumulated in interest) Lower? (less money accumulated in interest)*
- *What would happen if I started with a higher principal? (more money accumulated in interest) Lower? (less money accumulated in interest)*

Grade-Level Modification:

Beginner: Build background knowledge about compound interest by showing *Compound Interest: How to Make a Million Bucks*. Build additional background knowledge about the services financial institutions offer by showing *Take It to the Bank*. See additional readings and resources in Money Smart Tip below.

MONEY SMART TIP!

Teach your students more about compound interest by discussing “10 Things You Need to Know About Compound Interest” from *U.S. News & World Report*.

<http://money.usnews.com/money/blogs/my-money/2012/09/20/10-things-you-need-to-know-about-compound-interest>



GROUP EXPLORATION

OPENING A SAVINGS ACCOUNT — DECISION MAKING [15 MINUTES]

Split students into small groups of three to five for this activity. Each group will receive a set amount of money and will have a financial goal. Distribute the **Opening a Savings Account** student handout. Have each group write its amount of money and its goal on the top of its handout. The groups are:

- **Group 1 – \$10,000.** This money has been sitting in a checking account, not earning interest, and you're just hoping to make it start earning some interest.
- **Group 2 – \$5,000.** You're hoping that you will have \$10,000 to buy a car in a few years.
- **Group 3 – \$3,000.** This is your emergency fund, which you've been keeping in your savings account. You need to be able to access it if there's an emergency.
- **Group 4 – \$150.** You just got your first paycheck for your summer job and you want to make sure that you don't spend it all right away.

Grade-Level Modifications:

Beginner: Provide only one or two options for students, using numbers that are easy for interest calculations.

Advanced: Allow students to determine their own scenario, including the amount of money they would like to put into the savings account.

Provide groups with a copy of the group handouts representing offerings from *Commercial Bank #1*, *Commercial Bank #2*, and the *Credit Union*. In their groups, students should read through the variety of savings options and select the best financial institution and account for their scenario. As they're working through their decision, they should be filling out the **Opening a Savings Account** student handout. See a sample of a completed student handout on page 101 in the **Answer Key**.

Grade-Level Modifications:

Beginner: Reduce the number of banking options and/or account options.

Advanced: Allow students to look up additional banking and account options online.

OPENING A SAVINGS ACCOUNT – PRESENTATION [15 MINUTES]

Once groups have made their decision, they should prepare a group presentation about it. After a short preparation period, allow students to share their presentations with one another.

Check for understanding by asking the following questions:

- *What are the differences between some of the accounts that were available? Why did some groups choose one type of account and other groups choose another?*
- *How did the financial institutions themselves differ? What institution might you choose to create your first savings account? Why?*
- *Why is it important to save money with a financial institution that is insured? What might happen if that bank is not insured?*



WRAP UP

THE PERFECT SAVINGS ACCOUNT [10 MINUTES]

Have students take out a sheet of loose-leaf paper, on which they will quick-write about the perfect savings account. This activity will help students understand bank accounts from the perspective of a financial institution, rather than a consumer.

Prompt them with the following questions: *Describe the perfect savings account. What is the minimum initial deposit? What are the terms, fees, and interest rate? Now consider: Why can't this "perfect" bank account exist? (For example: what would happen if a bank provided high interest rates on all of its accounts? Or, what would happen if people could earn interest and have protection on any amount of money, as opposed to the "up to \$250,000" offered by most banks?)* Ask students to use vocabulary that they learned in this lesson to demonstrate their understanding of savings options.

EXTENSION IDEAS

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Imagine that you are about to embark on your first job. You will receive a biweekly paycheck of \$950 once taxes and deductions are taken out. Explain your savings plan for this period of your life.
- **Additional Readings/Resources:**
 - *Set a Goal: What to Save For* by the Consumer Federation of America: Helpful advice for saving for a variety of things, like a car, a house, or retirement. <http://www.americasaves.org/for-savers/set-a-goal-what-to-save-for>
 - *Make a Plan: How to Save Money* by the Consumer Federation of America: Suggestions for saving strategies and budgeting. <http://www.americasaves.org/for-savers/make-a-plan-how-to-save-money>
 - *Take It to the Bank* by BizKids: A video overview of the services that financial institutions offer. (Time of video: 1:17 minutes) <http://bizkids.com/episode/take-it-to-the-bank>
 - *Compound Interest: How to Make a Million Bucks* by BizKids: A video episode about how it is possible to make a lot of money through taking advantage of savings. (Time of video: 1:55 minutes) <http://bizkids.com/clip/de-compound-interest>



MATH

- **Activity/Project Ideas:**
 - Imagine that you receive a \$200 gift from a family member. Research savings accounts at a local bank. Determine how much interest you would earn on your \$200 savings account deposit if you allowed it to accumulate compound interest over 5, 10, 15, and 20 years.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Learn more about the Bank Reform Act of 1933, which ultimately resulted in changes for depositors in the safety of their deposits in federally insured banks. Describe the differences between banks before the Bank Reform Act of 1933 and after. Explain the impact of the act.

TECHNOLOGY

- **Online Games/Tools:**
 - *Compound Interest Calculator* by the U.S. Securities and Exchange Commission: A tool to calculate how much your money can grow with compound interest.
http://www.investor.gov/tools/calculators/compound-interest-calculator#.U_3hdLywJ78
 - *Test Your Money Smarts* by the U.S. Securities and Exchange Commission: An online quiz to test knowledge of saving and investing concepts.
http://www.investor.gov/tools/quizzes/test-your-money-smarts#.U_3hz7ywJ78
 - *The Great Piggy Bank Adventure* by the Disney Corporation: A game that helps students set a financial goal and carry through with their plans.
<http://piggybank.disney.go.com/game/>



LESSON 8: MONEY DOESN'T GROW ON TREES

GRADES
6-8

LESSON OVERVIEW

This lesson will explore the concepts of **interest** and **investments** helping learners make initial discoveries about how their money can grow over time.

TOPIC: Investing Options

TIME REQUIRED: 65 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Understand investment growth, losses, reward, and risk by developing and tracking a stock portfolio
- Demonstrate a general understanding of investment vehicles, like bonds, stocks, and mutual funds
- Create investment tips for an adult audience

SUPPLIES:

- Loose-leaf paper for **Investing Tips Letter**
- Projector (for teacher presentation slides)
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handouts
- Set up projector with presentation slides
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUTS:

(found in **Student Guide**)

- **Stock Market Tracking**
- **Stock Market Week 1**
- **Stock Market Week 2**

TEACHER PRESENTATION SLIDES:

- **Investment Vehicles**
- **Case Study: Three Stocks**

ESSENTIAL QUESTIONS:

- *What are the benefits to investing money?*
- *Is investing money worthwhile?*
- *What investing strategies will create a positive rate of return?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Investing in a Friend** activity

Post-Assessment:

- **Stock Market Tracking** activity
- **Investing Tips Letter** activity

Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

INVESTING IN A FRIEND [10 MINUTES]

The lesson begins with students considering a concrete and age-appropriate example of investing. Ask students to consider the following scenario:

- *A friend comes to you asking to invest \$50 to start a business (for example: lemonade stand, lawn care service, DJ service). When you invest money, you “commit money to an endeavor with the expectation (but not guarantee) of additional profit.”*
- *What are the benefits of helping your friend? What are the drawbacks? According to the definition, investing means that there is an “expectation of additional profit,” so how might you make additional profit if you invested \$50 in your friend’s business?*

MONEY SMART TIP!

The U.S. Securities and Exchange Commission (SEC) has provided a number of resources about investing. Review their helpful website for more information on financial plans, risk tolerance, and investment vehicles. <http://www.sec.gov/investor/pubs/roadmap.htm>

GUIDED EXPLORATION

INVESTMENT VOCABULARY AND VEHICLES [20 MINUTES]

As a whole group, discuss investment options and how investments are made. First, explain the general concepts and vocabulary of investing.

- **Investing** is the process of “committing money to an endeavor with the expectation (but not guarantee) of additional profit.”
- In this lesson, we’ll be narrowing our definition of **investing** to “purchasing securities such as stocks, bonds, and mutual funds with the goal of increasing wealth over time, but with the risk of loss.”
- Discuss an example of a low-risk investment a young person might make, and the possible reward of that investment. For example: If an 18-year-old invests \$5 a week at an 8% interest rate, the money will grow to \$136,138 by the age of 65.
- Define **risk** as “a measure of the likelihood of loss or the uncertainty of an investment’s rate of return.” Explain that investors have to consider whether they are financially comfortable with the risk that they might take when they invest. Additionally, different investment vehicles come with different levels of risk.



Next, display the **Investment Vehicles** slide and explain each. **Investment vehicles** are the methods that a person (or business) can use to invest money.

- A **stock** is an investment that represents shares of ownership of the assets and earnings of a company. It is an investment made in a business. When you buy a stock, you become a partial owner of the company (like a fast-food company or a computer company) and you may get a say in certain decisions about how the company is run. The value of your investment goes up and down. Buying shares of stock in a company is a way to grow money quickly, or lose it quickly. There is no guarantee that your money is safe. If the company does really well, your stock in the company will increase and be worth more, but if the company does poorly or goes out of business, your stock will decrease and you could lose some or all of your investment. Therefore, stocks have more risk than savings bonds.
- A **mutual fund** is an investment tool that pools the money of many shareholders and invests it in a large number of securities, such as stocks, bonds, and money market assets. When you invest in a mutual fund, you purchase a small piece of several stocks. For example: you may own a small piece of a sportswear company, a small piece of a technology company, and a small piece of a furniture company. Stock mutual funds are considered less risky than individual stocks because of the concept of **diversification**. Diversification is a strategy for reducing some types of risk by selecting a wide variety of investments. With stocks, it means spreading your money out to several different company stocks so that, if one company does poorly, you won't lose too much money.

Grade-Level Modification:

Beginner: Build background knowledge by watching *What's Up With the Stock Market?*. Students will learn about the basics of the stock market, including vocabulary.

Check for understanding of the investment vehicles and associated vocabulary.

- *Which investment vehicles are you most interested in? Why?*
- *Which investment vehicles might a financially successful adult most be interested in? Why?*
- *Why is diversification important?*

Encourage students to use vocabulary terms as they explain their answers.

INDIVIDUAL EXPLORATION

INVESTING IN STOCK SIMULATION [25 MINUTES]

Distribute the **Stock Market Tracking** handout and display the **Case Study: Three Stocks** slide. Explain to students that they will each be allowed to invest some money in a stock.

Grade-Level Modifications:

Beginner: The teacher can provide a set amount of money for investment for students, say \$1,000. This provides students with a round number to more easily work their math.

Advanced: The teacher can allow students to set their own amounts of money for investment. For example: some students may decide to invest just \$100, while others may choose to invest \$5,000. This should provide rich conversation about how the principal affects the return on investment.



Allow students time to study the **Case Study: Three Stocks** slide before selecting a company to purchase stock. (Note: If students are doing real-time, online stock tracking, they should research their stocks and share prices online.) Ask students to fill out the company, stock symbol, and purchase information on their **Stock Market Tracking** handout after they have selected their company. Optional check for understanding questions:

- *Why did you choose your company?*
- **Advanced:** *Why did you choose to invest that amount of money?*

Demonstrate how to track stock information by reviewing the example on the **Stock Market Tracking** handout and distributing copies of the **Stock Market Week 1** handout. To use the **Stock Market Tracker**, students should:

1. Identify the stock symbol.
2. Locate the stock symbol on the **Stock Market Week 1** report.
3. Identify the stock's closing price for each day of the week.
4. Calculate the percentage change from one day to the next. (Demonstrate this using the model on the **Stock Market Tracker**. The basic formula is: $(\text{Price Sold} - \text{Purchase Price}) / (\text{Purchase Price})$. For example: $(105 - 100) / (100) = .05$. Then, multiply by 100 to calculate the percentage: 5% change.

MONEY SMART TIP!

Do all of your students have Internet access? Instead of using the *Stock Market Week 1* handout, track stocks in real time at <http://finance.yahoo.com/stock-center/>.

Allow students to use the **Stock Market Week 1** handout to track their stock on the **Stock Market Tracker**. Optional check for understanding questions:

- *How is your stock doing after one week?*
- *Why do you think the stock prices change in the way that they do?*
- *How do you feel about the financial rewards and/or risk you've taken by purchasing stock?*

MONEY SMART TIP!

There is often a lot of volatility and risk associated with investing in stocks. The volatility index (VIX) values greater than 30 are usually associated with higher volatility because of investor fear or uncertainty, while values lower than 20 are associated with less investor fear and uncertainty. Learn more about the VIX tracked by the Chicago Board Options Exchange.

<http://www.investopedia.com/terms/v/vix.asp>



Distribute copies of the **Stock Market Week 2** handout. Have students use their handouts to track their stock. Then, point out the business news that is on the **Stock Market Week 2** handout. Discuss:

- *How did your stock do after two weeks?*
- *How might business news influence shareholders or potential investors?*

Finally, prompt students to finish the worksheet by tracking the stock's overall changes. Then, wrap up with one or two questions about investing in stocks:

- *Which stocks had the biggest percentage change? What does that mean for investors?*
- **Advanced:** *What impact did the amount of money you invested originally have on your gains or losses? Would you make the same decision about the money you invest in the future?*
- *Do you think that you would invest in stock in the future? Why or why not?*
- *What tips would you give someone who is thinking about investing?*

WRAP UP

INVESTING TIPS LETTER [10 MINUTES]

Ask students to take out a sheet of loose-leaf paper, on which they will write a letter to a family member or guardian. In their letter, students should provide their family member or guardian with some tips on investing. Some helpful questions are: *What goals might investors have? Why are investor goals important? Why is it a good idea to invest? What risks do you take when you invest money? What are low-risk investment vehicles and what are high-risk investment vehicles? Why?*

EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Is it worth the risk to invest? Explain your stance.
 - In your opinion, what's the best investment vehicle? Why? Write a convincing argument to support your answer.
- **Additional Readings/Resources:**
 - *Investment Tips* by the U.S. government: Helpful tips on what to do before investing, and available investment vehicles. <http://www.usa.gov/topics/money/investing/tips.shtml>
 - *Save and Invest* by the Financial Literacy and Education Commission: Information for students on saving and investing. <http://www.mymoney.gov/save-invest/Pages/saveandinvest.aspx>



- *What's Up With the Stock Market?* by BizKids: A video overview of how the stock market works, including important vocabulary. (Time of video: 4:07 minutes)
<https://www.youtube.com/watch?v=osvQSd6Opac>

MATH

- **Activity/Project Ideas:**
 - Track a stock long-term. Use the **Stock Market Tracker** and <http://finance.yahoo.com/stock-center/> to observe the changes in stock prices over several months.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Investigate the history of the Stock Market Crash of 1929. Compare and contrast the stock market of 1929 with the stock market of today to determine whether or not a major stock market crash could happen again.
<http://www.history.com/topics/1929-stock-market-crash>
 - Investigate the history of the financial crisis of 2008. Explore the causes of the crisis, the impact on investing, and the regulations the government has made in its wake.
<http://www.britannica.com/EBchecked/topic/1484264/The-Financial-Crisis-of-2008-Year-In-Review-2008/280410/The-Crisis-Unfolds>

TECHNOLOGY

- **Online Games/Tools:**
 - *Investment Calculators* by the U.S. Securities and Exchange Commission: Several useful tools for calculating investment information.
<http://www.investor.gov/tools/calculators#.VDrmbtTF-Hs>
 - *The Stock Market Game* by the Securities Industry and Financial Markets Association: An online stock market tracking game for students. <http://www.stockmarketgame.org/>



LESSON 9: GIVE CREDIT WHERE CREDIT IS DUE

GRADES
6-8

LESSON OVERVIEW

As students gain additional understanding of borrowing and lending, analyzing the cost of borrowing becomes a critical skill to practice. In this lesson, learners demonstrate their understanding of **credit** by recognizing how to manage and damage credit, qualifications for a credit candidate, and how credit cards fit into the larger discussion on credit.

TOPIC: Credit and Debt

TIME REQUIRED: 55 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Understand how to build credit and avoid practices that may hurt credit
- Identify the economic benefits of good credit
- Discuss the consequences of debt

SUPPLIES:

- Loose-leaf paper for **Letter to My Future Self**
- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handout and group handouts
- Set up individual or group computers with access to the Internet (**optional**)
- Print credit/debt crisis article
- Student grouping strategy for jigsaw activity

STUDENT HANDOUT:

(found in **Student Guide**)

- **Understanding Credit Anticipation Guide**

GROUP HANDOUTS:

- **Credit Vocabulary** (station set)
- **The Pros and Cons of Credit** (station set)
- **How to Build Good Credit** (station set)
- **Practices That Hurt Credit** (station set)

ESSENTIAL QUESTIONS:

- *What is credit?*
- *In what instances should you use credit?*
- *What are some strategies to maintain good credit?*
- *How does having good credit result in other positive benefits?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Understanding Credit Anticipation Guide** from the Warm Up

Post-Assessment:

- **Understanding Credit Anticipation Guide** after the Group Exploration
- **Letter to My Future Self** activity

Group Handouts	73
Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

UNDERSTANDING CREDIT ANTICIPATION GUIDE [5 MINUTES]

Provide students with the *Understanding Credit Anticipation Guide* student handout. Allow students a few minutes to fill it out under the “Before” column. Explain that students will return to their guide during the Group Exploration, as they learn more about credit, but this is ungraded in the “Before” column.

MONEY SMART TIP!

A debit card allows you to make purchases in real time by accessing the money in your savings, checking, or other on-demand accounts. A credit card allows you to use a loan to make purchases and pay back the loan within a specified amount of time. See more at <http://www.consumer.ftc.gov/articles/0332-credit-debit-and-charge-cards>.

GUIDED EXPLORATION

UNDERSTANDING CREDIT MINI-LESSON [10 MINUTES]

Over the course of the lesson, students will learn all of the information they need to accurately complete the “After” section of their *Understanding Credit Anticipation Guide*. To start, explain that, when you get a credit card, the bank is giving you a possible loan up to the credit limit, say \$5,000. (When you apply for a credit card, issuers will determine your ability to handle debt by reviewing your application and credit report. They also determine the credit limit during this process.) In other words, you are borrowing money. If you choose to take a portion of that “loan” to purchase something, and you do not repay it in full by the statement due date, you will be charged **interest** (which is the cost of borrowing money) because you took advantage of the loan.

So, let's say you have a credit card with a 15% **annual percentage rate (APR)**, which is the fee you pay for borrowing money. Most credit cards compound interest on a *daily* basis, so you have to calculate how much interest you owe on a credit card daily. To do this, divide 15% by 365 days in the year, which equals a daily interest rate of 0.041%. Then, let's say you spent \$10,000 using your credit card. Most credit card companies allow a 21-day grace period before charging interest, but if you cannot pay off your credit card during that time period, you will begin to pay interest. On the first day, you would multiply your \$10,000 credit card balance by the daily interest rate (.00041), and you would get \$4.10. On the second day, you'd multiply your \$10,004.10 balance by the daily interest rate (.00041), and you would get \$4.10 again, making your total \$10,008.20. If you let your credit card compound over 30 days, you'd owe \$10,125.76. Over a year, you'd owe \$11,617.98.

Check students' understanding by asking:

- *What are the advantages of using a credit card?*
- *What are the disadvantages?*

Remind students that there are many ways to make a purchase, aside from using credit, such as using cash, debit, or installment loans.



MONEY SMART TIP!

Credit card agreements are required to explain the APR of each card, in addition to penalties and fees. The Federal Reserve has an explanation of each.

<http://www.federalreserve.gov/creditcard/flash/offerflash.html>.

CREDIT AND DEBT IN THE UNITED STATES [10 MINUTES]

Select (either from links or from an online news search) an informational text about credit and debt in the United States. Topics include student loans, low credit scores, and defaulting on loans.

After the class has read the article, discuss common problems with credit and debt in the United States. Some broad questions include:

- *What is the crisis here?*
- *What actions could individuals have taken to avert this crisis?*

GROUP EXPLORATION

UNDERSTANDING CREDIT JIGSAW GROUPS [20 MINUTES]

Split students into four groups. Set up four stations, each with one of the following group handouts:

- 1) ***Credit Vocabulary***, 2) ***The Pros and Cons of Credit***, 3) ***How to Build Good Credit***, and
- 4) ***Practices That Hurt Credit***. Tell students to take their anticipation guides to their stations.

In stations, students should learn more about their topic area. If they come across an answer that is on their ***Understanding Credit Anticipation Guide***, they should write that answer in the “After” column with evidence to support their “After” answer. (For example: if the answer is false, what would make the statement true?) Explain that, eventually, they will be placed in a group with three other people from the other stations, so they must be able to explain the information that they are marking.

Once students are finished with their groups, they should be “jig-sawed” (regrouped) into a group with one member from each station. So, new groups should be composed of at least one member from ***Credit Vocabulary***, at least one member from ***The Pros and Cons of Credit***, at least one member from ***How to Build Good Credit***, and at least one member from ***Practices That Hurt Credit***.

In their groups, students should share and explain the correct answers that they logged in the “After” section of their ***Understanding Credit Anticipation Guide***. By the end of this portion, all students should have the correct answers in the “After” column of their guide.

Optional check for understanding questions:

- *What are some strategies to maintain good credit?*
- *What are the benefits of having good credit?*
- *What are the consequences of being in debt?*
- *When should you use credit?*



WRAP UP

LETTER TO MY FUTURE SELF [10 MINUTES]

Remind students that they have just learned information about credit and debt, but people in the United States continue to struggle under the weight of debt.

Ask students to take out a sheet of loose-leaf paper, on which they will write a letter to their future selves. In their letter, students should provide financial tips about debt and credit and remind themselves about strategies to maintain good credit.

MONEY SMART TIP!

Do you want students to actually receive their letters from the future? “Future Me” allows students to compose an email and send it to themselves in the future. <http://www.futureme.org/>

EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Who should be allowed to have a credit card? Do age, personal history, income, or employment matter? Develop criteria for who should be allowed to have a credit card, and support each criterion.
 - Solve the problem. As you have learned, many Americans struggle with credit and debt. How can this problem be solved?
- **Additional Readings/Resources:**
 - *Credit, Loans, and Debt* by the Federal Trade Commission: Articles on credit history and using credit. <http://www.consumer.gov/section/credit-loans-and-debt>
 - *Credit and Loans* by the Federal Trade Commission: Articles on the impact of credit scores, free credit reports, and rights and responsibilities of owning a credit card. <http://www.consumer.ftc.gov/topics/credit-and-loans>
 - *Choosing a Credit Card* by the U.S. government: A list of factors to consider when choosing a credit card. <http://www.usa.gov/topics/money/credit/credit-cards.shtml>
 - *The Math of Credit Card Debt, Explained* by National Public Radio: A video explanation of how credit cards work and how credit card companies make money. (Time of video: 4:30 minutes) <http://blogs.kqed.org/lowdown/2014/01/21/how-credit-cards-really-work/>



MATH

- **Activity/Project Ideas:**
 - Compare credit card statements. Using the same sample purchase, compare the cost of the purchase using each of the credit cards.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - In 2009, the U.S. federal government passed the Credit Card Accountability, Responsibility, and Disclosure (CARD) Act. Have students evaluate the changes made as a result of this act.

TECHNOLOGY

- **Online Games/Tools:**
 - *It Costs What?* by the Educational Broadcast Corporation: A game that helps students understand credit cards and how four people can end up paying different amounts on the exact same thing. <http://www.thirteen.org/finance/games/itcostswhat.html>
 - *It All Adds Up* by the Council for Economic Education: Online games teaching students about credit management. <http://www.italladdsup.org/>
 - *Celebrity Calamity!* by Financial Entertainment: A game that helps students learn about credit and debt management by managing the finances of a clueless celebrity. <http://financialentertainment.org/play/celebritycalamity.html>



LESSON 10: PROTECTING YOURSELF

GRADES
6 - 8

LESSON OVERVIEW

In an increasingly digital world, protecting one's identity and pertinent financial information has never been a more important life skill to master. Learners will research issues of **identity theft** and understand **consumer protection** by role-playing different identity theft scenarios and creating an informative brochure to share what they've learned with others.

TOPIC: Protecting Your Identity

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Create a trifold informative brochure on identity theft and prevention methods
- Apply information about identity theft and prevention in realistic role-plays

SUPPLIES:

- Access to the Internet (**optional**)
- Unlined paper for students to fold into thirds to create their **Identity Theft Trifold** brochures
- Markers, crayons, or other art supplies to design and decorate **Identity Theft Trifold** brochures

PREPARATION:

- Make copies of group handouts
- Cut up **Identity Theft Role-Play Cards**
- Set up individual or group computers with access to the Internet (**optional**)

GROUP HANDOUTS:

- **What Is Identity Theft?** (station set).... 73
- **You've Been Scammed!** (station set).... 96
- **Preventing Identity Theft** (station set).... 105
- **I've Been Scammed! Now What?**.... 107

(station set)

- **Identity Theft Role-Play Cards** (1 per group)

ESSENTIAL QUESTIONS:

- *What is identity theft?*
- *How does identity theft happen?*
- *How can you prevent identity theft?*
- *What should you do if you are the victim of identity theft?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **What Do You Know About Identity Theft?** activity

Post-Assessment:

- **Identity Theft** group role-plays
- **Identity Theft Trifold** brochure

INSTRUCTION STEPS

WARM UP

WHAT DO YOU KNOW ABOUT



IDENTITY THEFT? [10 MINUTES]

To begin the lesson, the teacher should provide students with a news article or short TV broadcast about a recent issue with **identity theft**. (Note: Use an Internet news search engine to locate a recent article on “identity theft,” “fraud,” or “scams.”)

After the article or broadcast, the teacher should distribute unlined paper for students to create an **Identity Theft Trifold** brochure. Students should fold the paper into thirds to create a brochure.

Sections should be labeled with:

- Title page
- What Is Identity Theft?
- You’ve Been Scammed!
- Preventing Identity Theft
- I’ve Been Scammed! Now What?

Students or teachers can decide what to put on the remaining sections.

In pencil, students should begin filling out the trifold with information about identity theft that they have learned from the article and from any prior knowledge. (Note: Allowing students to work in pencil means that they can write incorrect information now and correct it later as they continue learning.)

MONEY SMART TIP!

The National Crime Victimization Survey defines identity theft as: 1) unauthorized use or attempted use of an existing account, or 2) unauthorized use or attempted use of personal information to open a new account, or 3) misuse of personal information for a fraudulent purpose. <http://www.bjs.gov/index.cfm?ty=tp&tid=42>

GUIDED EXPLORATION

LEARNING ABOUT IDENTITY THEFT STATIONS [20 MINUTES]

Set up the classroom in four stations, with group handouts at each station:

- Station 1: ***What Is Identity Theft?***
- Station 2: ***You’ve Been Scammed!***
- Station 3: ***Preventing Identity Theft***
- Station 4: ***I’ve Been Scammed! Now What?***

(If you are concerned about the number of students at each station, the stations can be doubled to make two sets of stations, or eight stations total.)

Instruct students that, at each station, they will view a handout with information about identity theft. At each station, they will add more information to their **Identity Theft Trifold** brochure.

Allow students 5 to 6 minutes at each station to collect information and add to their **Identity Theft Trifold** brochures. Remind students that they can revise information that they may have written



incorrectly during the Warm Up.

MONEY SMART TIP!

Provide each station with a laptop or Internet-connected device to allow students to do additional research with any remaining time.

Check students for understanding about identity theft and associated vocabulary. Encourage students to use vocabulary terms as they explain their answers. Ask:

- *What is identity theft?*
- *How does it happen?*
- *How can you prevent identity theft?*
- *What should you do if you're the victim of identity theft?*

GROUP EXPLORATION

IDENTITY THEFT ROLE-PLAYS [15 MINUTES]

Split students into groups of two or four. Distribute a set of the **Identity Theft Role-Play Cards** to each group of students. Explain that students will be playing a role and using the information they've learned from creating their **Identity Theft Trifold** brochures, so they should try to use appropriate vocabulary and factual information as they act out their roles.

Grade-Level Modifications:

Beginner: Additional students who are not assigned a role in the role-play can track vocabulary and observe the short role-play.

Advanced: Additional students who are not assigned a role in the role-play can serve as coaches, who can provide advice to students engaged in the role-play. For example: these coaches can advise role-players about vocabulary or factual information that they could integrate.

Prompt students to select their first role-play cards and begin. Allow role-plays to run for 2 to 4 minutes each, and then have students switch roles and role-play cards and begin the next round.

Optional check for understanding and review questions:

- *What vocabulary and factual information were you able to integrate into your role-plays? How?*
- *What did you learn about identity theft from these role-plays?*

WRAP UP

IDENTITY THEFT TRIFOLD BROCHURE CLOSING [15 MINUTES]

Allow students a final few minutes to add any last information and/or designs to their trifold brochure.



Prompt students that the role-plays may have revealed some helpful tips or misinformation that they need to correct. Students who are finished with their **Identity Theft Trifold** may present them to peers.

EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Write your own role-play. Now that you have completed a few role-plays on identity theft, write a new role-play with at least two roles, and then act it out.
- **Additional Readings/Resources:**
 - *10 Ways to Protect Your Personal Information and Your Money* by the Federal Deposit Insurance Corporation (FDIC): Advice about how to avoid scams, fraud, and identity theft. <https://www.fdic.gov/consumers/consumer/news/cnwin1314/fraud.html>
 - *Avoiding Fraud, Protecting Your Privacy: Best Practices for Young Adults* by the FDIC: Tips, geared toward young people, about how to protect yourself online, over the phone, and via mail. <https://www.fdic.gov/consumers/consumer/news/cnfall12/avoidfraud.html>

MATH

- **Activity/Project Ideas:**
 - Identify statistical trends and explore the impact of statistics on identity theft by looking at the “Publications and Products” section of the U.S. Bureau of Justice Statistics. For example: in 2012, 7 percent of people age 16 and older were victims of identity theft. As a class, explore the impact of that percentage on your own community and look at statistics from previous years to determine whether it is an upward or downward trend. <http://www.bjs.gov/index.cfm?ty=tp&tid=42>

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Read the articles in the “Stories and Features” section of the FBI’s “Identity Theft” website. Explore the similarities and differences among types of identity theft and how the



government works to protect people against identity theft. http://www.fbi.gov/about-us/investigate/cyber/identity_theft

TECHNOLOGY

- **Online Games/Tools:**

- *Can You Spot a Scam?* by the FDIC: Take this online quiz to determine whether you can recognize fraud.

<https://www.fdic.gov/consumers/consumer/news/cnfall10/fraudquiz.html>

- *You Are Here: Where Kids Learn to Be Smarter Consumers* by the Federal Trade Commission: Play consumer-oriented games, design advertisements, and learn to protect yourself and your finances.

<http://www.consumer.ftc.gov/sites/default/files/games/off-site/youarehere/index.html>

- *Invasion of the Wireless Hackers* by the Office of Justice Programs: To win the game, students must answer questions about protecting themselves online.

<http://www.onguardonline.gov/media/game-0006-invasion-wireless-hackers>



LESSON 11: RISKY BUSINESS

GRADES
6-8

LESSON OVERVIEW

This lesson will explore the basic principles of financial risk, engaging students in initial **risk-management** debates about **insurance** and emergency **savings**.

TOPIC: Financial Risk

TIME REQUIRED: 60 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Identify methods to protect themselves from unwanted financial risk
- Create a risk management plan for a purchase

SUPPLIES:

- Access to the Internet (**optional**)

PREPARATION:

- Make copies of student handout and group handouts
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUT:

(found in **Student Guide**)

- ***Insure Yourself***

GROUP HANDOUTS:

- ***Purchasing a Car*** (1 per group)
- ***Insurance Scenarios*** (1 per group)

ESSENTIAL QUESTIONS:

- *What is risk management?*
- *How does risk management change based on different situations?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- ***There's a Little Risk in Everything*** activity

Post-Assessment:

- ***Insure Yourself*** student handout
- ***Financial Risk Exit Options***

Group Handouts	73
Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

THERE'S A LITTLE RISK IN EVERYTHING [10 MINUTES]

Explain to students that, although they may seem fairly routine, activities such as riding a bike, skateboarding, or driving a car could be classified as **risky** behaviors. In fact, some might say that there's a risk in almost everything we do, from walking to school to sitting down at the dinner table to eat. Consider some everyday activities. Ask: *What are the risks involved with those activities?* (Possible answers: you can fall off of your bike or skateboard, you can choke while you're eating, you can accidentally cut yourself with scissors)

Next, ask students: *What are some actions that people could take to make those activities less risky?* (Possible answers: wearing a helmet, cutting up food or chewing slowly, holding the pencil in a safe way) Ask students to consider: *Could some of these events happen even if you took action to try to avoid them?* (Yes)

Ask students: *What are the costs of some of these bad things happening?* (Possible answers: having to go to the doctor or the hospital) Explain that that is one reason why we purchase insurance. If those risks end up becoming a reality, the cost of taking care of yourself is not too high.

INTRODUCING RISK MANAGEMENT AND INSURANCE [10 MINUTES]

Link to the Warm Up by introducing the vocabulary: **risk management** and **insurance**. Explain to students that what they just did was a type of risk management. True risk management is “the process of calculating risk and devising methods to minimize or manage loss.” For example: when you buy a car, you are purchasing something valuable.

What are some of the financial risks of owning a car? Possible answers: getting into an accident, car repairs, flood damage, theft. In order to minimize the financial risk of owning a car, car owners purchase insurance. Insurance is “a risk management tool that protects individuals from specific financial losses under specific terms and premium payments, as described in a written policy document”—for example: covering property damage during a car accident, or protecting dependents if someone passes away and those dependents lose their income.

Check for understanding by discussing with students:

- *What are some purchases that have financial risk?* (Possible answers: house, car, big vacation, your business)
- *What are those risks?* (Possible answers: accident or weather-related damage, loss, or theft)
- *Why is it a good idea to buy insurance for your purchases?* (Possible answer: It makes potential damage or loss less severe because the insurance company helps you recover. For example, if you get into a car accident, having vehicle insurance means that you won't have to pay for all of the repairs yourself.)



MONEY SMART TIP!

What are the health insurance laws in your state? How does having health insurance reduce financial risk? Find resources at <https://www.healthcare.gov/families/>.

GROUP EXPLORATION

MAKING INSURANCE DECISIONS [30 MINUTES]

Split students into groups of three or four. Distribute the *Insure Yourself* student handout and the *Purchasing a Car* and *Insurance Scenarios* group handouts.

Grade-Level Modification:

Advanced: Allow students to search for additional insurance options online to see if they can find more coverage, more appropriate insurance, or a better deal.

Guide students to read through the teacher presentation slide about their purchase, the cost of the purchase, and the options for insuring their purchase. Students should use the *Insure Yourself* worksheet to record information and make their decision.

As groups move through the scenario activity, see whether their choice of insurance matches the *Insurance Scenarios* group handout. Have students copy or paraphrase the scenario onto their *Insure Yourself* student handouts, then determine how much they pay with and without the insurance based on the scenario. (Note: Decide in advance which student groups get Scenario 1, which groups get Scenario 2, and so on.) See page 103 of the Answer Key for a sample answer of the *Insure Yourself* student handout.

When all groups have finished, allow each group a few minutes to present their purchase and explain why they chose one insurance plan over the other.

Check for understanding and review questions:

- *What types of insurance exist? Do you know of any others?*
- *Why is insurance a good investment?*
- *Do you need to insure everything you own? Why or why not?*

WRAP UP

FINANCIAL RISK EXIT OPTIONS [10 MINUTES]

Present students with three options for their closing activity:

- Create a fictional financial risk superhero cartoon. Based on what you have learned today, create a superhero that can make possible damages or losses less severe for the public.
- Quick-write: Consider your own family situation. What risks does your family have? What actions can be taken to protect your family from risk? Why?
- Write a letter to your future self, explaining why it's important to protect yourself against unwanted financial situations and how you can protect yourself.



EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Describe a different scenario in which you would need to buy insurance (for example: purchasing a house, or buying life insurance). Explain the financial risk involved and how insurance could lessen that financial risk.
- **Additional Readings/Resources:**
 - *Protect Your Belongings* by the U.S. government: Helpful tips on homeowner's and renter's insurance. <http://www.usa.gov/topics/family-homes/insurance.shtml>
 - *The World Is a Risky Place* by BizKids: A short video clip on the risks involved in business and protections available. (Time of video: 1:20 minutes) <http://bizkids.com/episode/the-world-is-a-risky-place>

MATH

- **Activity/Project Ideas:**
 - Explore the real-world cost of insurance. Research types of insurance, the cost of each type of insurance, and the protections afforded by the insurance. Evaluate to determine the best types of insurance for different scenarios.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Most states have specific laws about the required types of car insurance. Research your state's laws and compare them to the activity from this lesson.

TECHNOLOGY

- **Online Games/Tools:**
 - *Risk and Insurance* by Junior Achievement: An online activity to help students understand the concepts and terms associated with risk and insurance. <http://games-juniorachievement-org.s3-website-us-west-2.amazonaws.com/courseware/final/index.html>



LESSON 12: SPEND, SAVE, OR GIVE?

GRADES
6-8

LESSON OVERVIEW

Gaining strides in their compounding financial knowledge, learners delve into personal decision making in this 12th and final lesson by applying their budgeting skills to determine when and how to **save**, **spend**, or give with their money. Exploring **charitable giving** as part of a spending plan, learners discover how giving adds value to a financial life.

TOPIC: Personal Financial Choices

TIME REQUIRED: 55 minutes
(excluding **Extended Exploration** activities)

LEARNING OBJECTIVES:

Students will be able to...

- Create a balanced budget that takes into consideration spending, saving, and giving
- Analyze personal decision making when crafting a budget

SUPPLIES:

- Access to the Internet (**optional**)
- Loose-leaf paper for stations

PREPARATION:

- Make copies of student handout and group handouts
- Set up **Spend**, **Save**, and **Give** stations
- Set up individual or group computers with access to the Internet (**optional**)

STUDENT HANDOUT:

(found in **Student Guide**)

- **Personal Budget**

GROUP HANDOUTS:

- **Spend** (station set)
- **Save** (station set)
- **Give** (station set)

ESSENTIAL QUESTIONS:

- *How should spending, saving, and giving be incorporated into a personal budget?*

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **What Goes Into a Budget?** activity

Post-Assessment:

- **Personal Budget** handout
- **Personal Budget Explanation Quick-Write** activity

Group Handouts	73
Answer Key	96
Glossary with key vocabulary	105
Standards met by lesson	107



INSTRUCTION STEPS

WARM UP

WHAT GOES INTO A BUDGET? [5 MINUTES]

If necessary, introduce students to the vocabulary term **budget** (“spending plan”). Ask students: *Your parent or caretaker is creating a family budget. He or she has remembered to include how much money the family makes (income) and how much money the family spends on food and bills (expenses). What do you think is missing from your parent or caretaker’s budget?* Allow students to share answers. (Possible answers: spending on other things like mortgage or rent, clothing, entertainment; savings account(s); investing in stocks, bonds, or mutual funds; charitable giving in the form of monetary donations)

GUIDED EXPLORATION

SPEND, SAVE, OR GIVE? – PERSONAL THINKING STATIONS [20 MINUTES]

Set up the classroom in three stations, with group handouts at each station:

- Station 1: **Spend**
- Station 2: **Save**
- Station 3: **Give**

(If you are concerned about the number of students at each station, the stations can be doubled to make two sets of stations, or six stations total.)

Instruct students that, at each station, they will view a slide that asks them to think about how they relate to the station. As they move to each station, they should talk about their answers with their station peers and/or record answers on a sheet of loose-leaf paper. Allow students five minutes at each station.

Grade-Level Modifications:

Beginner: Limit the slide to one or two key questions. Allow these students to discuss their answers with a peer before recording their answers on loose-leaf.

Advanced: Ask students develop one additional question related to spending, saving, or charitable giving that can be used by the next group to visit the station.

MONEY SMART TIP!

Provide each station with a laptop or Internet-connected device to allow students to do additional research with any remaining time.



INDEPENDENT EXPLORATION

PERSONAL BUDGETING [20 MINUTES]

When they return to their seats, provide students with the **Personal Budget** student handout. Also give them a monthly income that they can use to create their budgets. (Note: You may want to give everyone in class the same budget, say \$2,000, or you may want to vary the monthly budgets that students can work with.)

Using their responses to the station questions, students will fill out their **Personal Budget** student handout, factoring in expenses, savings, and giving decisions. (Note: You might help students brainstorm some of the possible items on the budget.) See a possible student response to the **Personal Budget** student handout on page 104 of the **Answer Key**.

Grade-Level Modifications:

Beginner: Limit the number of expenses to the options and prices on the group handouts. Also, limit how students use their money for savings and giving. For savings, beginner students can focus on putting money into a simple savings account. For giving, beginning students can determine how much money they'd give away.

Advanced: Advanced students can have unlimited expenses and ways to save and give money. They might have a few methods of saving and a few methods of giving included in their personal budgets. Also, advanced students may want to provide one another with ongoing peer feedback to ensure that they include all expenses.

When students are finished with their budgets, they will choose one interesting part of it to present to the small groups from their stations. For example: some students may think that the way they factored giving into their budget is interesting, or how they limited their expenses to have more money in their savings accounts.

Students will then present their budget to their small group, focusing on what makes their budget interesting. Peers will use peer feedback norms to provide the students with budget “glows and grows.” During “glows,” peers will offer positive feedback on the budget. During “grows,” peers will offer some suggestions or questions that might prompt change or improvement of the budget.

WRAP UP

EXPLAINING MY BUDGET QUICK-WRITE [10 MINUTES]

Have students respond to the prompt in writing: *You will be turning in your budget, but you will not be present when the teacher reviews it. Write an explanation of how you set up your budget and the decisions you made so that the budget will make sense to someone else (your teacher).*



EXTENDED EXPLORATION

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

- **Writing Prompts:**
 - Imagine that you've just been gifted with \$1,000,000. How would you spend, save, or give the money? What lessons have you learned about financial decision making that have influenced your choices?
 - What do you think should be the most important part of financial decision making: spending, saving, or giving? Write a convincing argument for your selection.
- **Additional Readings/Resources:**
 - *Spend* by the Financial Literacy and Education Commission: Tips for students about how to spend money. <http://www.mymoney.gov/spend/Pages/spend.aspx>
 - *Save and Invest* by the Financial Literacy and Education Commission: Tips for students about how to save and invest money. <http://www.mymoney.gov/save-invest/Pages/saveandinvest.aspx>
 - *Ten Wise Giving Tips* by the Network for Good: Tips on how to give your money. <http://www1.networkforgood.org/for-donors/tips-and-tools/giving-wisely>

MATH

- **Activity/Project Ideas:**
 - Imagine that you've just been gifted with \$1,000,000. Create a detailed budget about the amount of money you spend, save, or give. Use financial calculators to determine interest gained on savings, and potential risk or reward on investments.
 - Investigate the finances of a variety of nonprofit organizations in your community. Complete calculations to determine how much of their budget is from charitable donations and what might happen if charitable donations decreased.

SOCIAL STUDIES AND ECONOMICS

- **Activity/Project Ideas:**
 - Research the incentives that the government has placed on charitable giving, such as tax deductions. Evaluate whom the government incentives are geared toward and whether or not the incentives increase charitable giving.

TECHNOLOGY

- **Online Games/Tools:**
 - *The Great Piggy Bank Adventure* by the Disney Corporation: A game that helps students set a financial goal and carry through with their plans. <http://piggybank.disney.go.com/game/>



JOB CARDS

Directions: Use with **The Path to a Successful Career** activity. Make one set of copies per group of students.

Food Scientist	Entrepreneur/ Business Owner	Website Developer
<p>Food scientists use chemistry, microbiology, engineering, and other sciences to analyze foods.</p> <p>Annual Salary: \$72,000</p> <p>Minimum Level of Education: Bachelor's degree</p>	<p>Entrepreneurs are people who conceive of, establish, operate, and assume the risks of their own business.</p> <p>Annual Salary: \$68,000</p> <p>Minimum Level of Education: High School diploma</p>	<p>Website developers design, create, and modify websites.</p> <p>Annual Salary: \$67,000</p> <p>Minimum Level of Education: Bachelor's degree</p>
Veterinary Assistant	Nurse Practitioner	Lawyer
<p>Veterinary assistants feed, water, and examine animals under the direction of a veterinarian. Clean and disinfect cages and work areas.</p> <p>Annual Salary: \$23,000</p> <p>Minimum Level of Education: High School diploma</p>	<p>Nurse practitioners diagnose and treat illness, either independently or as part of a health care team.</p> <p>Annual Salary: \$97,000</p> <p>Minimum Level of Education: Master's degree</p>	<p>Lawyers draw up legal documents and represent clients in legal proceedings.</p> <p>Annual Salary: \$111,000</p> <p>Minimum Level of Education: Doctoral or Professional degree</p>



OPPORTUNITY CARDS

Directions: Use with **The Path to a Successful Career** activity. Make one set of copies per group of students.

<p>Volunteer</p>	<p>You want to help others by giving your time and skills free of charge.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none"> • <i>What volunteering activities or opportunities do you have the skills for?</i> • <i>What volunteering activities or opportunities will allow you to help others in a way that you want?</i> • <i>What volunteering activities or opportunities best help you explore or advance your career?</i>
<p>“Shadow”</p>	<p>You want to explore your job or career field by observing or “shadowing” someone else doing his or her job.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none"> • <i>What career field skills would you like to explore or develop? Why?</i> • <i>What other jobs in this career field could you shadow to learn about these skills?</i>
<p>Change Jobs (optional)</p>	<p>You want to explore or advance in your career field by changing jobs. Use the Internet to research which jobs you are qualified for within your career field.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none"> • <i>What skills do you already have? What skills are you looking to develop?</i> • <i>What jobs in your career field can help you develop those skills?</i>



EDUCATION CARDS

Directions: Use with **The Path to a Successful Career** activity. Make one set of copies per group of students.

Take a Class	<p>You want to learn more about one particular skill.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">• <i>What is a skill that can help you in your job or can help you move to another job within your career field?</i>• <i>What classes might offer that skill training?</i>
Get a Degree	<p>You want to learn more about several different skills within your career field.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">• <i>How does getting a degree help in your career field?</i>
Do Nothing	<p>You do not want to make any commitments to education at the moment.</p> <p>Discuss and decide:</p> <ul style="list-style-type: none">• <i>Why did you choose not to further your education at the moment?</i>• <i>Is furthering your education an option for the future? Why or why not?</i>



CELL PHONE #1: THE C1000

Directions: Use with **Becoming a Savvy Shopper** activity. Make one copy per group of students.

THE C1000 OFFERS THE FOLLOWING FEATURES:

- 3 speakers
- An 8-megapixel camera
- Fingerprint sensors
- 1,080p HD video recording
- GPS with navigation
- 12-hour battery life*

**Maximum based on consumer trials*

LOOKING TO PURCHASE THE C1000?

Try these two stores:

The Cell Phone Warehouse

\$699.99*

**Does not include the cost of the cell phone battery, estimated at \$45.*

Electronics and More

\$649.99†**

***Does not include the cost of the cell phone battery, estimated at \$45.*

†Cost is only with the trade-in of another phone.





CELL PHONE #2: THE PRIME

Directions: Use with **Becoming a Savvy Shopper** activity. Make one copy per group of students.

THE PRIME OFFERS THE FOLLOWING FEATURES:

- Button keyboard
- Calculator
- Bluetooth capability
- Text and picture messaging
- Alarm clock
- E-mail

LOOKING TO PURCHASE THE PRIME?

Try these two stores:

The Cell Phone Warehouse \$49.99*

Electronics and More \$49.99*

**Activation fee: \$12*



ONLY THE FEATURES YOU NEED!

- Button keyboard
- Text and picture messaging
- Calculator
- Alarm clock
- Bluetooth capability
- E-mail

ONLY \$49.99!



CELL PHONE #3: 2013BLAST

Directions: Use with **Becoming a Savvy Shopper** activity. Make one copy per group of students.

THE 2013BLAST OFFERS THE FOLLOWING FEATURES:

- A speaker
- 5-megapixel camera with video recording capability
- GPS with navigation
- 10-hour battery life
- Audio jack to listen to your music anywhere
- Web-browsing capabilities

LOOKING TO PURCHASE THE 2013BLAST?

Try these two stores:

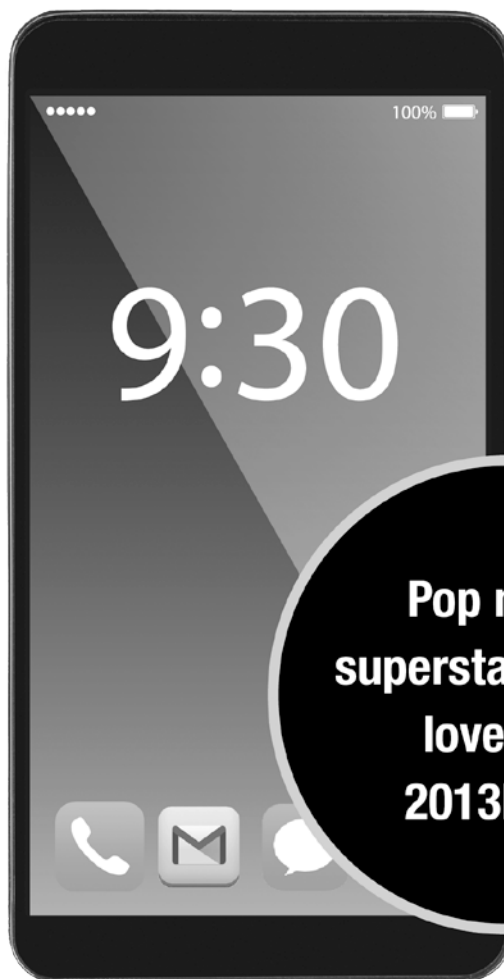
The Cell Phone Warehouse

\$399.99

Electronics and More

\$199.99*

**Pre-owned, refurbished phone*



**Pop music
superstar Phillippe
loves his
2013Blast!**



COMMERCIAL BANK #1

Directions: Use with **Opening a Savings Account–Decision Making** activity.
Make one copy per group of students.

ABOUT US:

Our bank seeks to help our customers improve their financial lives. We work with more than 50 million people individually, in a business setting or in their communities. As experts in finance, we hope we can serve you, too.

<p align="center">Basic Savings Account First savings account?</p>	<p align="center">Personal Money Market Savings Account Want to earn more interest as your balance grows?</p>
<p>Fees:</p> <ul style="list-style-type: none"> • \$25 minimum opening deposit • \$5 monthly fee if balance is less than \$300 <p>Interest Rate:</p> <ul style="list-style-type: none"> • .01% compounded interest <p>Benefits:</p> <ul style="list-style-type: none"> • Includes a debit card for ATM withdrawals and deposits • Debit card may be used for commercial transactions <p>Terms and Conditions:</p> <ul style="list-style-type: none"> • Limited to three withdrawals per month • FDIC-insured up to \$250,000 	<p>Fees:</p> <ul style="list-style-type: none"> • \$25 minimum opening deposit • \$12 monthly fee if balance is less than \$2,500 <p>Interest Rate:</p> <ul style="list-style-type: none"> • .02% with balance less than \$20,000 • .03% with balance of \$20,000–\$250,000 • .04% with balance over \$250,000 <p>Benefits:</p> <ul style="list-style-type: none"> • Online and mobile phone banking available <p>Terms and Conditions:</p> <ul style="list-style-type: none"> • FDIC-insured up to \$250,000

*WHAT IF THE BANK FAILS? INSURING YOUR MONEY:

The Federal Deposit Insurance Corporation (FDIC) is an independent agency of the United States government. The FDIC protects depositors against the loss of their insured deposits if an FDIC-insured bank or savings association fails. FDIC insurance is backed by the full faith and credit of the United States government. The FDIC provides up to \$250,000 in deposit insurance per depositor, per bank, and per account category, in accordance with the FDIC's deposit insurance regulations. Insured deposits include funds deposited in checking accounts, savings accounts, money market savings accounts, and CDs.



COMMERCIAL BANK #2

Directions: Use with **Opening a Savings Account–Decision Making** activity.
Make one copy per group of students.

ABOUT US:

We are neighbors meeting the banking needs of neighbors. Join us today!

Passbook Savings Account Need a basic savings account?	High-Yield Savings Account Want premium interest rates?
<p>Fees:</p> <ul style="list-style-type: none"> • \$5 minimum opening deposit • \$20 monthly fee if balance is less than \$250 <p>Interest Rate:</p> <ul style="list-style-type: none"> • .05% compounded interest <p>Benefits:</p> <ul style="list-style-type: none"> • Includes a debit card for ATM withdrawals and deposits only <p>Terms and Conditions:</p> <ul style="list-style-type: none"> • Limited to one withdrawal per month • FDIC-insured up to \$250,000 	<p>Fees:</p> <ul style="list-style-type: none"> • \$1 minimum opening deposit • \$10 monthly fee if balance is less than \$3,500 <p>Interest Rate:</p> <ul style="list-style-type: none"> • .03% with balance less than \$100,000 • .05% with balance over \$100,000 <p>Benefits:</p> <ul style="list-style-type: none"> • Checkbook provided <p>Terms and Conditions:</p> <ul style="list-style-type: none"> • Limited to six withdrawals per month • FDIC-insured up to \$250,000

WHAT IF THE BANK FAILS? INSURING YOUR MONEY:

The Federal Deposit Insurance Corporation (FDIC) is an independent agency of the United States government. The FDIC protects depositors against the loss of their insured deposits if an FDIC-insured bank or savings association fails. FDIC insurance is backed by the full faith and credit of the United States government. The FDIC provides up to \$250,000 in deposit insurance per depositor, per bank, and per account category, in accordance with the FDIC's deposit insurance regulations. Insured deposits include funds deposited in checking accounts, savings accounts, money market savings accounts, and CDs.



CREDIT UNION

Directions: Use with **Opening a Savings Account–Decision Making** activity.
Make one copy per group of students.

ABOUT US:

We are a member-owned, democratically controlled financial institution. That means that, if you open an account with us, you can help us make decisions. We work together to offer competitive rates for our members and to serve our community.

Young Savers Club Account Designed by students, for students	Share Savings Account Want premium interest rates?
<p>Fees:</p> <ul style="list-style-type: none"> • \$10 minimum opening deposit <p>Interest Rate:</p> <ul style="list-style-type: none"> • .03% compounded interest <p>Benefits:</p> <ul style="list-style-type: none"> • No monthly minimum fees <p>Terms and Conditions:</p> <ul style="list-style-type: none"> • Withdrawals and deposits may only be made in person at the bank • Available only for students 	<p>Fees:</p> <ul style="list-style-type: none"> • \$1 minimum opening deposit <p>Interest Rate:</p> <ul style="list-style-type: none"> • .03% compounded interest <p>Benefits:</p> <ul style="list-style-type: none"> • No monthly minimum fees • Includes a debit card for ATM withdrawals and deposits only <p>Terms and Conditions:</p> <ul style="list-style-type: none"> • Limited to three withdrawals per month

WHAT IF THE BANK FAILS? INSURING YOUR MONEY:

The National Credit Union Administration (NCUA) is an independent agency of the United States government. The NCUA protects credit union members against losses if an NCUA-insured credit union fails. NCUA insurance is backed by the full faith and credit of the United States government. The NCUA provides up to \$250,000 in insurance coverage to each shareowner, per insured credit union, for each account ownership category, in accordance with the NCUA's regulations. Funds that are insured by NCUA include regular shares (similar to savings), share drafts (similar to checking), money market accounts, and share certificates (similar to CDs).



CREDIT VOCABULARY

Directions: Distribute one copy at station for **Understanding Credit Jigsaw Groups** activity.

Credit: An agreement to provide goods, services, or money in exchange for future payments with interest by a specific date or according to a specific schedule. The use of someone else's money for a fee.

There are many types of credit, but the two most common types are:

- **Installment Loans:** A set amount of money lent to you for a specific purpose.
 - Student Loans
 - Auto Loans
 - Mortgage Loans
- **Revolving Credit:** A line of credit you can keep using after paying it off. You can make purchases with it as long as the balance stays under the credit limit, which can change over time. Credit cards are the most common type of revolving credit.

Credit Card: A plastic card that authorizes the purchase of goods and services in exchange for future payment with interest, according to a specific schedule.

Credit Report: A credit report contains information about your credit — and some bill repayment history — and the status of your credit accounts. This information includes how often you make your payments on time, how much credit you have, how much credit you have available, how much credit you are using, and whether a debt or bill collector is collecting on money you owe. Lenders use these reports to help them decide if they will loan you money, what interest rates they will offer you, or to determine whether you continue to meet the terms of the account. Credit reporting companies (also known as credit bureaus or consumer reporting agencies) compile these reports.

Debt: Something owed, usually measured in dollars.

Source: <http://www.consumerfinance.gov/askcfpb/309/what-is-a-credit-report.html>



THE PROS & CONS OF CREDIT

Directions: Distribute one copy at station for **Understanding Credit Jigsaw Groups** activity.

Pros of Credit

- **Immediate Access to Money:** Credit can help with an expensive, unexpected emergency and give you the flexibility to pay it off over time.
- **Security:** Lose cash, and it's gone. Lose a credit card and it can be cancelled. Also, if you report your stolen credit card promptly, you're protected against its unauthorized use.
- **Convenience:** Credit cards are accepted worldwide.
- **Rewards:** Many credit cards have rewards programs that earn you benefits such as free travel.

Cons of Credit

- **Interest:** Using credit means that you are borrowing money and you must return it with interest, if you don't repay by the due date.
- **Fees:** You may have to pay certain additional fees with some credit products, such as an annual fee.
- **Debt:** Often, as a result of late payments, many people find themselves sunk in credit card debt with no way out. Late fees, piling interest, and other charges make it harder and harder to get out of debt.
- **Overspending:** When you have credit, it is easy to overuse it. When you aren't exchanging actual money, it feels like you're not paying anything at all. Soon enough, the charges catch up and sink you in debt.



HOW TO BUILD GOOD CREDIT

Directions: Distribute one copy at station for **Understanding Credit Jigsaw Groups** activity.

HOW TO BUILD GOOD CREDIT

Here are some tips to help you establish good credit:

- Pay your loans, bills, and other debts on time. This will show you are responsible for your finances.
- If you have a credit card, try to charge only what you can afford to pay off immediately or very soon.
- Review your credit report for errors.
- Think carefully before you take out new credit cards or loans. Multiple credit inquiries can lower your credit score.
- You can apply for a bank loan secured by the funds you have on deposit. You can also ask a friend or relative who has good enough credit to cosign a loan, which means that he or she shares the liability for the loan with you. Before you apply for credit, however, make sure you understand the terms.

Patience is important. It takes time to establish credit, to build a record of consistency in making payments that demonstrates your creditworthiness. And it is much better to go slowly and assemble a strong credit record than to apply for too many credit cards or a loan that is larger than you can handle. Remember that credit represents real money and has to be repaid with interest. Those are the keys to establishing good credit.

THE BENEFITS OF GOOD CREDIT

In general, the better your credit history and credit score:

- The better your chances are of getting a loan, including a credit card.
- The more likely you will be offered an attractive interest rate (this will save you money).

Credit reports and scores also can be considered when you apply for a job, an insurance policy or an apartment.

Sources: The FDIC, FTC, and the Federal Reserve Bank of Philadelphia



PRACTICES THAT HURT CREDIT

Directions: Distribute one copy at station for **Understanding Credit Jigsaw Groups** activity.

PRACTICES THAT HURT CREDIT

When you borrow money, you will generally sign an agreement to repay the money you borrow (plus interest) according to a specific schedule. Some of the ways that you can harm your credit include:

- Not repaying a loan on time as you agreed
- Not repaying other debts (such as phone or utility bills) on time
- Borrowing as much (or more) money on your credit card as your lender agreed to lend you (having an outstanding balance that is close the credit limit)
- Applying for a lot of credit over a short period of time

THE DRAWBACKS OF BAD CREDIT

If you have a poor credit history, you are more likely to:

- Not be approved for a loan or credit card
- If you are offered a loan, you will likely pay more money in interest
- Pay more money for insurance
- Have an application to rent an apartment be denied, or if it is approved, pay a larger security deposit

Sources: The FDIC, FTC, and the Federal Reserve Bank of Philadelphia



WHAT IS IDENTITY THEFT?

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

WHAT IS IDENTITY THEFT?

Identity theft is the crime of using another person's name, credit or debit card number, Social Security number, or another piece of personal information to commit fraud, typically for economic gain. Unlike your fingerprints, which are unique to you and cannot be given to someone else for their use, your personal data—especially your Social Security number, your bank account or credit card number, your telephone calling number, and other valuable identifying data—can be used, if they fall into the wrong hands, to personally profit at your expense. In the United States and Canada, for example, many people have reported that unauthorized persons have taken funds out of their bank or financial accounts, or, in the worst cases, taken over their identities altogether, running up vast debts and committing crimes while using the victims' names. In many cases, a victim's losses may include not only out-of-pocket financial losses, but also the substantial further costs of restoring that person's reputation in the community and correcting erroneous information for which the criminal is responsible.



Source: <http://www.justice.gov/criminal/fraud/websites/idtheft.html>



YOU'VE BEEN SCAMMED!

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

WHAT DOES IT LOOK LIKE WHEN YOU'VE BEEN SCAMMED?

- Charges on your credit or debit account that you did not authorize:

SAMPLE CREDIT CARD STATEMENT

Account Number
5456 0001 0002 0003 0004

Make check payable to:

Due Date Minimum Due
11/24/14 \$31.00

Credit Card Company
P.O. Box 4567
Anywhere, CA 91111

New Balance Amount Enclosed
\$1379.90

Reference Number	Posting Date	Description of Transaction	Debits	Credits and Payments
0066732	0606	ABC Stores	108.20	
0314356	0607	Electronics Unlimited	58.00	
4869395	0608	XYZ Airlines	109.32	
6077043	0608	Sleepytime Motel	128.00	
2346729	0610	Car & Truck Rental	159.72	

- Responding to online, text, or phone requests for personal information without being sure they are secure:

BankTrust™

Dear valued customer of Bank Trust,

We have received notice that you have recently attempted to withdraw the following amount from your checking account while in another country: \$135.25.

If this information is not correct, someone unknown may have access to your account. As a safety measure, please visit our website via the link below to verify your personal information.

<http://www.banktrust.com/general/trustverifyinfo.asp>

Once you have done this, our fraud department will work to resolve this discrepancy.

Thank you,
BankTrust

- “Phishing” is an attempt to acquire personal information by pretending to be a trusted agency.



PREVENTING IDENTITY THEFT

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

STINGY!

Be stingy about giving out your personal information, both in person and online. If someone from a reputable financial institution or company calls to acquire personal data, ask him or her to send you a written application.

CCHECK!

Check your financial information regularly. You should receive monthly statements on all bank and credit card accounts that list your most recent transactions. If you aren't receiving your monthly statements, call the bank right away. Check your statements thoroughly to make sure there are no unauthorized withdrawals or charges.

ASK!

Ask periodically for a copy of your credit report. Your credit report should list all bank and financial accounts under your name, and will provide other indications of whether someone has wrongfully opened or used any accounts in your name. Get your annual free credit report at <http://www.annualcreditreport.com>.

MAINTAIN!

Maintain careful records of your banking and financial accounts. Financial institutions are required to maintain copies of your checks, debit transactions, and similar transactions for five years, but you should, too, for at least one year. If you need to dispute a transaction, your original records will be accessible and useful when you argue against it.

Source: <http://www.justice.gov/criminal/fraud/websites/idtheft.html>



I'VE BEEN SCAMMED! NOW WHAT?

Directions: Distribute one copy at station for **Learning About Identity Theft Stations** activity.

- ⑥ **Contact the credit reporting companies and place a free fraud alert on your credit file.** This can make it harder for an identity thief to open more accounts in your name.

- ⑥ **Check your bank and other account statements for unusual activity.** Look at your monthly statements to determine fraudulent transactions.

- ⑥ **Get a free copy of your credit report.** Visit <http://www.annualcreditreport.com>.

- ⑥ **Consider requesting a credit freeze.** This means that potential creditors cannot get your credit report and it makes it less likely that an identity thief can open a new account in your name. This does not affect your credit score.

- ⑥ **Create an identity theft report.** This helps you get fraudulent information removed from your credit report and stop a company from collecting debts that are a result of identity theft.

Source: <https://www.consumer.ftc.gov/articles/pdf-0009-taking-charge.pdf>



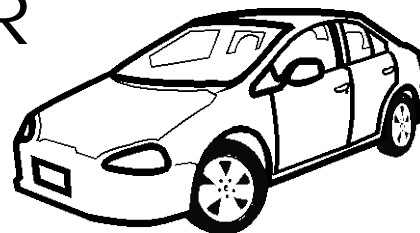
IDENTITY THEFT ROLE-PLAY CARDS

Directions: Distribute one copy per group of students for use with **Identity Theft Role-Plays** activity.

<p style="text-align: center;">Scenario #1, Role A</p> <p>You open up your latest bank statement to discover that there are several transactions on it that you did not authorize. You decide to make a call to the customer service branch of your bank.</p>	<p style="text-align: center;">Scenario #1, Role B</p> <p>You are a customer service representative at the bank. You regularly field calls from customers at your bank who believe that they have been the victims of identity theft.</p>
<p style="text-align: center;">Scenario #2, Role A</p> <p>You recently purchased several items from a store that has just suffered a security breach. This means that some identity thieves hacked into the store's credit and debit card readers and stole bank account information. You are unsure about what to do and you seek the advice of a trusted friend.</p>	<p style="text-align: center;">Scenario #2, Role B</p> <p>You are considered trusted and knowledgeable about finances by all of your friends. Offer your friend advice about what to do if he or she feels that she has been the victim of identity theft, and about protecting herself against identity theft in the future.</p>
<p style="text-align: center;">Scenario #3, Role A</p> <p>You've just learned about identity theft and how to protect yourself. When you get home from school, you realize that your parent or caretaker has thrown away unopened bills, responded to an unknown email address requesting personal information, and left computer passwords out on the table. Talk to your parent or caregiver about taking precautions against identity theft.</p>	<p style="text-align: center;">Scenario #3, Role B</p> <p>You are a busy parent or caretaker who doesn't have time to make sure that everything is perfect in life. Sometimes you forget to save your bills, or shred personal information before throwing it away. Nothing bad has ever happened in the past and you're not worried about anything bad happening in the future.</p>
<p style="text-align: center;">Scenario #4, Role A</p> <p>You are at the grocery store, shopping for some items for dinner, when another person strikes up a conversation with you about some financial trouble that he or she has been having. Give financial advice to this person.</p>	<p style="text-align: center;">Scenario #4, Role B</p> <p>This is a special role. Person A thinks that you are just a regular person looking for advice about some financial trouble that you've been having, but in reality, you are an identity thief trying to steal their personal information. See if you can talk Person A into giving you personal information, but be sneaky!</p>



PURCHASING A CAR



Directions: Use with **Making Insurance Decisions** activity.
Make one copy per group of students.

Our purchase: Doesn't everyone love the smell of a new car? You've been driving for several years without a single accident, but your state requires that at the very least you buy liability insurance. That means that, if you get into an accident, your insurance will pay the costs of repair and injury for the other person if it was your fault. Now you have a choice: what else do you want to cover?

Vehicle Cost: \$18,000

Option 1: Collision Coverage

Buying collision coverage is protection for when your car is involved in a crash with another vehicle or a stationary object. Most accidents fall under this kind of insurance policy. Damage includes your vehicle crashing into another vehicle, another vehicle colliding with yours, or ramming into a streetlight, pole, or some other stationary object.

If you use collision coverage, you pay a \$750 deductible to repair your car, and the insurance company pays the rest.

Monthly cost: \$100

Option 2: Collision and Comprehensive Coverage

Collision coverage offers the same protections as Option 1. Comprehensive coverage includes most damage other than collisions. Generally speaking, comprehensive coverage includes any accidents where you as the driver do not have control of your vehicle. This might include natural disasters, vandalism or theft, or falling objects.

If you use collision coverage, you pay a \$750 deductible to repair your car, and the insurance company pays the rest.

If you use comprehensive coverage, you pay a \$750 deductible to repair your car, and the insurance company pays the rest.

Monthly cost: \$120



INSURANCE SCENARIOS

Directions: Use with **Making Insurance Decisions** activity. Make one copy per group of students.

Scenario 1

Oh no! You've mostly enjoyed living next to the beautiful river, but this past weekend something awful happened! It rained and rained until the river flooded. You thought you were lucky because the floodwaters didn't reach the house, but in your relief, you forgot about your car. You always park it out back and it didn't take long before you realized that your car was flooded. The repairman quoted the cost of repairs at \$7,500.

Scenario 2

Oh no! You've been in an accident! Luckily, no one was hurt, but your car is pretty messed up. You were in the busy grocery store parking lot trying to pull out so that you could head home and make a delicious dinner. You were thinking so much about dinner that you didn't even notice that another car was pulling out at the same time. On impact, your bumper fell off the back of the car. The repairperson quoted the cost of repairs at \$800.

Scenario 3

Oh no! Your car window is smashed and there's glass everywhere! You'd heard about a recent spate of burglaries in the neighborhood, but you never thought it would happen to you. It probably didn't help that you left your electronic music player out on the car seat. After you called the police to report the burglary, you took the car to the repair shop. The repairperson quoted the cost of repairs at \$350.

Scenario 4

Ho hum. No big news here. No flooding, no accidents, no burglaries, nothing. You don't owe anything on anything! But you are wondering whether it's worth all that money to keep paying for your car insurance. What do you think?



SPEND

Directions: Distribute one copy at station for **Spend, Save, or Give? — Personal Thinking Stations** activity.

Consider that some expenses are **fixed**, or never change from month to month, and other expenses are **variable**, or may vary from month to month. Categorize the expenses below as either fixed or variable.

Two-Bedroom Apartment Rent \$800	Phone Bill \$50	Entertainment (movies, travel, etc.) \$150
Going Out to Eat \$100	Renter's Insurance \$12	Bus Pass \$50
TV and Internet \$100	Magazine Subscription \$12	Utilities (gas, electric, water) \$75
Groceries \$150	Taking Care of My Pet (food, litter) \$40	

What other expenses might people have, aside from those listed above?
Are those expenses fixed or variable?

Of the variable expenses above, what could you do to decrease or increase your spending?
What would your life be like if you increased or decreased spending?

Are fixed expenses fixed for the rest of your life?



SAVE

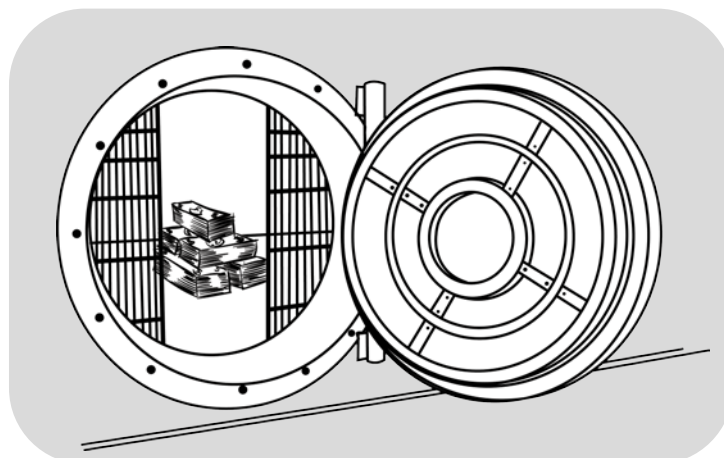
Directions: Distribute one copy at station for **Spend, Save, or Give? — Personal Thinking Stations** activity.

What does it mean to save money?

Why do people save money?

What are some things you could do to save money?

Are there certain methods for saving money that are better than others? Why?





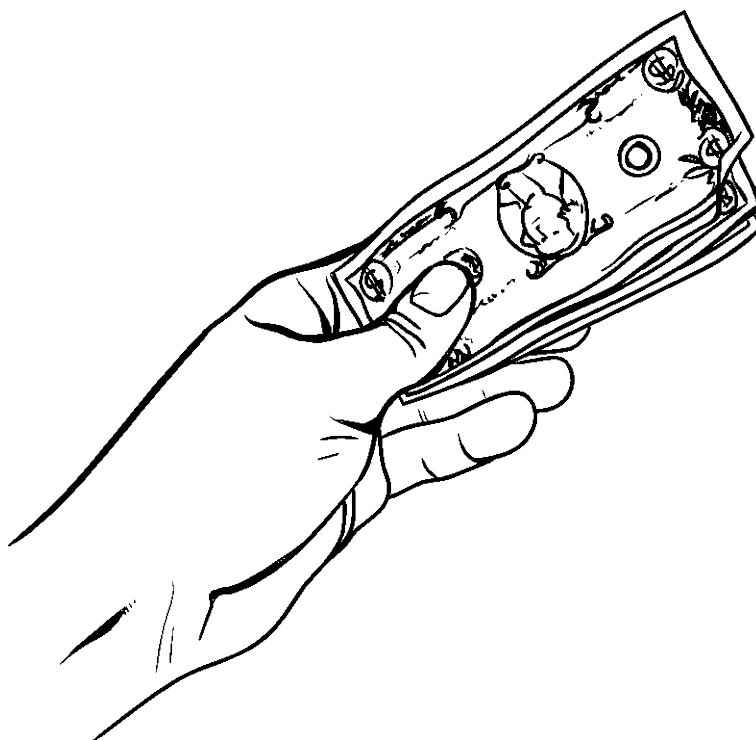
GIVE

Directions: Distribute one copy at station for **Spend, Save, or Give? — Personal Thinking Stations** activity.

What are different ways that you can give back? (Hint: think beyond money)

Why do people choose to give back?

If you had lots of money, what organizations would you choose to give money to? Why?



ANSWER KEY

for Student Handouts (all lessons)

LESSON 1: CAREER PRE-ASSESSMENT

<p>MOST CHECKS IN A</p>	<p>You are interested in the “<u>Agriculture, Food, and Natural Resources</u>” career field!</p> <p><i>Jobs that might suit you include:</i> raising and/or selling crops or livestock, helping farmers, processing food, protecting the environment</p> <p><i>Be sure to study extra hard in:</i> biology, environmental science, business, government</p> <p><i>Look for opportunities:</i> working with animals, protecting the environment, shadowing work with livestock or crops</p> <p><i>Student organizations that may interest you:</i> Future Farmers of America, Junior Achievement, 4-H, Business Professionals of America</p>
<p>MOST CHECKS IN B</p>	<p>You are interested in the “<u>Business, Management, and Administration</u>” career field!</p> <p><i>Jobs that might suit you include:</i> banker, store/hotel manager or owner, advertiser, accountant, investment fund manager</p> <p><i>Be sure to study extra hard in:</i> math, government, psychology</p> <p><i>Look for opportunities:</i> starting a business, managing your own savings or checking account, planning events, serving as a leader of a club</p> <p><i>Student organizations that may interest you:</i> Junior Achievement, Business Professionals of America, Boy Scouts or Girl Scouts</p>
<p>MOST CHECKS IN C</p>	<p>You are interested in the “<u>Communication and Information Systems</u>” career field!</p> <p><i>Jobs that might suit you include:</i> computer game designer, website developer, performer, artist, journalist</p> <p><i>Be sure to study extra hard in:</i> technology, physics, math, performing arts, speech/public speaking</p> <p><i>Look for opportunities:</i> creating a webpage, using multimedia in school projects, joining the school play, working on the student newspaper</p> <p><i>Student organizations that may interest you:</i> Drama Club, Speech and Debate, Business Professionals of America, Computer Club</p>

ANSWER KEY (continued)

LESSON 1: CAREER PRE-ASSESSMENT (continued)

<p>MOST CHECKS IN D</p>	<p>You are interested in the “<u>Engineering, Manufacturing, and Technology</u>” career field!</p> <p><i>Jobs that might suit you include:</i> engineer, construction manager, statistician, architect, auto mechanic, pilot</p> <p><i>Be sure to study extra hard in:</i> math, physics, technology, art</p> <p><i>Look for opportunities:</i> entering science fairs, learning CAD, visiting a repair shop, apprenticing</p> <p><i>Student organizations that may interest you:</i> Math Club, Engineering Club, Science Club</p>
<p>MOST CHECKS IN E</p>	<p>You are interested in the “<u>Health Science Technology</u>” career field!</p> <p><i>Jobs that might suit you include:</i> physician, dentist, nurse, laboratory scientist, athletic trainer, medical assistant, midwife</p> <p><i>Be sure to study extra hard in:</i> biology, health, anatomy/physiology</p> <p><i>Look for opportunities:</i> volunteering at a hospital or nursing home, attending health fairs, managing a sports team</p> <p><i>Student organizations that may interest you:</i> Health Club; Science Club; Family, Career, and Community Leaders of America</p>
<p>MOST CHECKS IN F</p>	<p>You are interested in the “<u>Human Services</u>” career field!</p> <p><i>Jobs that might suit you include:</i> educator, politician, foreign ambassador, day-care owner, police officer, librarian</p> <p><i>Be sure to study extra hard in:</i> English, government, foreign languages</p> <p><i>Look for opportunities:</i> coaching a team, volunteering at a local politician’s office, providing child care, learning a language</p> <p><i>Student organizations that may interest you:</i> Future Teachers of America, Big Brothers/Big Sisters, Speech and Debate, ROTC, Mock Trial</p>
<p>EQUAL MIX OF MORE THAN ONE?</p>	<p>Your have multiple career interests! Write down your top three as possible career fields and look into each in more detail.</p>

ANSWER KEY (continued)

LESSON 2: TAX IMPACT

Answers will vary.

LESSON 3: FINANCIAL VALUES AND GOALS

Answers will vary. Completed Sample:

MY #1 FINANCIAL VALUE:	MY #2 FINANCIAL VALUE:	MY #3 FINANCIAL VALUE:
1) <u>Education</u> because <u>creating opportunities for education will allow me to make more money and have the career that I want.</u>	2) <u>Travel</u> because <u>I like discovering and experiencing other places and cultures.</u>	3) <u>Retirement</u> because <u>I want to live comfortably when I get older.</u>
Financial Goal: <u>Pay for a part of my college tuition.</u>	Financial Goal: <u>Pay for a trip to Mexico.</u>	Financial Goal: <u>Retire at 65.</u>
Possible Cost: <u>\$3,000</u>	Possible Cost: <u>\$1,500</u>	Possible Cost: <u>\$1 million</u>
<u>Long Term</u> or Short Term?	<u>Long Term</u> or Short Term?	<u>Long Term</u> or Short Term?
Possible Roadblock to My Goal: <u>Rising tuition costs.</u>	Possible Roadblock to My Goal: <u>Low priority, so I'll designate the saved money for something else.</u>	Possible Roadblock to My Goal: <u>Will seem low priority when I'm young.</u>
Roadblock Solution: <u>Keep track of tuition costs and possibly changing savings plan.</u>	Roadblock Solution: <u>Create a special, separate savings account and track money separately.</u>	Roadblock Solution: <u>Invest money into accounts where it is difficult to get immediate access.</u>

LESSON 4: SAVVY SHOPPER

Answers will vary.

ANSWER KEY (continued)

LESSON 5: GO WITH THE FLOW

Answers will vary. Completed sample:

Go with the Flow–Round 1

Monthly Income: <u>\$2,500</u> (includes salary and interest earned from bank accounts)	
Expenses	
Monthly Housing Cost: <u>F \$700</u>	Type of Housing: <u>one-bedroom apartment</u>
Monthly Transportation Cost: <u>V \$350</u>	Type of Transportation: <u>expensive car</u>
Monthly Bills (gas, electric, phone, cable) <u>V \$650</u>	Details: <u>utilities, phone, cable, Internet</u>
Monthly Grocery Bill: <u>V \$250</u>	Details: <u>expensive groceries</u>
Total Income (<u>\$2,500</u>) – Total Expenses (<u>\$1,950</u>) = <u>\$550</u>	
Is your cash flow statement positive, negative, or balanced? <u>Positive</u>	
Label your cash flow expenses as: <u>F–Fixed</u> or <u>V–Variable</u>	

Go with the Flow – Round 2

Monthly Income: <u>\$2,500</u> (includes salary and interest earned from bank accounts) STAYS THE SAME AS IN ROUND 1	
Expenses	
Monthly Housing Cost: <u>\$700</u>	Type of Housing: <u>one-bedroom apartment</u>
Monthly Transportation Cost: <u>\$200</u>	Type of Transportation: <u>car with gas</u>
Monthly Bills (Gas, Electric, Phone, Cable): <u>\$850</u>	Details: <u>utilities, phone, prem. cable, Internet</u>
Monthly Grocery Bill: <u>\$250</u>	Details: <u>expensive groceries</u>
Total Income (<u>\$2,500</u>) – Total Expenses (<u>\$2,000</u>) = <u>\$500</u>	
Is your cash flow statement positive, negative, or balanced? <u>Positive</u>	

ANSWER KEY (continued)

LESSON 6: SUPER SAVERS

Answers will vary. Completed sample:

Scenario	Savings Options I Would Use	Justification
#1 14 years old, must pay for car and allowance, and eventually will get a job.	1) open a savings account → 2) cut back →	Several years to save money and putting savings in an account will generate interest. Cut back on a few things here and there in order to put more money into savings.
#2 Dance costs \$20, two weeks away. Two babysitting jobs, but will still be short.	1) cut back → 2) go cheaper →	For two weeks, cut back on expenses to save an extra couple of dollars. Cut back on things like snacks at the store. If I must spend money, I'll try to save an extra couple of dollars by buying less-expensive things.
#3 Need \$500 for books for college. Have a summer job and the summer to save.	1) open a savings account → 2) go cheaper →	Savings account will generate interest and will need more money for books in other semesters. Buy cheaper things over the summer to save an extra few dollars AND consider cheaper book options like used textbooks.
#4 Want back-to-school clothes. Have some money and a few lawn-care jobs lined up. Summer to save.	1) create new habits → 2) go cheaper →	Make it a habit to watch movies and eat snacks at home. Plan to spend a little less on my back-to-school clothes.

ANSWER KEY (continued)

LESSON 7: OPENING A SAVINGS ACCOUNT

Answers will vary. Completed Sample:

Money to save: **\$5,000**

Scenario: **You're hoping that you will have \$10,000 to buy a car in a few years.**

OUR DECISION

Financial Institution: **Commercial Bank #2**

Account Name: **Passbook Savings Account**

Fees, Terms, and Other Important Information: **\$5 minimum opening deposit, \$20 low fee if balance is less than \$250, one withdrawal per month.**

INTEREST RATE TABLE

Year	Balance	Interest	Total
1	\$5,000.00	\$2.50	\$5,002.50
2	\$5,002.50	\$2.50	\$5,005
3	\$5,005	\$2.50	\$5,007.50
4	\$5,007.50	\$2.50	\$5,010
5	\$5,010	\$2.51	\$5,012.51

Why did you choose this financial institution and this account over others? **First, it has one of the higher interest rates for lower balances. Second, even though it only allows one withdrawal a month, it is being used to save, and that limit may help with savings.**

LESSON 8: STOCK MARKET TRACKING

Answers will vary.

ANSWER KEY (continued)

LESSON 9: UNDERSTANDING CREDIT ANTICIPATION GUIDE

Credit Statement	Before	After
1) Credit cards are the only type of credit available.		F
2) One reason why people use credit is to help pay for an unexpected emergency expense.		T
3) One reason why people don't like using credit is that few businesses accept credit.		F
4) One way to build credit is to request your credit report once a month.		F
5) Credit reports include information on credit card accounts and student loans.		T
6) Credit cards allow you to miss several payments without penalties.		F
7) Negative credit information stays on your credit report for only two years.		F
8) When credit is used, a portion of your future income is spent/committed.		T

ANSWER KEY (continued)

LESSON 11: INSURE YOURSELF

Answers will vary. Completed sample:

My Group's Purchase: Car Value of Purchase: \$18,000

Brainstorm the risks associated with this purchase. What could happen to this purchase?

Car accident, theft, weather-related damage, vandalism

Consider the two insurance options. Which option will your group buy? Why?

Collision Coverage—We chose collision coverage because the description says the most accidents fall under this kind of insurance policy.

PUT YOUR INSURANCE TO THE TEST:

Scenario Description:

Scenario #1—Car is flooded

Cost without insurance: \$7,500 Cost with insurance: \$700

Did your group make the right choice? Explain.

We did not make the right decision. Because collision coverage does not cover flood damage, we owe the full cost of repairs instead of the \$750 deductible.

ANSWER KEY (continued)

LESSON 12: PERSONAL BUDGET

Monthly Income (after taxes): **\$2,150**

MY EXPENSES

Expense	Amount per Month
Rent	\$800
Utilities (gas, electric, and water)	\$75
Phone	\$50
TV and Internet	\$100
Bus Pass	\$50
Food and Household Supplies	\$150
Going Out to Eat	\$100
Taking Care of My Pet Cat (food, litter)	\$40
Entertainment	\$150
Magazine Subscription	\$12
Renter's Insurance	\$12
Utilities (gas, electric, and water)	\$800

Money remaining after expenses are deducted: **\$2,150 – \$1,539 = \$611**

MY SAVINGS

How much of the remaining money do you plan to save? Explain your savings plan.

\$500 in my savings account, because it will get interest, but I can access it for emergencies.

MY GIVING

How much of the remaining money do you plan to give? Explain your giving plan.

\$50 to a group that provides after-school programs to kids (like the YMCA) because I benefited from those programs and it helped me become who I am today.

GLOSSARY

Annual Percentage Rate (APR): The cost of borrowing money on a yearly basis, expressed as a percentage rate.

Bank: A financial institution and business that accepts deposits, makes loans, and handles other financial transactions.

Budget: A plan that outlines what money you expect to earn or receive (your income) and how you will save it or spend it (your expenses) for a given period of time.

Career: The type of work a person pursues for the majority of their life that may involve formal education, special training, or be within a specific industry.

Cash Flow: Income and expenses over a given period of time.

Credit: The ability to borrow money and pay it back later.

Credit Card: A plastic card that can be used to obtain credit (such as to purchase goods and services).

Debit: An amount of money taken out of a deposit account to pay for something.

Debit Card: A plastic card that can be used to deposit or withdraw cash from a checking or other bank deposit account, such as at automated teller machines or at retail locations that accept cards.

Debt: Money that is owed.

Discretionary Expenses: Money that is not essential to spend; money spent on wants.

Diversification: The approach of spreading your money among various investments with the hope that if one investment loses money, the others will make up for those losses; also referred to by the phrase "don't put all your eggs in one basket".

Earned Income: Money you get from working, such as wages, commissions and tips.

Expense: The cost of goods and services; the amount of money that is spent.

Federal Deposit Insurance Corporation (FDIC): Preserves and promotes public confidence in the U.S. financial system by insuring deposits in banks and thrift institutions for at least \$250,000. An independent agency of the federal government, the FDIC was created in 1933.

Financial Institution: A bank or credit union.

Fixed Expense: An expense that does not change from month to month.

Goal: Something you wish to achieve or accomplish in a specific amount of time.

Identity Theft: When someone steals another person's identity to commit fraud, such as by using his or her name or Social Security number to get something. Identity theft is a crime.

Income: Money that you receive from jobs, allowances, gifts, interest, dividends, and other sources.

Income Tax: Taxes on income, both earned (salaries, wages, tips, commissions) and unearned (interest, dividends). Income taxes can be levied on both individuals (personal income taxes) and businesses (business and corporate income taxes).

Insurance: A contractual relationship that exists when one party (the Insurer), for a fee (the

GLOSSARY (continued)

premium) agrees to reimburse another party (the Insured or third party on behalf of the Insured) for a specific loss.

Interest: Money that a bank or other financial institution pays you for keeping money on deposit with them, or the amount of money you pay a bank as a fee when you borrow money.

Invest: To put money at risk with the goal of making a profit in the future.

Investment Vehicles: The methods that a person (or business) can use to invest money.

Job: A specific duty, task, or activity someone completes using his or her time, skills, and energy to earn money.

Mutual Fund: An investment tool that pools the money of many investors and invests it in stocks, bonds, and money market assets, or other securities.

Need: Something you must have to survive, such as clothes, shelter, or food.

Opportunity Cost: The next best thing that you give up in order to do something else; a trade-off of a decision you make.

Payroll Deduction: Money that an employer withholds from earnings.

Phishing: When fraudsters impersonate a business or government agency to try to get you to give them personal information, such as through an email or text message. Can also be thought of as “fishing for confidential information”.

Profit: The money gained or left over after money spent (expense) is subtracted from money earned (income).

Return: Money made (profit) from an investment.

Risk: The possibility that something unplanned or unintended may happen (such as losing money). Uncertainty about outcomes that are not equally desirable. In finance, it refers to the degree of uncertainty about the rate of return and the potential harm that could arise when financial returns are not what the investor expected.

Risk Management: The process of calculating risk and choosing approaches to minimize or manage loss.

Save: Setting something, like money, aside to use in the future.

Savings Account: A bank account that you can use to set aside money, and that pays you interest.

Savings Bond: People lend money to the Government so it can pay its bills. Over time, the Government gives that money, plus a bit extra (interest), back to those people as payment for using the borrowed money.

Stock: An investment that represents a share of ownership in a company.

Tax: Money that has to be paid to a government to provide public goods and services.

Variable Expense: Money that a person spends or gives away that varies from month to month.

Want: Something that you would like to have but that you could live without, such as a TV or tickets to a baseball game.

EDUCATION STANDARDS

Jump\$tart Financial Literacy, Common Core English Language Arts and Math

	Lesson 1 “The Path to Success”								Lesson 2 “Bread and Butter”							
	Career Pre-Assessment	Understanding Important Vocabulary	The Path to a Successful Career	Creating My Career Plan	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Federal Spending	Understanding Important Vocabulary	Tax Impact	Progressive Tax vs. Flat Tax	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
Jump\$tart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html																
Grades K–12																
Financial Responsibility and Decision Making																
Standard 2: Find and evaluate financial information from a variety of sources.							X		X			X		X		
Standard 4: Make financial decisions by systematically considering alternatives and consequences.			X								X					
Standard 5: Develop communication strategies for discussing financial issues.				X												
Income and Careers																
Standard 1: Explore career options.	X	X	X	X	X	X	X	X						X		
Standard 2: Identify sources of personal income.	X	X	X	X	X	X	X	X						X		
Standard 3: Describe factors affecting take-home pay.									X	X	X	X	X	X	X	X
Planning and Money Management																
Standard 3: Describe how to use different payment methods.											X					

Continued...

EDUCATION STANDARDS (continued)

	Lesson 1 “The Path to Success”								Lesson 2 “Bread and Butter”							
	Career Pre-Assessment	Understanding Important Vocabulary	The Path to a Successful Career	Creating My Career Plan	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Federal Spending	Understanding Important Vocabulary	Tax Impact	Progressive Tax vs. Flat Tax	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
Common Core English Language Arts Standards: (Adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org																
Grades 6–8																
CCRA.R.1			X			X	X	X	X		X				X	X
CCRA.R.2			X					X	X						X	X
CCRA.R.3								X							X	X
CCRA.R.4			X													
CCRA.R.7			X			X	X	X	X		X				X	X
CCRA.R.10			X					X	X		X				X	X
CCRA.W.1					X						X	X				
CCRA.W.2				X	X										X	
CCRA.W.3					X											
CCRA.W.7															X	
CCRA.W.8											X	X				
CCRA.W.9				X	X						X	X				
CCRA.W.10				X	X						X	X				
CCRA.SL.1		X	X						X	X	X					
CCRA.SL.2			X						X		X					
CCRA.SL.4											X					
CCRA.SL.6			X						X		X					
Common Core Math Standards: (Adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org																
Grades 6–8																
RPA.1									X		X	X	X	X		
RPA.3										X	X	X	X			
EE.A.1						X										
SP.B.5						X										

Continued...

EDUCATION STANDARDS (continued)

	Lesson 3 “Designing Dreams”							Lesson 4 “Being a Savvy Shopper”						
	Finances Gone Wrong	Financial Values and Goals	Financial Values and Goals Discussion	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Dissecting an Ad	Becoming a Savvy Shopper	Wrap Up — Student Choice	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html														
Grades K–12														
Financial Responsibility and Decision Making														
Standard 1: Take responsibility for personal financial decisions.		x	x	x	x			x	x	x		x		
Standard 2: Find and evaluate financial information from a variety of sources.	x				x	x			x					
Standard 4: Make financial decisions by systematically considering alternatives and consequences.	x	x	x	x	x		x	x	x	x	x			
Standard 5: Develop communication strategies for discussing financial issues.	x	x	x	x			x	x	x	x	x			
Standard 6: Control personal information.												x		
Planning and Money Management														
Standard 1: Develop a plan for spending and saving.		x	x	x	x		x		x					
Standard 2: Develop a system for keeping and using financial records.							x					x		
Standard 3: Describe how to use different payment methods.									x					
Standard 4: Apply consumer skills to purchase decisions.								x	x	x	x	x	x	x
Standard 6: Develop a personal financial plan.		x	x	x	x		x					x		
Saving and Investing														
Standard 1: Discuss how saving contributes to financial well-being.	x	x								x				
Standard 2: Explain how investing builds wealth and helps meet financial goals.	x	x												

Continued...

EDUCATION STANDARDS (continued)

	Lesson 3 “Designing Dreams”							Lesson 4 “Being a Savvy Shopper”						
	Finances Gone Wrong	Financial Values and Goals	Financial Values and Goals Discussion	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Dissecting an Ad	Becoming a Savvy Shopper	Wrap Up — Student Choice	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
Common Core English Language Arts Standards: (Adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org														
Grades 6–8														
CCRA.R.1	X	X				X		X	X				X	X
CCRA.R.2	X					X							X	X
CCRA.R.3						X							X	X
CCRA.R.4									X					
CCRA.R.6							X							
CCRA.R.7						X							X	X
CCRA.R.10	X					X		X	X				X	X
CCRA.W.1				X										
CCRA.W.2		X				X			X	X	X		X	
CCRA.W.3				X						X	X			
CCRA.W.7					X	X							X	
CCRA.W.9		X											X	
CCRA.W.10													X	
CCRA.SL.1	X	X	X					X	X					
CCRA.SL.2		X						X	X					
CCRA.SL.4	X													
CCRA.SL.5											X			
CCRA.SL.6	X	X	X					X	X					
Common Core Math Standards: (Adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org														
Grades 6–8														
RP.A.1													X	
EE.A.1					X		X						X	

Continued...

EDUCATION STANDARDS (continued)

	Lesson 5 “Go with the Flow”							Lesson 6 “Super Savers”						
	What Is Cash Flow?	“Go with the Flow” Cash Flow Game	“Why Cash Flow Matters” Discussion	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Saving Money and Me	Evaluating Saving Options	The Best Methods	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html														
Grades K–12														
Financial Responsibility and Decision Making														
Standard 1: Take responsibility for personal financial decisions.		X	X	X	X		X	X		X	X	X		X
Standard 2: Find and evaluate financial information from a variety of sources.	X			X	X				X			X		
Standard 4: Make financial decisions by systematically considering alternatives and consequences.		X	X	X	X		X	X	X	X	X	X		X
Standard 5: Develop communication strategies for discussing financial issues.	X	X	X	X	X	X	X	X	X	X	X	X		X
Standard 6: Control personal information.					X		X	X		X	X	X		X
Income and Careers														
Standard 1: Explore career options.		X	X	X										
Standard 2: Identify sources of personal income.		X	X	X	X		X							
Standard 3: Describe factors affecting take-home pay.							X							
Planning and Money Management														
Standard 1: Develop a plan for spending and saving.		X	X	X	X		X	X	X	X	X	X		X
Standard 2: Develop a system for keeping and using financial records.		X	X	X	X		X	X	X	X	X	X		X
Standard 4: Apply consumer skills to purchase decisions.									X	X	X	X		X
Standard 6: Develop a personal financial plan.		X	X	X	X		X	X	X	X	X	X		X
Credit and Debt														
Standard 3: Describe ways to avoid or correct debt problems.									X	X	X	X		X
Saving and Investing														
Standard 1: Discuss how saving contributes to financial well-being.								X	X	X	X	X	X	X

Continued...

EDUCATION STANDARDS (continued)

	Lesson 5 “Go with the Flow”						Lesson 6 “Super Savers”							
	What Is Cash Flow?	“Go with the Flow” Cash Flow Game	“Why Cash Flow Matters” Discussion	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Saving Money and Me	Evaluating Saving Options	The Best Methods	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
Common Core English Language Arts Standards: <i>(Adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.)</i> Source: www.corestandards.org														
Grades 6–8														
CCRA.R.1	x					x		x					x	x
CCRA.R.2						x							x	x
CCRA.R.3						x							x	
CCRA.R.4	x													
CCRA.R.7						x								
CCRA.R.9													x	
CCRA.R.10	x					x		x					x	x
CCRA.W.1						x								
CCRA.W.2				x							x		x	
CCRA.W.3				x										
CCRA.W.7						x							x	
CCRA.W.9				x		x					x		x	
CCRA.W.10				x		x					x		x	
CCRA.SL.1	x	x	x					x	x	x				
CCRA.SL.2	x	x												
CCRA.SL.3								x						
CCRA.SL.4									x	x				
CCRA.SL.6	x	x	x					x	x	x				
Common Core Math Standards: <i>(Adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.)</i> Source: www.corestandards.org														
Grades 6–8														
EE.A.1		x				x							x	

Continued...

EDUCATION STANDARDS (continued)

	Lesson 7 “How to Stash Your Cash”								Lesson 8 “Money Doesn't Grow on Trees”							
	Understanding Compound Interest	Opening a Savings Account — Decision Making	Opening a Savings Account — Presentation	The Perfect Savings Account	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Investing in a Friend	Investment Vocabulary and Vehicles	Investing in Stock Simulation	Investing Tips Letter	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html																
Grades K–12																
Financial Responsibility and Decision Making																
Standard 1: Take responsibility for personal financial decisions.		X	X		X	X		X	X		X	X	X		X	
Standard 2: Find and evaluate financial information from a variety of sources.		X	X	X		X		X		X		X	X	X	X	
Standard 4: Make financial decisions by systematically considering alternatives and consequences.		X	X	X	X	X		X	X		X	X	X		X	
Standard 5: Develop communication strategies for discussing financial issues.		X	X		X	X		X	X		X	X	X		X	
Standard 6: Control personal information.					X	X		X			X		X		X	
Income and Careers																
Standard 2: Identify sources of personal income.	X	X	X	X	X	X		X	X	X	X	X	X		X	
Standard 3: Describe factors affecting take-home pay.					X											
Planning and Money Management																
Standard 1: Develop a plan for spending and saving.	X	X	X	X	X	X		X		X	X	X	X		X	
Standard 2: Develop a system for keeping and using financial records.	X				X	X		X		X	X		X		X	
Standard 4: Apply consumer skills to purchase decisions.									X	X	X	X	X		X	
Standard 6: Develop a personal financial plan.					X	X		X								
Saving and Investing																
Standard 1: Discuss how saving contributes to financial well-being.	X	X	X	X	X	X	X	X								
Standard 2: Explain how investing builds wealth and helps meet financial goals.									X	X	X	X	X	X	X	
Standard 3: Evaluate investment alternatives.									X	X		X	X		X	
Standard 4: Describe how to buy and sell investments.									X	X	X	X			X	
Standard 6: Investigate how agencies that regulate financial markets protect investors.		X	X	X		X	X							X		

Continued...

EDUCATION STANDARDS (continued)

	Lesson 7 “How to Stash Your Cash”							Lesson 8 “Money Doesn't Grow on Trees”								
	Understanding Compound Interest	Opening a Savings Account — Decision Making	Opening a Savings Account — Presentation	The Perfect Savings Account	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	Investing in a Friend	Investment Vocabulary and Vehicles	Investing in Stock Simulation	Investing Tips Letter	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
Common Core English Language Arts Standards: (Adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org																
Grades 6–8																
CCRA.R.1		x				x	x	x			x			x	x	x
CCRA.R.2							x	x							x	
CCRA.R.3							x								x	
CCRA.R.7						x				x						
CCRA.R.9							x								x	
CCRA.R.10		x				x	x	x		x				x	x	x
CCRA.W.1												x				
CCRA.W.2				x	x		x				x					
CCRA.W.7						x	x							x	x	
CCRA.W.9				x	x		x				x	x			x	
CCRA.W.10				x	x		x				x	x			x	
CCRA.SL.1	x	x							x	x	x					
CCRA.SL.2		x								x	x					
CCRA.SL.3		x	x													
CCRA.SL.4		x	x													
CCRA.SL.6	x	x							x	x	x					
Common Core Math Standards: (Adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org																
Grades 6–8																
RPA.1	x															
RPA.2	x															
EE.A.1	x	x				x		x		x				x		
EE.B.3	x	x				x				x				x		

Continued...

EDUCATION STANDARDS (continued)

	Lesson 9 “Give Credit Where Credit Is Due”									Lesson 10 “Protecting Yourself”								
	Understanding Credit Anticipation Guide	Understanding Credit Mini-Lesson	The Credit and Debt Crisis in the U.S.	Understanding Credit Jigsaw Groups	Letter to My Future Self	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	What Do You Know About Identity Theft?	Learning About Identity Theft Stations	Identity Theft Role-Plays	Identity Theft Trifold Brochure Closing	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html																		
Grades K–12																		
Financial Responsibility and Decision Making																		
Standard 1: Take responsibility for personal financial decisions.		X	X	X	X	X			X	X	X	X	X				X	
Standard 2: Find and evaluate financial information from a variety of sources.			X	X			X	X			X	X	X	X	X	X	X	
Standard 4: Make financial decisions by systematically considering alternatives and consequences.		X	X	X	X	X	X		X		X	X	X	X			X	
Standard 5: Develop communication strategies for discussing financial issues.		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	
Standard 6: Control personal information.						X				X	X	X	X	X	X	X	X	
Planning and Money Management																		
Standard 3: Describe how to use different payment methods.		X	X	X	X	X			X									
Standard 4: Apply consumer skills to purchase decisions.		X		X	X	X	X		X	X	X	X	X				X	
Credit and Debt																		
Standard 1: Identify the costs and benefits of various types of credit.	X	X	X	X	X	X	X	X	X									
Standard 2: Explain the purpose of a credit record and identify borrowers' credit report rights.	X	X	X	X	X	X	X	X	X									
Standard 3: Describe ways to avoid or correct debt problems.	X	X	X	X	X	X	X		X									

Continued...

EDUCATION STANDARDS (continued)

	Lesson 9 “Give Credit Where Credit Is Due”									Lesson 10 “Protecting Yourself”								
	Understanding Credit Anticipation Guide	Understanding Credit Mini-Lesson	The Credit and Debt Crisis in the U.S.	Understanding Credit Jigsaw Groups	Letter to My Future Self	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions		What Do You Know About Identity Theft?	Learning About Identity Theft Stations	Identity Theft Role-Plays	Identity Theft Trifold Brochure Closing	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
Common Core English Language Arts Standards: <i>(Adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.)</i> Source: www.corestandards.org																		
Grades 6–8																		
CCRA.R.1			X	X				X	X	X	X						X	X
CCRA.R.2			X	X				X	X	X	X						X	X
CCRA.R.3								X										
CCRA.R.7									X	X	X							X
CCRA.R.9								X	X							X		
CCRA.R.10			X	X				X	X	X	X					X	X	
CCRA.W.1						X												
CCRA.W.2					X	X		X		X	X		X	X				
CCRA.W.7								X										
CCRA.W.9					X	X		X		X	X		X	X				
CCRA.W.10					X	X		X		X	X		X	X				
CCRA.SL.1		X	X	X							X	X	X	X				
CCRA.SL.2			X	X							X	X	X	X				
CCRA.SL.6		X	X	X						X	X	X	X					
Common Core Math Standards: <i>(Adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.)</i> Source: www.corestandards.org																		
Grades 6–8																		
RPA.3			X					X	X									
EE.A.1			X					X	X									
SPA.1																X		
SPA.2																X		
SPB.4																X		

Continued...

EDUCATION STANDARDS (continued)

	Lesson 11 “Risky Business”								Lesson 12 “Spend, Save, or Give?”							
	There’s a Little Risk in Everything	Introducing Risk Management and Insurance	Making Insurance Decisions	Financial Risk Exit Options	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	What Goes into a Budget?	Spend, Save, or Give? — Personal Thinking Stations	Personal Budgeting	Explaining My Budget Quick-Write	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
JumpStart Financial Literacy Standards Source: http://www.jumpstart.org/national-standards.html																
Grades K–12																
Financial Responsibility and Decision Making																
Standard 1: Take responsibility for personal financial decisions.	x	x	x	x	x	x		x		x	x	x	x	x		x
Standard 2: Find and evaluate financial information from a variety of sources.							x	x	x		x				x	
Standard 4: Make financial decisions by systematically considering alternatives and consequences.		x	x	x	x	x	x	x	x	x	x	x	x	x		x
Standard 5: Develop communication strategies for discussing financial issues.			x	x	x	x	x	x	x	x	x	x	x			x
Planning and Money Management																
Standard 1: Develop a plan for spending and saving.										x	x	x	x	x		x
Standard 2: Develop a system for keeping and using financial records.										x	x	x	x	x		x
Standard 5: Consider charitable giving.										x	x	x	x	x	x	x
Standard 6: Develop a personal financial plan.										x	x	x	x	x		x
Risk Management and Insurance																
Standard 1: Identify common types of risks and basic risk management methods.	x	x	x	x	x	x	x	x								
Standard 2: Explain the purpose and importance of property and liability insurance protection.	x	x	x	x	x	x	x	x								
Saving and Investing																
Standard 1: Discuss how saving contributes to financial well-being.										x	x	x	x	x		x
Standard 2: Explain how investing builds wealth and helps meet financial goals.										x	x	x	x	x		x

Continued...

EDUCATION STANDARDS (continued)

	Lesson 11 “Risky Business”							Lesson 12 “Spend, Save, or Give?”								
	There’s a Little Risk in Everything	Introducing Risk Management and Insurance	Making Insurance Decisions	Financial Risk Exit Options	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions	What Goes into a Budget?	Spend, Save, or Give? — Personal Thinking Stations	Personal Budgeting	Explaining My Budget Quick-Write	Writing Prompt Extensions	Math Extensions	Social Studies Extensions	Technology Extensions
Common Core English Language Arts Standards: (Adopted by all states except for: Alaska, Indiana, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org																
Grades 6–8																
CCRA.R.1			x				x	x		x	x				x	x
CCRA.R.2			x				x	x							x	x
CCRA.R.3							x								x	
CCRA.R.7			x													
CCRA.R.10			x				x									
CCRA.W.1						x	x	x					x		x	
CCRA.W.2				x			x		x		x	x		x	x	
CCRA.W.3															x	
CCRA.W.7						x	x							x	x	
CCRA.W.9				x		x	x		x		x	x		x		
CCRA.W.10				x		x	x		x		x	x		x		
CCRA.SL.1	x	x	x						x	x	x					
CCRA.SL.2			x							x	x					
CCRA.SL.3			x													
CCRA.SL.4			x								x					
CCRA.SL.6	x	x	x						x	x	x					
Common Core Math Standards: (Adopted by all states except for: Alaska, Indiana, Minnesota, Nebraska, Oklahoma, Puerto Rico, Texas, and Virginia.) Source: www.corestandards.org																
Grades 6–8																
RPA.1															x	
RPA.2															x	
EE.A.1			x			x					x			x		
EE.B.3			x			x										

EDUCATION STANDARDS (continued)

Partnership for 21st-Century Skills

21st-century skills are incorporated into the curriculum wherever possible. These important skills prepare students to navigate the complex life and work environments in today’s competitive world. An essential piece in this curriculum is Financial, Economic, Business, and Entrepreneurial Literacy.

	Lesson 1 “The Path to Success”	Lesson 2 “Bread and Butter”
Core Subjects and 21st-Century Themes		
Financial, Economic, Business, and Entrepreneurial Literacy	x	x
Civic Literacy		x
Learning and Innovation Skills		
Critical Thinking and Problem Solving	x	x
Communication and Collaboration	x	x
Creativity and Innovation	x	x
Information, Media, and Technology Skills		
Information Literacy	x	x
Life and Career Skills		
*Initiative and Self-Direction	x	x
*Flexibility and Adaptability	x	x
*Productivity and Accountability	x	x
*Leadership and Responsibility	x	

	Lesson 3 “Designing Dreams”	Lesson 4 “Being a Savvy Shopper”
Core Subjects and 21st-Century Themes		
Financial, Economic, Business, and Entrepreneurial Literacy	x	x
Learning and Innovation Skills		
Critical Thinking and Problem Solving	x	x
Communication and Collaboration	x	x
Creativity and Innovation	x	x
Information, Media, and Technology Skills		
Information Literacy	x	x
Media Literacy		x
Life and Career Skills		
*Initiative and Self-Direction	x	x
*Flexibility and Adaptability	x	x
*Productivity and Accountability	x	x
*Leadership and Responsibility		x

Continued...

EDUCATION STANDARDS (continued)

Partnership for 21st-Century Skills (continued)

	Lesson 5 “Go With the Flow”	Lesson 6 “Super Savers”
Core Subjects and 21st-Century Themes		
Financial, Economic, Business, and Entrepreneurial Literacy	x	x
Learning and Innovation Skills		
Critical Thinking and Problem Solving	x	x
Communication and Collaboration	x	x
Creativity and Innovation	x	x
Information, Media, and Technology Skills		
Information Literacy	x	x
Life and Career Skills		
*Initiative and Self-Direction	x	x
*Flexibility and Adaptability	x	x
*Productivity and Accountability	x	x
*Leadership and Responsibility		x

	Lesson 7 “How to Stash Your Cash”	Lesson 8 “Money Doesn't Grow on Trees”
Core Subjects and 21st-Century Themes		
Financial, Economic, Business, and Entrepreneurial Literacy	x	x
Learning and Innovation Skills		
Critical Thinking and Problem Solving	x	x
Communication and Collaboration	x	x
Creativity and Innovation	x	x
Information, Media, and Technology Skills		
Information Literacy	x	x
Life and Career Skills		
*Initiative and Self-Direction	x	x
*Flexibility and Adaptability	x	x
*Productivity and Accountability	x	x
*Leadership and Responsibility	x	

Continued...

EDUCATION STANDARDS (continued)

Partnership for 21st-Century Skills (continued)

	Lesson 9 “Give Credit Where Credit is Due”	Lesson 10 “Protect Yourself”
Core Subjects and 21st-Century Themes		
Financial, Economic, Business, and Entrepreneurial Literacy	x	x
Learning and Innovation Skills		
Critical Thinking and Problem Solving	x	x
Communication and Collaboration	x	x
Creativity and Innovation	x	x
Information, Media, and Technology Skills		
Information Literacy	x	x
Life and Career Skills		
*Initiative and Self-Direction	x	x
*Flexibility and Adaptability	x	x
*Productivity and Accountability	x	x
*Leadership and Responsibility	x	x

	Lesson 11 “Risky Business”	Lesson 12 “Spend, Save, or Give?”
Core Subjects and 21st-Century Themes		
Financial, Economic, Business, and Entrepreneurial Literacy	x	x
Learning and Innovation Skills		
Critical Thinking and Problem Solving	x	x
Communication and Collaboration	x	x
Creativity and Innovation	x	x
Information, Media, and Technology Skills		
Information Literacy	x	x
Life and Career Skills		
*Initiative and Self-Direction	x	x
*Flexibility and Adaptability	x	x
*Productivity and Accountability	x	x
*Leadership and Responsibility	x	x

Sources: <http://www.p21.org/our-work/p21-framework>