

**SUNSHINE
COMMUNITY FUND®**

Money Magnifier®



Facilitator Guide

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INTRODUCTION

The Sunshine Community Fund® MoneyMagnifier® Student Financial Learning Program for Teens is designed to meet the financial learning curriculum expectations of the state of Ohio. It is our goal to provide the best financial learning resources for students and teachers. Using our tools, you can help guide students on a path to turn their dreams into something achievable.

Students in grade levels 9th through 12th will build on their understanding of money concepts and get in-depth instruction on the four pillars of Financial Flexibility and Freedom®: saving, spending, borrowing, and planning.

This facilitator guide includes activity guides for all eleven lessons so that you can be as prepared as possible for financial learning. Each activity guide includes details about the lesson topic, the state standard(s) met, and estimated time it will take to complete. In this facilitator guide we're also including a copy of the student handouts. Feel free to use this handout to print as many copies as needed for your students.

For additional activities, recommended resources, or to access our online financial learning modules designed for 9th – 12th grade students, visit WPCU.coop/MoneyMagnifier.

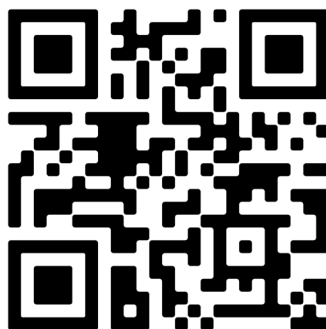


Thank you for taking part in our Sunshine Community Fund® MoneyMagnifier® Student Financial Learning Program.

Your participation and feedback in this program will help make it successful and evolve over time.

It is imperative that you provide thorough feedback as you go through the lessons. With your help, we'll be able to provide a robust financial learning program to area educators and students alike meeting the Ohio state financial literacy standards.

To get started, simply scan the QR code below or visit WPCU.coop/MMFeedback.





Activity Information

Grade Level: High School (9-12)

Estimated Time to Complete: 30 minutes

Activity Guide: L.1.1

Money Personalities Survey

By taking this survey, students will learn what their money personalities are and how to keep them in mind moving forward.

Main Topic

Understanding what a money personality is and how it applies to their money habits. Helps students be strategic about spending and saving.

Questions to Ask

- Do your parents talk to you about money?
- When you think about money, what's the first word that comes to mind?
- What does it mean to you to be financially smart?
- Do you have financial goals?

Students Will

Asses their own money personality by completing the **Money Personalities Survey worksheet**.

How to Prepare

- Before teaching the class, it might be helpful for you to take the survey to get a better understanding of your own money personality.
- Make copies of all student materials for each student or prepare for students to access them electronically.
- Students will need a pen and a calculator.

In the Classroom

- Distribute the **Money Personalities Survey worksheet** or have students access it electronically.
 - « Give students some time to answer the questions. ***They should not move on to scoring their answers until everyone has answered the questions.***
- Explain that students should add up their totals by adding the numbers they selected for the appropriate category on their sheet. For example: If a student answered a 3 for question number 2, a 3 for question number 4, and a 2 for question number 6, then the total would be 8.
 - « Each student should write down their total amount next to each Money Personality and circle the highest one. ***Some students may see a tie between money personalities.***
- Be sure students understand key vocabulary (reference: slide five of the PowerPoint).

Money Personality	Pros	Cons
The Socialite Typically spends money in relation to how it will impact them socially. Example: spends money as a social tool + likes spending time with friends = concert tickets for them and their bestie	<ul style="list-style-type: none"> • Always up to date on the latest trends • Friends know they're always ready for a fun night 	<ul style="list-style-type: none"> • May spend on trends and not on quality
The Spontaneous Spender Doesn't really have a plan when it comes to spending. Example: is saving money but not for a specific reason + likes to do things without a plan = last minute outing	<ul style="list-style-type: none"> • Takes advantage of opportunities as they arise • Doesn't feel guilty spending money 	<ul style="list-style-type: none"> • Makes spur of the moment decisions which can be stressful at times
The Security Seeker Views money as a means of security. Example: has a long-term goal for their money + might have trouble spending it = an indecisive shopping trip	<ul style="list-style-type: none"> • Saves for a rainy day 	<ul style="list-style-type: none"> • May feel guilt spending money – even if it's justified
The Free Spirit Isn't easily impacted by 'what they should spend money on'. Example: isn't pressured into spending or saving + looks on the bright side = buys what appeals to them and saves when they want	<ul style="list-style-type: none"> • Never feels stress, at all 	<ul style="list-style-type: none"> • Doesn't know what's happening with their money which can have a negative long-term impact

Money Personality (cont'd)	Pros (cont'd)	Cons (cont'd)
The Giver Generous with their money - may or may not have a plan. Example: passionate about animals + volunteers at the shelter = donates money for food to the animal shelter	<ul style="list-style-type: none"> • Donates money/time to help others • Feels good buying for others 	<ul style="list-style-type: none"> • May feel guilt buying things for themselves
The Planner Typically knows when they're going to spend and how much. Example: always has a plan for the weekend + knows exactly what they want to spend their money on = has a budget for a basketball game and a moving on the weekend	<ul style="list-style-type: none"> • Saves adequately • Lives below their means to have a safety buffer • Long term planning gives them better deals 	<ul style="list-style-type: none"> • Life may be too structured without having adequate time for spontaneity

- After explaining the personalities to the class allow them time to answer the discussion questions. Once answered, take some time to discuss as a class the answers that they provided.
- Have the students pair up with someone who doesn't have the same money personality and share with them the three tips they wrote down.

Student Activity: Teacher Guide

Let the students read through the survey! Give them time to get through each question, without howing them the last slide located on the PowerPoint. Remember they should BE HONEST and remind them that there is no right or wrong answer.

The questions are written below, if you don't want to make a printout of the activity sheet you can simply ask them these questions and they can write down their response on a blank sheet of paper.

Key: 1 = Not Me 2 = Sometimes Me 3 = That's Me

1. I set goals. _____
2. I will buy an item and pay more if the item is name brand and/or in demand. _____
3. I do not pay attention/check how much money I have. _____
4. I like going with the flow. _____
5. I always plan my purchases before I go shopping. _____
6. I've paid for someone behind me at a drive thru. _____
7. I make plans, whether they are informal or formal. _____
8. Budgeting is something I have never considered. _____
9. I do not venture from my plans. _____
10. I pay for things on time. _____
11. I like to buy designer things. _____
12. I don't enjoy spending money. _____
13. It brings me joy helping others. _____
14. Prices do not matter to me. _____
15. I do not worry about the future. _____
16. I don't settle for anything but the best/high quality products. _____
17. I understand the difference between what I need and what I want. _____
18. I look for the best prices before buying an item. _____
19. I make purchase decisions very quickly, without any thought. _____
20. I like to share my possessions with other people. _____
21. I want to impress others. _____
22. I don't usually follow trends. _____
23. If something is out of my means, I save for it. _____
24. I prefer to purchase items that are sought-after and/or high-quality. _____
25. If I won the lottery, I would make sure the money was secured for my future. _____
26. Seeing my friends and family happy is all that I need to bring a smile to my face. _____
27. I will cover the bill for my friends after dinner. _____
28. I have never returned from shopping without something. _____
29. I would give my family and friends money without any strings attached. _____

30. Money is not the center of my focus. _____
31. I like spending money to make a good first impression. _____
32. I do not look at prices when I go shopping, If I like it, I am going to buy it no matter what. _____
33. I want to have a lot of money, so I don't have to worry about the future. _____
34. I'm not bothered when plans change. _____
35. I have a hard time sharing things that are mine. _____
36. During the holiday season, I tend to go all out for my family and friends. _____

Scoring Interpretation

You can interpret the Money Personalities by using the following scoring guide. Add your answers to the following questions together.

The Socialite (Questions 2, 11, 16, 21, 27, & 31)

The Spontaneous Spender (Questions 3, 8, 15, 19, 28, & 32)

The Security Seeker (Questions 5, 9, 18, 25, 33, & 35)

The Free Spirit (Questions 4, 14, 22, 24, 30, & 34)

The Giver (Questions 6, 13, 20, 26, 29, & 36)

The Planner (Questions 1, 7, 10, 12, 17, & 23)

Your strongest money personality is the one with the highest score. Your secondary personality is the second highest. Use the key below to learn more about the different money personalities.

Discussion Questions

After finishing the survey answer these discussion questions.

- 1. Which money personality are you?**
- 2. Do you think it's accurate? Why? If no, why not?**
- 3. How do you think this will help you with money choices in the future?**
- 4. What do you see as a benefit and a disadvantage of you money personality?**

5. What are 3 helpful tips you would give someone?

6. What are 3 helpful tips you received from someone else?



Name _____

Date _____

Class _____

Money Personalities Survey

Did you know there are different money behavior types? You might know that some people are spenders and some are savers, but there's more than that.

This quiz will give you a better understanding of how you interact with money. Keep this in mind as you create financial goals, learn to budget, and save for the future. Remember, there are no wrong answers here!

Instructions: Read each statement carefully and decide whether it accurately describes your money habits. Indicate your response on the line next to the statement.

Key: 1 = Not Me 2 = Sometimes Me 3 = That's Me

1. I set goals. _____
2. I will buy an item and pay more if the item is name brand and/or in demand. _____
3. I do not pay attention/check how much money I have. _____
4. I like going with the flow. _____
5. I always plan my purchases before I go shopping. _____
6. I've paid for someone behind me at a drive thru. _____
7. I make plans, whether they are informal or formal. _____
8. Budgeting is something I have never considered. _____
9. I do not venture from my plans. _____
10. I pay for things on time. _____
11. I like to buy designer things. _____
12. I don't enjoy spending money. _____

13. It brings me joy helping others. _____
14. Prices do not matter to me. _____
15. I do not worry about the future. _____
16. I don't settle for anything but the best/high quality products. _____
17. I understand the difference between what I need and what I want. _____
18. I look for the best prices before buying an item. _____
19. I make purchase decisions very quickly, without any thought. _____
20. I like to share my possessions with other people. _____
21. I want to impress others. _____
22. I don't usually follow trends. _____
23. If something is out of my means, I save for it. _____
24. I prefer to purchase items that are sought-after and/or high-quality. _____
25. If I won the lottery, I would make sure the money was secured for my future. _____
26. Seeing my friends and family happy is all that I need to bring a smile to my face. _____
27. I will cover the bill for my friends after dinner. _____
28. I have never returned from shopping without something. _____
29. I would give my family and friends money without any strings attached. _____
30. Money is not the center of my focus. _____
31. I like to spend money to make a great first impression. _____
32. I do not look at prices when I go shopping, If I like it, I am going to buy it no matter what. _____
33. I want to have a lot of money, so I don't have to worry about the future. _____
34. I'm not bothered when plans change. _____
35. I have a hard time sharing things that are mine. _____
36. During the holiday season, I tend to go all out for my family and friends. _____

Scoring Interpretation

Add the following scores from each section together and mark them in the chart down below.

The Socialite (Questions 2, 11, 16, 21, 27, & 31)

The Spontaneous Spender (Questions 3, 8, 15, 19, 28, & 32)

The Security Seeker (Questions 5, 9, 18, 25, 33, & 35)

The Free Spirit (Questions 4, 14, 22, 24, 30, & 34)

The Giver (Questions 6, 13, 20, 26, 29, & 36)

The Planner (Questions 1, 7, 10, 12, 17, & 23)

The Socialite: _____

The Free Spirit: _____

The Spontaneous Spender: _____

The Giver: _____

The Security Seeker: _____

The Planner: _____

Discussion Questions

After finishing the survey answer these questions.

- 1. Which money personality are you?**
- 2. Do you think it's accurate? Why? If no, why not?**
- 3. How do you think this will help you with money choices in the future?**
- 4. What do you see as a benefit of your money personality? What might be a downfall?**
- 5. What are 3 helpful tips you would give to yourself when it comes to spending money?**
- 6. What are 3 helpful tips you received from someone with a different money personality type than your own?**



Activity Information

Grade Level: High School (9-12)

Estimated Time to Complete: 30 minutes

Activity Guide: L.1.2

Money Personalities Essay

By completing this essay, students will be able to better understand their own money personality and understand what they can do when communicating with other personalities.

Main Topic

It's important to know what your money personality is and how you will interact with others according to your personality.

Students Will

Write an essay about money personalities while answering the following questions.

1. What is your money personality?
2. Do you recognize any other money personalities among your friends or people you are close with?
3. In case of a conflict between multiple personalities, what would you do?
 - a. E.g. Your friend wants to go shopping but you are trying to save up for college/a car.
 - b. E.g. You want to go party but your friend does not.

4. How do you think your closest friends would perceive you based on your money personality?
5. How do you benefit from knowing your money personality?

In the Classroom

Distribute the handout Money Personalities Essay. Give students 30 minutes to complete the essay or allow them to take it home.

Finishing Up

Ask students to share their observations with the class.



Name _____

Date _____

Class _____

Money Personality Essay

Instructions

Using a blank sheet of paper, write an essay answering the following questions.

1. What is your money personality?
2. Do you recognize any other money personalities with your friends or people you are close with?
3. In case of a conflict between multiple personalities, what would you do?
 - a. E.g. Your friend wants to go shopping but you are trying to save up for college/a car.
 - b. E.g. You want to go party but your friend does not.
4. How do you think your closest friends would perceive you based on your money personality?
5. How do you benefit from knowing your money personality?

Remember, there is no right personality. There are various personalities and each has their own pros and cons.



Activity Information

Grade Level: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: Financial Responsibility and Decision Making

Activity Guide: L.2.1

Reflecting on Needs vs. Wants

Reflecting on needs vs. wants helps students take a look at what they spend money on, patterns they might see in their spending, and consider how they can improve their habits.

Main Topic

Evaluating needs and wants helps students be more strategic about spending.

Questions to Ask

- How can you tell the difference between a need and a want?
- How does understanding the difference between personal spending needs and wants impact financial decisions?

Students Will

- Think of the things that they or their caretakers last purchased.
- Determine if they were a need or a want.
- Answer the questions on the worksheet.

How to Prepare

Have copies of student handouts ready for them to use.

In the Classroom

- Distribute the Needs vs. Wants worksheet or have students access it electronically.
- Be sure students understand key vocabulary.
 - « **Needs:** Basic things people must have to survive (housing, food, transportation, and clothing).
 - « **Wants:** Upgrades that would be nice to have but aren't necessary for living, earning, or protecting what you have.

Individual or Group Work

- You can choose to have students work individually, in pairs, or in small groups.

A tip for differentiating instruction:

- As a secondary option, students can choose a celebrity and imagine what that person spends money on each month. It is interesting to compare the spending of students and their caretakers to what they think celebrities purchase.
 - « For example, you may say, "Imagine you are [insert favorite athlete or movie star]. What do you spend money on each month?"
- Students will record the purchased items in either the Needs or Wants column on the board.
- As students complete their lists, ask them to analyze their spending and make a hypothesis on how their own spending habits compare to others.

Finishing Up

To wrap-up the activity, have students reflect on needs and wants.



Name _____

Date _____

Class _____

Get Smart About Spending Your Money

Knowing the difference between the things you want and the things you need is one of the first steps.

Instructions

1. Think of a few times you or your caretakers have spent money. Was that spending a need or a want?

Answer the reflection questions below.

NEEDS

WANTS

1. What do you have more of, needs or wants?
2. Why do you think you have more of one than the other?
3. How will knowing the difference between needs and wants help you save and spend better?

Reflection Questions

1. What are some reasons that people might spend their money on wants?
2. What do you want to change about your spending habits? How can you start making those changes?
3. When is a want also a need?



Activity Information

For Grades: High School (9 - 12)

Estimated Time to Complete: 45–60 minutes

State Standards Met: OH, Literacy Standards (1) Financial responsibility entails being accountable for managing money to satisfy one's current and future economic choices.

(6) Financial responsibility includes the development of a spending and savings plan (personal budget).

(8) Financial experts provide guidance and advice on a wide variety of financial issues.

Activity Guide: L.2.2

Planning Your Financial Goals

It's easier to save money when there are goals tied to it. In this exercise, students will determine what their financial goals are by breaking them down into now, soon, and later goals.

Main Topic

Understand the difference between now, soon, and later goals and create a budget and financial plan to reach those goals.

Questions to Ask

- What are my financial goals?
- How can I save money to achieve my goals?
- How can you tell the difference between now, soon, and later goals?
- Who can help me plan?

Students Will

Determine what their now, soon, and later goals are and make a plan to achieve them.

How to Prepare

- Make sure students have access to printed or electronic materials.

In the Classroom

- Distribute the **Goal Planner** worksheet, or have students access it electronically.

- Be sure students understand key vocabulary:

- « **Now - Immediate Expenses**

- « **Examples**

- « New Clothes
- « Personal Items
- « Emergency Savings

- « **Soon - Expenses Coming Soon**

- « **Examples**

- « Purchasing a Vehicle
- « Moving Out on Your Own
- « Paying For College
- « Saving for Unplanned Costs

- « **Later - Future Expenses**

- « **Examples**

- « Buying a Home
- « Having a Child
- « Retirement

Finishing Up

- To conclude, gather students together and have them share some of their goals and their plans to achieve them.



FINANCIAL GOAL PLANNER

Goal	Start Date (mm/dd/yyyy)	Target Date (mm/dd/yyyy)	Needed Total	Current Savings	Additional Savings Needed	Paychecks per month	Savings per pay period	Savings Per Month
Now Goals								
Soon Goals								
Later Goals								



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 60 minutes

Topic: Spending and Saving

State Standard Met: (6) Financial responsibility includes the development of a spending and savings plan (personal budget).

Activity Guide: L.3.1

Should I Save or Should I Spend?

All financial choices affect how well a person can save for their goals. But that doesn't mean we shouldn't ever spend money. It's a balance of spending and savings. This game helps students learn to navigate that balance.

Main Topic

Knowing when to spend and when to save will help students navigate saving for their goals later on.

Questions to Ask

- Why is an emergency fund important?
- How can I prepare for unexpected events?

Students Will

- Get in a group and play a game to track their financial choices.
- Discuss how important it is to save for emergencies.

How to Prepare

- Print copies of all student materials for each student or prepare for students to access them electronically.
- Prepare the Money Choices cards.

In the Classroom

- Explain to students that they'll play a game and choose cards that feature different money choices.
- Divide students into small groups of three to four students.
- Each group gets one set of Money Choices cards and the cards should be placed face down on the table.
- Give each student a Should I Spend or Should I Save worksheet.
- Pass out one set of cards to each group.
 - « Shuffle cards so each set is in a different order.
 - « Tell the students to place the cards face down in front of them.
- Distribute a **Spending and Saving Game worksheet** to each student.
 - « Tell students that as they play the game, they should imagine what they would do in that situation.
 - « Students will complete the worksheet independently.
- Tell students that they'll each start out with \$300, \$150 in checking and \$150 in savings.
- Students will take turns drawing a card from the top of the pile.
 - « They'll read the scenario to their group, choose what to do, and add or subtract money from their checking and savings accounts.
 - « Students will add \$50 of income each time they draw a card.
 - « When adding income, students can decide how they want to split that money between their checking and savings accounts.
 - « Note: For some cards, students may make a choice that says they won't earn income that turn. When that happens, they don't add \$50 that turn.
- To record their choices, students must:
 - « Decide which savings account to add or subtract money from.
 - « Decide if they need to transfer money between accounts (e.g., subtract from one or add to another).
 - « Calculate the new balance in their accounts.
- The game ends after each student has had four turns, or all the cards have been drawn, whichever is first.
- Ask students to answer the reflection questions on the worksheet once the game ends.
- Explain that there are no winners or losers in this game. Everyone makes spending and saving choices based on their own values and the rules they set for themselves.

Finishing Up

If possible, allow students to share their answers to the questions on the worksheet.

Print single-sided and cut out one set of cards for each group of students.



Your friends are planning a night out at a nice restaurant. You weren't planning to go because it wasn't in your budget, but it seems fun. They said the cost would be around \$35 per person.

Will you go?

While you were shopping, someone backed into your car and dented the door. Repairing the door will cost you \$140. If you don't repair the door, your car may rust and have more costly problems later.

Will you repair the door?

You accidentally dropped your cell phone and badly cracked the screen, and it's almost unusable. You need your phone to get messages from your friends, family and job. It'll cost \$100 to repair.

Will you repair the screen?

While riding your bike home from work, a squirrel runs out in front of you, causing you to swerve into some bushes. Your bike, which you use to get to school and your job, needs \$75 in repairs. You have two choices:

1. Repair the bike for \$75.
2. Take the bus and subtract \$20 each turn.

What do you choose?

You want to buy gaming headphones to give as a birthday gift. After researching, you have two choices:

1. A pair with some reviews saying they can break easily. Cost: \$25.
2. A pair with a reputation for being tough. Cost: \$60.

Which headphones do you buy?

You're going on a trip with friends to another state. You're deciding how to get there. You have two choices:

1. Drive: Your share of gas and tolls will be \$30, and you'll have to miss a few days of work (so **don't add your \$50 income** this turn).
2. Fly: It will cost \$180, but you won't miss any work.

What do you choose?



While studying at a coffee shop, you bump your drink and it spills on your laptop. You need your laptop for school and work. Also, you're in the middle of finishing an important assignment, and all the information is saved on that computer. You have two choices:

1. Pay \$150 to repair the damage.
2. Pay \$50 to retrieve the file and wait to repair your computer later.

What do you choose?

It's spring break. You have two choices for how you'll spend your week:

1. House-sit for neighbors. Feed the pets, water plants, collect mail and watch the house. Make \$200.
2. Go on vacation with your friend's family. Spend \$150 and lose out on income that week (so **don't add your \$50 income** this turn).

What do you choose?

What cleaning your room, you find \$40 in a birthday card you received a couple of months ago. You have two choices:

1. Spend it on something you really want.
2. Deposit it into your emergency savings fund.

What do you choose?

While playing ball outside, you accidentally broke a neighbor's window. They've asked you to pay \$250 to cover their homeowner's insurance deductible.

Will you pay for the window?

You go shopping with your friends. They all want to get matching sneakers that cost \$85.

Will you buy the sneakers?

You've been invited to perform with your high school at a national event. A good performance could result in a potential scholarship opportunity. Most of the expenses are being covered, but you must pay \$50 for the transportation.

Will you go on the trip?



Name _____

Date _____

Class _____

Should I Save or Should I Spend?

Each financial decision affects your goals for your money. How do you know when to save and when to spend?

Playing the Game

1. Place the Money Choices cards in a single stack face-down in the middle of your group.
2. Each player starts with \$300, \$150 in checking and \$150 in savings. You can decide how much to include in your emergency fund.
3. Take turns picking a card from the top of the pile and read the card aloud.
4. Make a financial choice and explain why you made that choice.
5. Use the spreadsheet below to track your decisions.
6. Add the designated amount of money into your savings or emergency fund (or split it between accounts). At any time, you can transfer money between checking and savings, if needed.
7. Each player should take four turns only.

Saving and Spending Tracker

Regular Savings = money you're setting aside for Now, Soon, and Later savings.

Emergency Fund = money you're saving for unplanned financial emergencies like a flat tire or needing a new tablet.

TURN	BALANCE	+ / - MONEY	UPDATED BALANCE	TURN	BALANCE	+ / - MONEY	UPDATED BALANCE	TOTAL AMOUNT SAVED IN BOTH ACCOUNTS
1	\$150			1	\$150			
2				2				
3				3				
4				4				

Reflection Questions

- 1. Which choice was easier? Why? Which was hardest? Why?
- 2. What is an unexpected expense you couldn't resist? How can you plan for that?
- 3. Do you think it's important to save for emergencies?
- 4. How will you start saving?



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: (6) Financial responsibility includes the development of a spending and savings plan (personal budget).

Activity Guide: L.3.2

What's Worth Saving For?

To achieve financial goals, it's important to save money. One way to help students realize the importance of savings is to have them visually tie their goals to their savings.

Main Topic

Saving money can help you achieve goals and cover unexpected emergencies.

Questions to Ask

- What do I feel is worth saving for?
- How can I stay motivated to save money?

Students Will

- Create a collage of images/phrases that represent things that they want to have in the future.
- Share their inspiration boards with the class.

How to Prepare

- Print copies of all student materials for each student.
- Option: Have old magazines/newspapers in the room for students to use.

In the Classroom

Distribute the **What's Worth Saving For?** worksheet.

Inform students what they will be creating and that it is a visual representation of their financial saving goals. This will help keep them motivated to save.

Tell them that the purpose of an inspiration board is to help keep them motivated to work toward their savings goals.

Finishing Up

Students can share their savings inspiration boards with their classmates.



Name _____

Date _____

Class _____

What's Worth Saving For?

You probably know it's important to save. But why? And for what? To be a successful saver, it's important to have goals - things you are saving for. This activity will allow you to visually see your goals so it's easier to remember to save when you're tempted by a latte run.

Instructions:

Make a list of things you'd like to have but can't afford right now. Maybe it's a vehicle or a home. Maybe it's college or even a new pair of shoes. Organize your items into Now, Soon, and Later goals. Use images and phrases from the internet, magazines, or newspaper to visually represent your goals. Add them to your board.

You've Got Goals!

Now Savings Goals	Soon Savings Goals	Later Savings Goals



Activity Guide: L.4.1

Vocab Match Answer Key

1. ___E___ ATM
2. ___C___ Bank
3. ___G___ Bill-Pay Service
4. ___I___ Checking Account
5. ___A___ Credit Card
6. ___K___ Credit Union
7. ___J___ Debit Card
8. ___O___ Digital Transfer
9. ___F___ Loan
10. ___M___ Minimum Balance
11. ___H___ Mobile Banking
12. ___B___ Online Banking
13. ___L___ Overdraft
14. ___D___ Savings Account
15. ___N___ Transaction Fees



Name _____

Date _____

Class _____

Vocab Match-Up

Instructions:

Write the letter of the correct match next to each corresponding definition.

1. ____ ATM
 2. ____ Bank
 3. ____ Bill-Pay Service
 4. ____ Checking Account
 5. ____ Credit Card
 6. ____ Credit Union
 7. ____ Debit Card
 8. ____ Digital Transfer
 9. ____ Loan
 10. ____ Minimum Balance
 11. ____ Mobile Banking
 12. ____ Online Banking
 13. ____ Overdraft
 14. ____ Savings Account
 15. ____ Transaction Fees
- a. A plastic card which allows the card holder to make purchases and is issued by a financial institution with the agreement that the card holder will pay back the financial institution plus potential fees and interest.
 - b. A web-based service that allows you to use a financial institution website to manage your financial accounts without the aid of a bank teller or credit union partner-employee.
 - c. A for-profit financial institution that accepts deposits, makes loans and provides other financial products, services and tools.
 - d. An account at a financial institution that earns interest and allows a person to set aside money for now, soon and later needs.
 - e. "Automated Teller Machine"; A machine used to conduct basic transactions, such as deposits and withdrawals, and check account balances.
 - f. Money given to a person from a financial institution in advance with an agreement to pay back the amount plus fees and interest. A service which allows you to digitally pay your utility, mortgage, or other bills in person, by phone, website, or mobile application.
 - g. A service in which you allow a business to use a form of payment method to pay your bills, like a utility payment or rent payment, in person, by phone or through the web.
 - h. A mobile application that allows you to use your mobile device to manage your financial accounts without the aid of a bank teller or credit union partner-employee.
 - i. An account at a financial institution that allows you to make money deposits, pay bills and make withdrawals.
 - j. A plastic card which allows the cardholder to make purchases with money in their checking account.
 - k. A cooperative financial institution (not-for profit) that is controlled by its member-owners. Member-owners are the people who deposit their money into it.
 - l. A charge you may receive if you spend more money than what you have available in your bank or credit union account that a business must pay every time it processes a customer's payment.
 - m. The least amount of money you can have in a financial account to avoid any fees.
 - n. An expense a business must pay each time it processes a consumer's payment.
 - o. A transfer of money through an online network.



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: (7) Financial institutions offer a variety of products and services to address financial responsibility.

Activity Guide: L.4.2

Get to Know Financial Institutions Card Game Overview

Financial institution products, services and tools are resources used to manage your money. Getting to know financial institution offerings is essential as you kickstart your financial journey and choose the best financial institution to help you reach your money goals are the tools you use to store money goals.

Main Topic

Understanding common financial institution products, services and tools can help with money management.

Questions to Ask

- What products, services and tools do financial institutions offer?
- What products, services and tools offered by financial institutions might students consider to help them on their financial journey?

Students Will

- Play a card game to identify some common products, services and tools that financial institutions offer.
- Explore how these products, services and tools may support their financial journeys now and in the future.

How to Prepare

- Try completing the **Vocab Match-Up Activity** prior to this activity. It may be more impactful.
- Divide the class into teams of three to five students. Print one set of answer cards located at the end of this activity guide for each team.
 - « Try printing on heavy sheets of paper or card stock and consider using different colored paper for each team.
- Create a deck of cards for every team.
- Take the descriptions listed at the end of this activity guide and display them to the class.
 - « Try displaying the descriptions on a whiteboard or classroom projector.

In the Classroom

- Explain the card game to the class.
- Divide the class into teams of three to five students. Provide a set of cards to each team.
- Assign a score keeper.

Group Work

- Name one student to be the dealer per team.
- Have the dealer shuffle the cards and pass them out to each team member until all of the cards have been dealt.
- Display a financial institution product, service or tool description for the class and read aloud.
- Have each team discuss as a team and decide which team member has the financial institution product, service or tool that best matches the description.
- The team member who has the matching card hands it to the dealer to be faced down.
- Once all teams have a card faced down, have each dealer hold up the answer card to show the rest of the class.
- Provide the correct answer to all teams.
- The assigned scorekeeper will give one point to every team who has the right answer.
- The dealer will place the right answer card face up so it cannot be used again. If the incorrect card was used, pass it back to the team member to try again.
- Continue each round until all cards and descriptions have been shared and answered.
- Have the scorekeeper tally up all points and announce the winner.

Finishing Up

- Have a class discussion on which financial institution products, services and/or tools they see themselves using now and in the future.
- Try these questions to kick start the discussion
 - « What's one product, service and/or tool we've covered today that you find useful?
 - « Is there a product, service and/or tool that may be useful to you in the future?

Answer Guide

1. **Mobile banking:** A mobile application that allows you to use your mobile device to manage your financial accounts without the aid of a bank teller or credit union partner-employee.
2. **Bill-payment service:** A service in which you allow a business to use a form of payment method to pay your bills, like a utility payment or rent payment, in person, by phone or through the web.
3. **Certificate of deposit (CD):** A financial institution savings account which holds money for a fixed period of time and earns interest.
4. **Money transfer:** This is when you move money from one account to another or you send it to someone else.
5. **Check-cashing service:** Allows you to access your money from a paycheck, government check or a personal check without having a financial institution account.
6. **Mortgage:** A loan from a financial institution to build or buy a home with the agreement if you fail to pay the loan the financial institution will seize your property.
7. **Checking account:** An account at a financial institution that allows you to make money deposits, pay bills and make withdrawals.
8. **Online banking:** A web-based service that allows you to use a financial institution website to manage your financial accounts without the aid of a bank teller or a credit union partner-employee.
9. **Credit-builder:** Differs from a traditional loan and helps establish credit. The loan holder makes the payments upfront instead of receiving the full amount from the financial institution and then receives the full loan amount at the end of the loans terms.
10. **Prepaid card:** A card loaded with money in advance that is not linked to a financial institution account.
11. **Credit card:** A plastic card which allows the card holder to make purchases and is issued by a financial institution with the agreement that the card holder will pay back the financial institution plus potential fees and interest.
12. **Savings account:** An account at a financial institution that earns interest and allows a person to set aside money for now, soon and later needs.
13. **Debit card:** A plastic card which allows the cardholder to make purchases with money from their checking account.

Answer Guide



Bill-payment
services



Credit



Online banking



Certificate
of deposit



Debit card



Prepaid card



Check-cashing
services



Mobile banking



Savings account



Checking account



Money transfer



Credit builder loan



Mortgage

Products, Services and Tools Descriptions

1. A mobile application that allows you to use your mobile device to manage your financial accounts without the aid of a bank teller or credit union partner-employee.
2. A service in which you allow a business to use a form of payment method to pay your bills, like a utility payment or rent payment, in person, by phone or through the web.
3. A financial institution savings account which holds money for a fixed period of time and earns interest.
4. This is when you move money from one account to another or you send it to someone else.
5. Allows you to access your money from a paycheck, government check or a personal check without having a financial institution account,

6. A loan from a financial institution to build or buy a home with the agreement if you fail to pay the loan the financial institution will seize your property.

7. An account at a financial institution that allows you to make money deposits, pay bills and make withdrawals.

8. A web-based service that allows you to use a financial institution website to manage your financial accounts without the aid of a bank teller or a credit union partner-employee.

9. Differs from a traditional loan and helps establish credit. The loan holder makes the payments upfront instead of receiving the full amount from the financial institution and then receives the full loan amount at the end of the loans terms.

10. A card loaded with money in advance that is not linked to a financial institution account.

11. A plastic card which allows the card holder to make purchases and is issued by a financial institution with the agreement that the card holder will pay back the financial institution plus potential fees and interest.

12. An account at a financial institution that earns interest and allows a person to set aside money for now, soon and later needs.

13. A plastic card which allows the cardholder to make purchases with money their checking account.



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: (7) Financial institutions offer a variety of products and services to address financial responsibility.

Activity Guide: L.4.3

Choosing a Financial Institution Overview

Opening an account with a financial institution like a bank or a credit union is a big step toward kick starting your financial journey. It's an important decision and should be researched to make sure your money goals align with what the financial institution offers.

Main Topic

Finding a bank or credit union that works best for your money goals is crucial.

Questions to Ask

- Why should you use a financial institution?
- What local financial institution might meet your banking needs?

Students Will

- Explore a local financial institution's website or visit in person to learn about its offerings.
- Answer questions found on the **Choosing a Financial Institution** worksheet and share responses as a class.

How to Prepare

- Try completing the **Banking Basics Card Game** and the **Vocab Match Up Activity** prior to this activity prior to this activity. It may be more impactful.
- Print copies of all student materials for every student.
- Make a list of some local financial institutions students may select from to give students an idea of what to look for. They may choose from this list or select their own.

In the Classroom

- Distribute the “**Choosing a Financial Institution**” printed worksheet to every student.
- Explain to students that they will need to research a local financial institution, like a bank or credit union. Provide the local examples you’ve found as inspiration.
- Be sure students understand the following vocabulary:
 - « **ATM:** “Automated teller machine,” a machine that lets bank customers perform basic transactions, such as deposits and withdrawals.
 - « **Bank:** A for-profit financial institution that accepts deposits, makes loans and provides other financial products, services and tools.
 - « **Bill-payment service:** A service in which you allow a business to use your cash, a form of payment method to pay your bills, like a utility payment or rent payment, in person, by phone, or through the web.
 - « **Checking account:** An account at a financial institution that allows you to make money deposits, pay bills, and make withdrawals.
 - « **Credit card:** A plastic card which allows the card holder to make purchases and is issued by a financial institution with the agreement that the card holder will pay back the financial institution plus potential fees and interest.
 - « **Credit union:** A cooperative financial institution (not-for profit) that is controlled by its member-owners. Member-owners are the people who deposit their money into it.
 - « **Debit card:** A plastic card which allows the cardholder to make purchases with money directly from their checking account.
 - « **Loan:** Money given to a person from a financial institution in advance with an agreement to pay back the amount plus fees and interest.
 - « **Mobile banking:** A mobile application that allows you to use your mobile device to manage your financial accounts without the aid of a bank teller or credit union partner-employee.
 - « **Online banking:** A web-based service that allows you to use a financial institution website to manage your financial accounts without the aid of a bank teller or credit union partner-employee.
 - « **Savings account:** An account at a bank financial institution that earns interest and allows a person to set aside money for now, soon and later needs.

Individual or Group Work

- Students may work individually or in a group. Students should fill out their own worksheets individually.
- Have students explore a financial institution, like a bank or credit union, nearby. Share your list of financial institutions if the student(s) are unable to find one on their own.
- Ask students to visit the financial institutions website or in-person to answer the questions on the **Choosing a Financial Institution** worksheet.

Finishing Up

- Ask the class to share the information from the **Choosing a Financial Institution** worksheet.
- Ask the class to share whether they chose a bank or a credit union and why they chose that particular financial institution.



Name _____

Date _____

Class _____

Choosing a Financial Institution

Opening an account with a financial institution like a bank or a credit union is a big step towards kick starting your financial journey. It's an important decision and should be researched to make sure your money goals align with what the financial institution offers.

Instructions: Find a financial institution (bank or credit union) near you that you'd like to explore. Visit their website and search for information to answer the questions below. Note: If you already have a financial institution, you can use that one.

Get to Know Your Bank or Credit Union

1. Which financial institution did you select to research?

2. List three products, services or tools that align with your money goals.

1. _____

2. _____

3. _____

3. Does the financial institution have locations and ATMs that are close to you?

« Yes

« No

4. Does the financial institution offer products, services or tools for students?

« Yes

« No

5. Does the financial institution charge monthly fees on its accounts like savings or checking?

« Yes

« No

6. What's the minimum amount you need in order to open an account?

7. What's the minimum balance you need to have in your account to avoid potential non-sufficient fund fees?

8. What is the process for opening an account?

9. Would you consider banking at this financial institution? Explain.



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 20 minutes

State Standard Met: (9) Planning for and paying taxes and
(10) understanding tax credits and deductions

Activity Guide: L.5.1

All About Taxes Crossword Answer Guide

Across:

- 4. State Income Tax
- 5. W-4
- 7. Medicare
- 8. Gross Income
- 10. Tax Deduction
- 11. Tax Refund

Down:

- 1. Federal Income Tax
- 2. Social Security
- 3. Taxes
- 5. Withholding
- 6. Payroll Tax
- 9. Net Income

Money Magnifier®

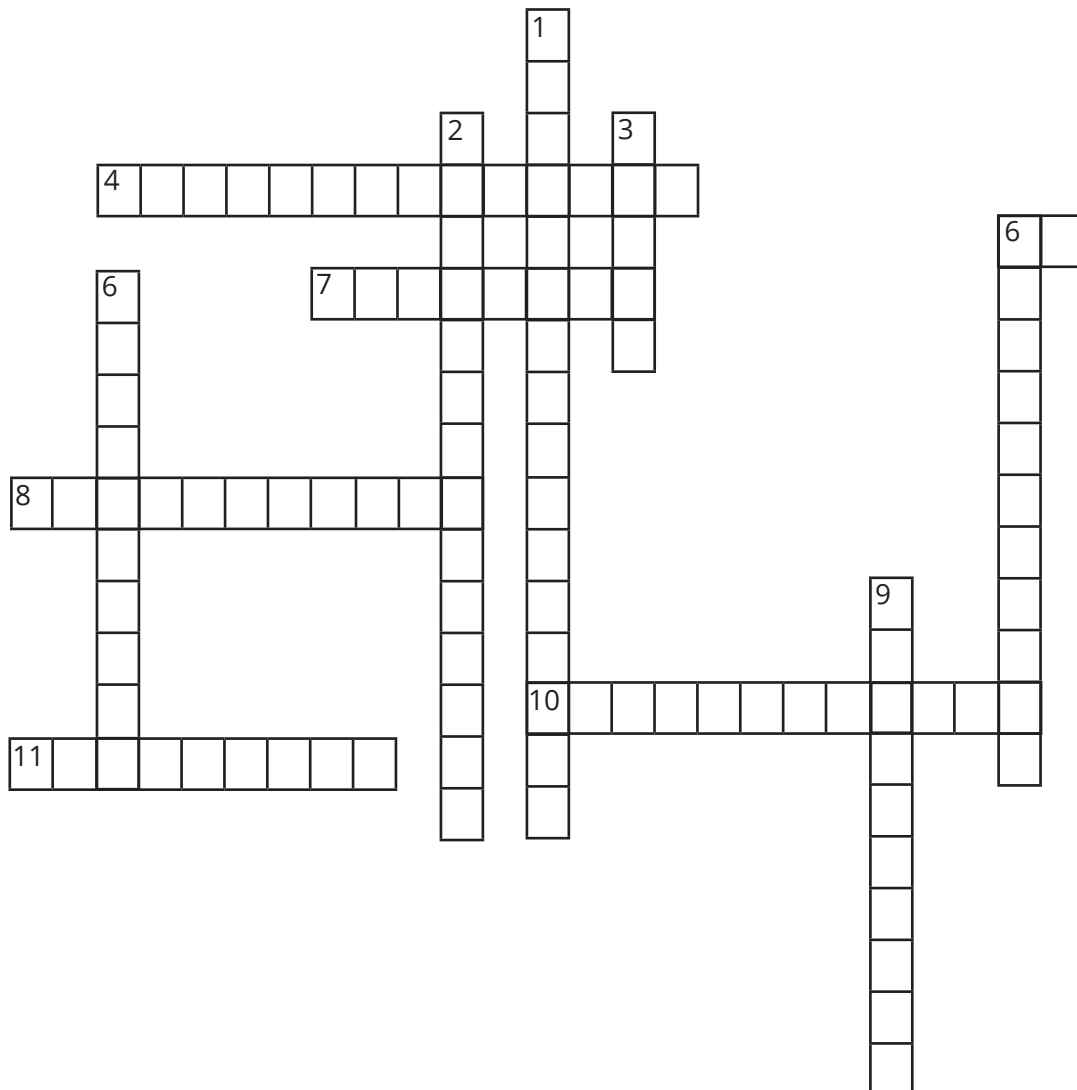


Name _____

Date _____

Class _____

All About Taxes Crossword Puzzle



Across:

4. A percentage of money paid to the state government based on your income amount (varies by state).
5. An IRS form completed by an employee that an employer uses to determine the amount of money to withhold from the employees paycheck for federal taxes.
7. A federal government program providing health insurance coverage for people who are 65 or older, and under 65 with specific eligibility requirements.
8. Total amount of money you receive before taxes and other deductions are taken out of your paycheck.
10. An amount withheld from your paycheck that reduces the overall amount of your paycheck and is used to pay taxes.
11. Money reimbursed to taxpayers when they overpay their taxes.

Down:

1. Amount collected by the federal government based on the earnings of the individual or business.
2. A government program providing money and other assistance benefits to retired workers and people with no income.
3. Money paid to the government based on your income, your property value, etc.
5. Money employers withhold from employees' paychecks.
6. Taxes taken from your paycheck to help fund government programs that are designed to provide financial assistance to certain populations.
9. Amount of money left in your paycheck after taxes and other deductions are taken out.



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 30 minutes

State Standard Met: (9) Planning for and paying taxes and
(10) understanding tax credits and deductions

Activity Guide: L.5.2

Tax Matching Game Overview

By playing this game students will be able to understand which governing body collects which tax and understand which benefits they get by paying a certain tax.

Main Topic

Taxes are an essential part of financial learning and with a number of taxes being paid all the time, it is often unclear who is charging which tax and where that tax money is going.

Questions to Ask

- Who do we pay taxes to?
- What happens with that money?
- When and how do we pay taxes?

Students Will

Play the Tax Matching Game in groups of four.

How to Prepare

Separate the class into groups of four. Print the Tax Matching Game handout and the tax cards found at the end of this activity guide. Each group of four students get one handout and one full set of cards. The cards should be placed face down on the handout.

In the Classroom

Give students time to play the Tax Matching Game. Students will pick a tax from the handout, flip it over, and try to match it to the governing body that receives the tax and the service that we get for paying it. Once a match between the tax, governing body, and service is made, those squares can be removed from the handout. Each student will take a turn flipping over the cards. Once each student on the team has taken a turn, the round has concluded. Add up any points received using the scoring below:

1. Tax – Authority – Service = 3 points
2. Tax – Authority = 2 points
3. Tax = 0 points

The game is best played in three rounds. The team with the highest total score after three rounds wins.

Finishing Up

Ask students to share their observations with the class.

**Federal
Income Tax**

**State
Income Tax**

**Sales
Tax**

FICA

**Social
Security Tax**

**Payroll
Tax**

**Capital
Gains Tax**

**Medicare
Tax**

**Tariff/
Custom Duty**

**Property
Tax**

Tax

Tax

Tax

Tax

Tax

Tax

Tax

Tax

Tax

Tax

**School
District Tax**

**Corporate
Tax**

**County
Government**

**City
Government**

**Federal
Government**

**State
Government**

Tax

Tax

**Tax
Collecting
Body**

**Tax
Collecting
Body**

**Tax
Collecting
Body**

**Tax
Collecting
Body**

**City
Police**

Fire

Military

**State
Highways**

**Public
Schools**

**Public
Hospitals**

**Food
Stamps**

**Public
Housing**

**National
Parks**

**State
Parks**

Service

Service

Service

Service

Service

Service

Service

Service

Service

Service

Sanitation

**Public
Libraries**

Vaccinations

**Interstate
Highways**

**Federal Law
Enforcement**

Service

Service

Service

Service

Service

Service

Service

Service

Service



Name _____

Date _____

Class _____

Tax Matching Game

Taxes are charged by government bodies to provide a wide array of services. By playing this game, you will understand which body charges which tax and what we get by paying these taxes.

Instructions: Students will pick a tax from the handout, flip it over, and try to match it to the governing body that receives the tax and the service that we get for paying it. Once a match between the tax, governing body, and service is made, those squares can be removed from the handout.

Each student will take a turn flipping over the cards. Once each student on the team has taken a turn, the round has concluded. Add up any points received using the scoring below:

1. Tax – Authority – Service = 3 points
2. Tax – Authority = 2 points
3. Tax = 0 points

The game is best played in three rounds. The team with the highest total score after three rounds wins.



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 30 minutes

State Standard Met: Being an Informed Consumer (11)

Activity Guide: L.6.1

What's your personal economy?

The word economy can have many meanings and is a broad term. In this exercise, students will better understand how the economy relates to them personally.

Main Topic

Your personal economy is a combination of micro and macroeconomic factors.

Questions to Ask

- What makes up my economy?
- How do my decisions impact my economy?

Students Will

- Use the Personal Economy worksheet to detail both macro and microeconomic factors in their personal economy.
- They will decide if the factor is micro or macro and whether or not they have control over it.

How to Prepare

- Print copies of the Personal Economy worksheet for students. Optional: If students are struggling to find economic factors that impact them, they may do additional research on the internet.

In the Classroom

- Distribute the Personal Economy worksheet.
- Students should work individually to fill out their worksheets.

Finishing Up

Bring students back together to discuss what they learned.



Name _____

Date _____

Class _____

What's your personal economy?

The economy can be global, national or local. But all of those types of economies factor into your own personal economy. In this handout, explore what your personal economy looks like.

Instructions

Think of things that affect your own personal economy. This could range from how much you get paid for babysitting to how the pandemic affected your family. Use the worksheet below to better understand the different types of economy, if you have control, and how you're affected. Fill out the worksheet below to better understand what your own personal economy is.

FACTOR	MICRO OR MACRO	CAN YOU CONTROL IT?	HOW DOES IT AFFECT YOU?
Example: COVID Pandemic	Macro	No	Couldn't find toilet paper, food costs were more expensive



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 minutes

State Standard Met: Being an Informed Consumer (11)

Activity Guide: L.6.2

Current Events and Their Economic Impact

The economy is impacted by a lot of different factors but one of the most significant is current events. How do these events impact the economy?

Main Topic

Current events can have a significant impact on the economy and your personal finances.

Questions to Ask

- How do current events impact the economy?
- How are the impacts felt on a large (national) and small (individual) scale?

Students Will

- Research a former current event from the list below.
- Provide a brief summary of the event.
- Describe how the event affected the economy on different scales: globally, nationally, locally, and individually.
- Share their information learned with the class.

How to Prepare

- Print copies of the Current Events and Their Economic Impact handout for students.
- Break students into groups of 2-3 to research their event.
- Make sure students have access to the internet to research their current event.

In the Classroom

- Distribute the Current Events and Their Economic Impact handout.
- Assign student groups a current event:
 - « WWII
 - « COVID Pandemic
 - « Russian Revolution
 - « The Tea Act
 - « The Financial Crisis of 2008
 - « The Great Depression
 - « Brexit
 - « Japan's Tsunami and Nuclear Disaster
 - « Oil Embargo of 1973
 - « Hurricane Katrina
- Allow students enough time to research, prepare, and present their findings.

Wrapping Up

Bring students back together to discuss what they learned.



Name _____

Date _____

Class _____

Current Events and Their Economic Impact

Current events often have a significant impact on the economy. For this exercise, research the assigned current event from your teacher and fill out the information below.

Current Event _____

1. Where and where did this event take place?
2. What happened during this event?
3. Why did it happen?
4. Who was involved?

5. How did this event affect the global economy?

6. How did it affect the national economy?

7. How did it affect the local economy?

8. How did it affect an individual's economy?



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: (12) Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.

(13) Part of being an informed consumer is knowing how to utilize financial services and risk management tools, as well as comparing consumer lending terms and conditions and reading financial statements.

(25) Safeguards exist that help protect one's identity.

Activity Guide: L.7.1

Comparing Costs

Students will learn the different types of costs associated with purchasing goods and services.

Main Topic

It isn't just the price of the purchase that a person is paying for – there is more included than that.

Questions to Ask

- How do those prices impact my life?

Students Will

- Review a list of scenarios.
- Determine the type of cost that best fits the scenario.

How to Prepare

- Print copies of all student materials or prepare for students to access them electronically.

In the Classroom

- Distribute the Comparing Costs worksheet to students.

Individual Work

Students should work individually to match the scenario to the cost.

Finishing Up

Review answers and make sure students understand how the different types of costs affect their purchases.

Answer Guide

1. Your mom shops for bulk items like bottled water and hamburger meat at Costco®. (Wholesale)
2. It costs the dealership down the street \$206,000 in payroll each month. (Indirect)
3. You buy a new jacket at Old Navy. (Retail)
4. The building contractor spent \$5,389 at Home Depot® on supplies for a new porch. (Direct)
5. The electric bill at the insurance office is \$340 this month. (Indirect)
6. A new bookbag at Target costs you \$45.00. (Retail)
7. Your dad buys potting soil at Sam's Club. (Wholesale)



Name _____

Date _____

Class _____

Comparing Costs

There are different costs associated with purchasing goods and services. These include direct, indirect, wholesale, and retail.

Instructions: Review the scenarios below and write what type of cost you think best aligns with the scenario.

Scenarios

1. Your mom shops for bulk items like bottled water and hamburger meat at Costco®. _____
2. It costs the dealership down the street \$206,000 in payroll each month. _____
3. You buy a new jacket at Old Navy. _____
4. The building contractor spent \$5,389 at Home Depot® on supplies for a new porch. _____
5. The electric bill at the insurance office is \$340 this month. _____
6. A new bookbag at Target costs you \$45.00. _____
7. Your dad buys potting soil at Sam's Club. _____



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: (12) Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.

(13) Part of being an informed consumer is knowing how to utilize financial services and risk management tools, as well as comparing consumer lending terms and conditions and reading financial statements.

Activity Guide: L.7.2

Speaking Publicly About Identity Theft

Millions of Americans are victims of fraud or identity theft each year. No matter where you live or how old you are, you may someday be affected by these crimes. Knowing how to identify fraud and identity theft is part of being a smart consumer.

Main Topic

Fraud and identity theft hurt millions of people every year.

Questions to Ask

- What are some common types of fraud?
- How can I prevent it from happening to me?

Students Will

- Define a type of identity theft.
- Research the identity theft, problems that can occur because of it, and solutions.
- Present their speech to the class.

How to Prepare

- Print copies of all student materials or prepare for students to access them electronically.
- Reserve or secure a computer or tablet with Internet access for each student or have them access the information in groups.

In the Classroom

- Distribute the Speaking Publicly about Identity Theft handout.
- Be sure students understand key vocabulary:
 - « **Data Breach:** The unauthorized movement or disclosure of sensitive information to a party, usually outside the organization, that is not authorized to have or see the information. Someone who gets the data might use it for identity theft.
 - « **Identity Theft:** Using your personal information — such as your name, Social Security number, or credit card number — without your permission.
 - « **Imposter Scam:** An attempt to get you to send money by pretending to be someone you know or trust, like a sheriff; local, state, or federal government employee; a family member; or charity organization.
 - « **Mail Fraud Scam:** Letters that look real but contain fake promises. A common warning sign is a letter asking you to send money or personal information now to receive something of value later.
 - « **Phishing Scam:** When someone tries to get you to give them personal information, such as through an email or text message, often by impersonating a business or government agency. This can be thought of as “fishing for confidential information.”
 - « **Spoofing:** When a caller disguises the information shown on your caller ID to appear as though they are calling as a certain person or from a specific location.
 - « **Tax-Related Identity Theft:** When someone steals your Social Security number to file a tax return claiming a fraudulent refund; may also be called tax-filing-related identity theft.
 - « **Wire Transfer Fraud:** Tricking someone into wiring or transferring money to steal from them.

Individual Work

- Assign each student a type of identity theft.
- Direct students to research their identity theft and document their findings according to the Speaking Publicly about Identity Theft handout.

Finishing Up

Allow time for student volunteers to share their speech in front of the class.



Name _____

Date _____

Class _____

Speaking Publicly About Identity Theft

You've been asked to speak at a school assembly or town hall meeting focused on understanding identity theft prevention.

You're expected to provide your peers or local town's population with a basic overview and definition of an identity theft problem. You've also been asked to share at least two ways this issue can be prevented.

Instructions: Review the basic expectations for the format of your speech. Choose an identity theft problem to focus on. Research to understand the issue and how it can be prevented.

Expectations

PARAGRAPH	CRITERIA	POINTS POSSIBLE
1	Introduction: Introduce specific issue.	20
2	Describe how the issue affects people.	20
3	Include statistics and quotes from articles as evidence to back up claims.	20
4	Present solutions to help reduce challenges that are a part of the issue.	20
5	Conclusion: Summarize key ideas and include a call to action.	20



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standards Met: (7) Financial institutions offer a variety of products and services to address financial responsibility.

(13) Part of being an informed consumer is knowing how to utilize financial services and risk management tools, as well as comparing consumer lending terms and conditions and reading financial statements.

(17) Investment strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications and the time value of money.

(26) Diversification of assets is one way to manage risk.

Activity Guide: L8.1

Choose Your Stocks

There are so many different stocks that investors can choose from. How do they decide? This activity will allow them to choose two stocks, research them, and answer some follow up questions that will help them navigate stocks in the future.

Main Topic

Knowing what to look for in a stock and what to watch for once purchased is critical to investing.

Questions to Ask

- What stock is right for me? Why?
- What's the pattern of this stock price?

Students Will

- Conduct online research on two stocks they wish to "buy."
- Use the Choose Your Stocks worksheet to answer the questions.

How to Prepare

- Print copies of materials for students.
- Make sure students have access to the internet to research their stock choices.

In the Classroom

- Grant students internet access to research stocks

Finishing Up

- Bring students back together to discuss their different stocks and discussion questions.



Name _____

Date _____

Class _____

Choose Your Stocks

There are so many stocks you could buy, it can be hard to choose what's right for you. It's interesting to watch a stock through a period of time, because it gives a well-rounded picture of how the stock performs, versus just a one-day glance.

Instructions: Research two stocks you'd like to purchase and answer the discussion questions below.

1. Which two stocks did you choose?
2. What do the companies do or make?
3. Do the companies have sales? Revenue? Are they making money?
4. Why did you choose these two?

5. If you look at the performance of the stock over the past 12-weeks online, what did it do?
6. What market are they in? Tech? Commodity? Where are they located? Who do they serve?
7. Are there fees associated with these stocks?
8. Do the stocks have moats? Moats are protections against losing your money. An example protection includes trademarks or copyrights against competitors.
9. Based on the 12-week performance, would you continue buying this stock or sell? Why?



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: (27) A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential.

Activity Guide: L8.2

Delving Into Insurance

As an adult, it's important to have insurance to protect your person and property. But, not every person needs every insurance offered. A person living in Ohio for example, probably doesn't need earthquake insurance.

Main Topic

Insurance can help reduce the financial burden when something happens in our lives.

Questions to Ask

- Which types of insurance are right for me?

Students Will

- Use their Delving Into Insurance worksheet to research different types and make selections of what is important to them.

How to Prepare

- Print copies of materials for students.

In the Classroom

- Be sure students understand key vocabulary.
 - « **Insurance:** A company or government agency provides a guarantee of compensation for specified loss, damage, illness, or death in return for payment of a premium.
 - « **Insured:** The person, group, or organization whose life or property is covered by the policy.
 - « **Insurer:** A person or company offering insurance policies in return for premiums; person or organization that insures.
 - « **Policy:** A written contract between the insured and the insurer.
 - « **Policyholder:** The individual or firm that acquires and wants protection from the risk and generally in whose name an insurance policy is written. The holder is not necessarily the insured. For instance, life insurance policies might be bought by employers of key employees, or a husband might buy and be the holder of a life insurance policy on his wife. In such cases, the buyer is the policyholder.
 - « **Premium:** Amount that has to be paid for an insurance policy.
 - « **Risk:** Exposure to danger, harm, or loss.

Finishing Up

- Bring students back together to review and discuss their findings.
- Whenever students have different answers, ask them to share their reasons for their answers. Emphasize that insurance needs will vary, since different people have different risk factors based on their age and circumstances. The important takeaway is for students to understand that, to the extent their monthly budget allows, they'll want to dedicate a portion of their budget toward insurance protections.
- Optional: Create a graph or chart depicting students' votes for the most important types of insurance to determine trends and outliers.



Name _____

Date _____

Class _____

Delving Into Insurance

At different times in your life, you'll need different types of insurance. But how do you know what is right for you? How do you know what's even covered?

Instructions: For each type of insurance below, research what the insurance is and what is covered. Pick at least three types that will be important to you when you're living on your own. Don't forget to explain your choices.

Type of Insurance	What is being insured?	On a scale of 1-10 (with 10 the most important), how important do you think this insurance will be when you're an adult?	Why? Explain your choice.
Auto	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Cell Phone	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Dental	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Disability	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Earthquake	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Flood	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Health	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Homeowner's	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Identity Theft	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Liability	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Life	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Renters	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Pet	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Vision	<input type="checkbox"/> Property <input type="checkbox"/> Person		
Wildlife	<input type="checkbox"/> Property <input type="checkbox"/> Person		



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 45 - 60 minutes

State Standard Met: (19) Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay to lender at some later date.

(20) Debt is an obligation owed by one party to a second party.

(21) Effectively balancing credit and debt helps one achieve some short- and long-term goals

(22) Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt

Activity Guide: L9

Sometimes it's hard for students (and adults!) to tell the difference between credit realities and myths. This exercise will help show them how.

Main Topic

Misbeliefs about credit can be a barrier on the path to financial wellness.

Questions to Ask

- How can students decide what, if any, credit or loan is right for them?
- What are some ways to pay back credit if needed?

Students Will

- Decide which statements about credit can be categorized as myth or fact?
- Discuss their answers as a group.

How to Prepare

- Make the table tents and display them around the classroom.

In the Classroom

- Have students walk around the room and read each of the 11 statements to decide if they are “fact” or “myth.”

Individual or Group Work

- Distribute the **Busting Credit Myths** worksheet.
- Ask students to write if the statement is a “myth” or a “fact” notating a “M” for myth and a “F” for fact. Make sure students explain their reasoning.
- Have students return to their seats and share their responses.
 - « Call on students to share their responses.
 - « Have students work in small groups to share
- Ask the rest of the students to use the thumbs-up gesture if they agree with the response, and the thumbs-down gesture if they disagree with the response.
- Then, for each statement, share the correct answer with the class and open the floor for discussion and debate.
- Continue for all statements.

Finishing Up

Ask students to verbally share three things they learned about credit and borrowing from this activity.

Creating Table Tents

Write the following statements about credit or borrowing on table tents. The answer and the description are included to support you in the follow-up discussion.

STATEMENT	MYTH / FACT (M OR F)
1. Debt is the same as credit.	M
Reason: Credit is the ability to borrow money, debt results from using credit.	
2. There is no such thing as good debt.	M
Reason: Borrowing money to further your education can be an example of good debt if you finish your studies and your future income will support the amount you borrow. Borrowing money for a car to get you to work is another example of good debt if the loan terms fit within your budget.	
3. If you are worried about debt, you may have too much.	M
Reason: This is more of a personal answer. For some people having \$1,000 in debt is too much and causes stress. For others, that amount doesn't bother them at all.	
4. Co-signing a loan may affect your future ability to get a loan.	F
Reason: A lender may consider the amount you cosigned for as your potential debt. If the main borrower does not pay, the missed payments/loaned amount can show up the borrower's AND your credit.	
5. If a debt collector calls you about repayment of a debt, you have the right to tell him/her to stop calling you.	F
The Fair Debt Collection Practices Act (FDCPA) gives you the right to tell the debt collector to stop calling you. It does NOT cancel the debt or stop the collector from reporting nonpayment to the credit reporting agencies.	
Note: The FDCPA does not apply to first party creditors. So, for example, if your loan is with Bank ABC, and Bank ABC is calling they don't have to stop, but usually will.	
6. The majority of Americans who file for bankruptcy due to medical debt have health insurance.	F
Reason: Medical debt can pile up when someone becomes seriously ill or is injured, especially if the person can no longer work. Even with health insurance, co-pays and deductibles can add up. Bonus question: What is one thing you can do to help in case of emergency?	
7. Information in your credit report is used to make a lot of decisions about you.	F
Reason: A credit report might be reviewed by a potential employer or to get security clearance for the military or a government job. It can be used by a landlord, an insurer, a utility company, or a lender.	
8. Whenever you check your credit score, your score goes down a few points.	M
Reason: You can get a copy of your credit report once each year for free from each of the three credit reporting agencies (so three total per year). The website is https://www.annualcreditreport.com/ . This does not affect your score.	
9. It's not uncommon for people to have more than one credit score.	F
Reason: Financial institutions, credit card companies, and lenders may use different credit scores based on information from different credit reporting agencies. These scores may differ from one another.	
10. Always close credit card accounts you do not regularly use; keeping them open hurts your credit score.	M
Reason: If a person closes most of their credit card accounts and keeps only one credit card open with a high balance on it, it may end up hurting their credit score. Do you remember why? It's helpful to keep unused credit cards open to bring down the amount of overall credit in use.	
11. About one in 10 U.S. consumers (or 26 million people) are considered "credit invisible."	F
Reason: People who do not have any credit record are considered "credit invisible."	



Name _____

Date _____

Class _____

Busting Credit Myths

There are a lot myths about credit and borrowing. Getting the facts can help guide your future borrowing decisions.

Instructions: Read each of the statements displayed. For each, choose whether it's a myth or a fact and give a reason. Be prepared to defend your answers.

Statement No.	Write M or F (Myth or Fact)	Reason for Your Choice
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 20 minutes for explanation, 60-90 minutes for research, 30-45 minutes for writing

State Standard Met: (3) Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.

Activity Guide: L10.1

A lot of factors play into joining the workforce and it is important that students consider all factors when they leave high school. In this exercise, students will research their desired profession, education requirements, and expenses and share their research via essay.

Main Topic

A lot of factors play into what you do after high school. Find what is right for YOU.

Questions to Ask

- What goals do you have?
- What are you interested in?
- What skills do you have?
- What will make sense financially?

Students Will

- Research a profession they are interested in.
- Design a presentation about their chosen profession.
- Share/Discuss with the class (if time allows)

How to Prepare

- Print copies of the Career Investigation worksheet for each student.

In the Classroom

- Have students walk around the room and read each of the 11 statements to decide if they are “fact” or “myth.”

Individual or Group Work

- Discuss with the class their interests and skill sets.
- Introduce students to the multiple options after high school
- The student will choose a career they are interested in.
 - « The students will research and answer questions to complete an essay.

Finishing Up

Have students submit their essays and discuss their findings with each other.

CATEGORY	CRITERIA	POINTS POSSIBLE
General Information	<ul style="list-style-type: none"> • What profession did you choose? <ul style="list-style-type: none"> « What do they do? « How do they do it? « Why did you choose this? « Are there any famous people that have this same career path? 	25
Financial Information	<ul style="list-style-type: none"> • What degree/post-secondary education is needed for this profession? <ul style="list-style-type: none"> « How long will you be in training/school? « How much does training/certification/a degree for this profession cost, on average? « What other expenses do you need to consider? • What is the average salary, in the location you want to live, for you career annually when you are starting out? Mid-level? Top-level? • What is the cost of living in the area? • Are there annual expenses or certification renewals for this profession? What are they? • What are some ways you could be financially smart about entering this profession? <ul style="list-style-type: none"> « Examples: Choosing the right school, living at home, working part-time 	25
Growth Rate	<ul style="list-style-type: none"> • What is the growth rate for this profession? <ul style="list-style-type: none"> « What is the number of estimated jobs in the coming years? « What is the need for your career in the U.S. or another country if you want to move? • Is this an 'in-demand' career? <ul style="list-style-type: none"> « Why or why not? 	25
Conclusion	<ul style="list-style-type: none"> • After researching the profession you chose, would you still choose it? • What surprised you? • If you were starting the process today to join this profession, what would be your next steps? 	25



Name _____

Date _____

Class _____

Career Investigation

You might have an idea of something you'd like to pursue after high school. Let's explore what that will look like.

Instructions: Choose a profession you are interested in and conduct research to answer the questions below. From your answers, develop a short essay on why you chose that profession. The essay should include the information from your research and citations. Be prepared to discuss with the class.

CATEGORY	CRITERIA	POINTS POSSIBLE
General Information	<ul style="list-style-type: none"> • What profession did you choose? <ul style="list-style-type: none"> « What do they do? « How do they do it? « Why did you choose this? « Are there any famous people that have this same career path? 	25
Financial Information	<ul style="list-style-type: none"> • What degree/post-secondary education is needed for this profession? <ul style="list-style-type: none"> « How long will you be in training/school? « How much does training/certification/a degree for this profession cost, on average? « What other expenses do you need to consider? • What is the average salary, in the location you want to live, for you career annually when you are starting out? Mid-level? Top-level? • What is the cost of living in the area? • Are there annual expenses or certification renewals for this profession? What are they? • What are some ways you could be financially smart about entering this profession? <ul style="list-style-type: none"> « Examples: Choosing the right school, living at home, working part-time 	25
Growth Rate	<ul style="list-style-type: none"> • What is the growth rate for this profession? <ul style="list-style-type: none"> « What is the number of estimated jobs in the coming years? « What is the need for your career in the U.S. or another country if you want to move? • Is this an 'in-demand' career? <ul style="list-style-type: none"> « Why or why not? 	25
Conclusion	<ul style="list-style-type: none"> • After researching the profession you chose, would you still choose it? • What surprised you? • If you were starting the process today to join this profession, what would be your next steps? 	25



Activity Information

For Grades: High School (9-12)

Estimated Time to Complete: 60 minutes

State Standard Met: (23) Many options exist for paying for post-secondary education opportunities.

Activity Guide: L11

It's no secret: college costs money. This activity allows students to explore different financial choices at different universities/colleges so they can get a clearer picture on what their finances will look like after school.

Main Topic

Paying for post-secondary education isn't just about tuition, but includes a lot of factors, both during and after school.

Questions to Ask

- How much will I spend on my education?
- What's included in the cost?
- How can I pay for college?
- How will my choice affect me after school?

Students Will

- Research post-secondary options
- Create a poster board dedicated to the path that they have chosen
- Share that poster board with the class – creating a ‘college fair’ for students

How to Prepare

- Print copies of the College Fair project guide for students
- Make sure students know there are online resources they can use. NerdWallet’s Cost of Living Calculator is a great resource: <https://www.nerdwallet.com/cost-of-living-calculator>

In the Classroom

- Be sure students understand key vocabulary:
 - « **Tuition** - fees charged by education institutions for instruction or other services.
 - « **Free Application for Federal Student Aid (FAFSA)** - an application for federal student financial aid such as Pell grants, federal student loans, and college work-study programs.
 - « **Scholarships** - money for college you will not be expected to repay.
 - « **Grants** - money for college you are not expected to repay. Often awarded based on need.
 - « **Loans** - money borrowed that must be repaid with interest.
 - « **Work-Study Programs** - money earned by working part-time to help pay for educational expenses.
 - « **Direct Subsidized Loans** - loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.
 - « **Direct Unsubsidized Loans** - loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need.
 - « **Direct PLUS Loans** - loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid.
 - « **Direct Consolidation Loans** - allows a student to combine all eligible federal student loans into a single loan with a single loan servicer.
- Students will choose three paths that they are interested in.
 - « The students will research and answer questions on their handout for each path.
- After researching, the student will choose one that is the best fit for them and create a board dedicated to that path with pictures and descriptions.
 - « Other students should be able to understand the career by looking at the board.
- Students will set up their boards that will be presented to the entire class.

Individual or Group Work

Bring students back together to discuss what they learned

- Did their path change from when they started to when they finished?
- What surprised them?
- What remaining questions do they have about paying for their post-secondary education?

CATEGORY	CRITERIA	POINTS POSSIBLE
General	<ul style="list-style-type: none"> • What is your path? • What would your major be? 	20
General	<ul style="list-style-type: none"> • What is the acceptance rate? • What is the graduation rate? • Does the school carry your major? • What is the GPA requirement? 	20
Financial	<ul style="list-style-type: none"> • How much is tuition? • Does tuition increase annually? • What is the average amount of financial aid at institution? • What scholarships or grants are available to you? <ul style="list-style-type: none"> « What's the process for receiving these? « Are there grade/work requirements to keep these scholarship or grants? « Are there work-study opportunities? • What is included in the award letter for the school? • Are there any other financial factors that you need to keep in mind? 	20
Academics	<ul style="list-style-type: none"> • How many students are usually in a general education class? • How many in a class for your major? • Is there a tutoring program or student success center? 	20
Campus Life	<ul style="list-style-type: none"> • Do most students live in the dorms? <ul style="list-style-type: none"> « Are freshmen required to live on campus? « What are the dorms like? « What are some of the best amenities on campus? « How much does it cost to live on campus? What about off-campus apartments near the school? • Are there student organizations you'd be interested in joining? • Are there campus events you're interested in? • Is it a school with a focus on athletics? Art? Music? • What are some of the biggest issues or controversies on campus? 	20

After researching your choices, choose the best fit for you and answer these questions.

a. Why did you choose this?

b. How does it fit your needs? Social? Educational? Financial?

c. Can you see yourself living and studying there?

Think about when you enter the workforce. Using your career's median income, answer the questions below.

d. What is your career's median starting income?

e. How much is your calculated debt after the education you will need? Remember: it isn't just tuition.

f. Using what you just calculated, is your debt load less than your starting salary? If not, can you make adjustments to your debt? How?



Name _____

Date _____

Class _____

Choosing a Path After High School

Instructions: Choose three professional paths that pique your interest. Conduct research and answer questions that are a part of the rubric. After researching, choose one path that will work for you and answer the questions below. Create a presentation board dedicated to your chosen career with pictures and descriptions to share with the class.

CATEGORY	CRITERIA	POINTS POSSIBLE
General	<ul style="list-style-type: none"> • What profession did you choose? • What would your major be? 	20
General	<ul style="list-style-type: none"> • What is the acceptance rate? • What is the graduation rate? • Does the school carry your major? • What is the GPA requirement? 	20
Financial	<ul style="list-style-type: none"> • How much is tuition? • Does tuition increase annually? • What is the average amount of financial aid at institution? • What scholarships or grants are available to you? <ul style="list-style-type: none"> « What's the process for receiving these? « Are there grade/work requirements to keep these scholarship or grants? « Are there work-study opportunities? • What is included in the award letter for the school? • Are there any other financial factors that you need to keep in mind? 	20
Academics	<ul style="list-style-type: none"> • How many students are usually in a general education class? • How many in a class for your major? • Is there a tutoring program or student success center? 	20
Campus Life	<ul style="list-style-type: none"> • Do most students live in the dorms? <ul style="list-style-type: none"> « Are freshmen required to live on campus? « What are the dorms like? « What are some of the best amenities on campus? 	20

After researching your choices, choose the best fit for you and answer these questions.

a. Why did you choose this?

b. How does it fit your needs? Social? Educational? Financial?

- c. Can you see yourself living and studying there?

Think about when you enter the workforce. Using your career's median income, answer the questions below.

- d. What is your career's median starting income?
- e. How much is your calculated debt after the education you will need? Remember: it isn't just tuition.
- f. Using what you just calculated, is your debt load less than your starting salary? If not, can you make adjustments to your debt? How?

FINANCIAL LITERACY (9-12)

FINANCIAL RESPONSIBILITY AND DECISION MAKING

CONCEPTS	TOPIC	OBJECTIVE	CORRELATION
1. Financial responsibility entails being accountable for managing.	Save & Invest	<ul style="list-style-type: none"> Identify responsible ways for managing money for short- and long-term goals. Describe actions that are both responsible and irresponsible uses of money. 	Lesson 1 & 2
2. Financial responsibility involves lifelong decision-making strategies which include consideration of alternatives and consequences.	Save & Invest	<ul style="list-style-type: none"> List financial decisions made at different stages of life and factors that will affect those decisions. Explain how education and career decisions affect incomes and job opportunities. Understand there are positive and negative consequences for all financial decisions." 	Lesson 1
3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities, and attitude are all factors impacting one's earning potential and employability.	Earn	<ul style="list-style-type: none"> Identify how various training and education options beyond high school can further one's employability. Explore individual interests and skill sets to identify potential careers and opportunities to pursue. Explain how one can become more employable through training and education. 	Lesson 10
4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. Workers can experience dramatic income dips and spikes from month to month.	Earn	<ul style="list-style-type: none"> Compare and contrast different sources of income, including wages and salaries. Identify individual and larger economic changes that may cause monthly income to fluctuate. Explain how government assistance programs contribute to the financial stability of different individuals. 	Lesson 5 & 6
5. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.	Earn	<ul style="list-style-type: none"> Calculate the difference between net pay and gross pay of a fictional employee. Compare several sample paystubs and the different deductions. Some are pre-tax, such as Flexible Spending Accounts (FSA) or Healthcare Savings Accounts (HSA), that are included and will result in reduced personal tax liability. 	Lesson 5

FINANCIAL LITERACY (9-12) (cont'd)

	CONCEPT	TOPIC	OBJECTIVE	CORRELATION
PLANNING AND MONEY MANAGEMENT	6. Financial responsibility includes the development of a spending and savings plan (personal budget).	Spend	<ul style="list-style-type: none"> Devise a budget for current short- and long-term goals, income and expenses. Identify factors that could force an individual to change his or her budget. Prepare a monthly budget for a family or individual given their income, savings goals and taxes, as well as their fixed and variable expenses. 	Lesson 2 & 3
	7. Financial institutions offer a variety of products and services to address financial responsibility.	Protect	<ul style="list-style-type: none"> Evaluate products and services from financial institutions that a student might use, such as a checking and savings account, and discuss advantages and disadvantages of different products. Reconcile a checking and savings account balance using both an account register and an electronic tool. 	Lesson 4 & 8
	8. Financial experts provide guidance and advice on a wide variety of financial issues.	Save & Invest	<ul style="list-style-type: none"> Explain the roles and responsibilities of a financial planner. Identify qualifications to look for when searching for a financial planner. 	Lesson 2
	9. Planning for and paying local, state, and federal taxes is a financial responsibility.	Earn	<ul style="list-style-type: none"> Fill out a sample W-4, 1040 federal tax form, and state and local tax forms either as an employee or an independent contractor. Investigate how local taxes are calculated between municipalities. 	Lesson 5
	10. Taxpayers may save money by understanding and using tax credits and deductions.	Save & Invest	<ul style="list-style-type: none"> Identify and describe how tax credits and deductions influence total tax liability. 	Lesson 5

FINACIAL LITERACY (9-12) (cont'd)

	CONCEPT	TOPIC	OBJECTIVE	CORRELATION
INFORMED CONSUMER	11. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.	Spend	<ul style="list-style-type: none"> Explain the many factors a consumer considers before purchasing goods or services. 	Lesson 2 & 6
	12. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.	Protect	<ul style="list-style-type: none"> Identify ways consumers can identify fraud and protect themselves from becoming a victim of fraud. Describe the process for consumers who believe they are victims of fraud to seek recompense. Describe the consumer protections provided to citizens through government and consumer agencies. 	Lesson 4 & 7
	13. Part of being an informed consumer is knowing how to utilize financial services and risk management tools, as well as comparing consumer lending terms and conditions and reading financial statements.	Protect	<ul style="list-style-type: none"> Compare the terms and conditions of the consumer lending statements from two or more financial institutions to determine which one is better for a given consumer. 	Lesson 4 (optional activity) & Lesson 8
	14. Consumer protection laws help safeguard individuals from fraud and potential loss.	Protect	<ul style="list-style-type: none"> Identify a consumer protection law and explain why it was developed and how it serves to protect individuals from fraud and potential loss. 	Lesson 7
	15. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.	Spend	<ul style="list-style-type: none"> Identify the difference between direct and indirect costs. Compare and contrast the overall costs of goods and services from various distributors (wholesale, retail, online). 	Lesson 7

FINACIAL LITERACY (9-12) (cont'd)

	CONCEPT	TOPIC	OBJECTIVE	CORRELATION
INVESTING	16. Using key investing principles, one can achieve the goal of increasing net worth.	Save & Invest	<ul style="list-style-type: none"> Devise a plan to increase net worth given a predetermined amount of money. 	Lesson 8
	17. Investment strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications and the time value of money.	Save & Invest	<ul style="list-style-type: none"> Identify and compare the administrative costs (fees) and taxes of various investment products. Identify the more advantageous investment strategy for different individuals in given scenarios. 	Lesson 8
	18. Government agencies are charged with regulating providers of financial services to help protect investors.	Earn	<ul style="list-style-type: none"> Explain the specific roles of agencies and the services they can offer to consumers. 	Lesson 9

FINANCIAL LITERACY (9-12) (cont'd)

	CONCEPT	TOPIC	OBJECTIVE	CORRELATION
CREDIT AND DEBT	19. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay to lender at some later date.	Spend	<ul style="list-style-type: none"> Describe the difference between a loan from a bank and one from a payday lender. Compare the final repayment amount of a loan from a bank and a loan from a payday lender on a large purchase such as a car. Investigate barriers to individuals that may lead them to be unbanked. 	Lesson 9
	20. Debt is an obligation owed by one party to a second party.	Protect	<ul style="list-style-type: none"> Develop a repayment plan to satisfy debt obligations in a given scenario. Explain the implications of declaring bankruptcy. 	Lesson 9
	21. Effectively balancing credit and debt helps one achieve some short and long-term goals.	Borrow	<ul style="list-style-type: none"> Discuss steps a consumer can take to get and keep a high credit score. Discuss factors that will reduce credit scores. 	Lesson 9
	22. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.	Borrow	<ul style="list-style-type: none"> Evaluate several credit card offers and choose the best card based on criteria such as interest rate, fees and rewards programs. Describe how the Truth in Lending Act (TILA) and Credit Card Accountability, Responsibility and Disclosure (Credit CARD) Acts protect consumers. 	Lesson 9
	23. Many options exist for paying for post-secondary education opportunities.	Borrow	<ul style="list-style-type: none"> Evaluate choices for funding postsecondary education options considering amount available, interest, repayment options and total cost. Evaluate the advantages and limitations of various career opportunities. 	Lesson 11

FINACIAL LITERACY (9-12)

	CONCEPT	TOPIC	OBJECTIVE	CORRELATION
RISK MANAGEMENT AND INSURANCE	24. A risk management plan can protect consumers from the potential loss of personal and/or business assets or income.	Protect	<ul style="list-style-type: none"> Describe the difference between a warranty and extended warranty on a given product. 	Lesson 8
	25. Safeguards exist that help protect one's identity.	Protect	<ul style="list-style-type: none"> Describe problems that can occur when an individual is a victim of identity theft. Give specific examples of how online transactions, online banking, email scams and telemarketing calls can make consumers vulnerable to identity theft. Describe the conditions under which individuals should and should not disclose their social security number, account numbers and other sensitive personal information. Recommend actions a victim of identity theft should take to limit losses and restore personal security. 	Lesson 7
	26. Diversification of assets is one way to manage risk.	Protect	<ul style="list-style-type: none"> Cite examples of high-, medium- and low-risk investments. Explain why it is important to diversify and how the composition of a portfolio changes over time. 	Lesson 8
	27. A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential loss.	Protect	<ul style="list-style-type: none"> Explore the coverage and cost for various insurance products such as health, life, disability, auto, homeowners, renters and liability. Research the likelihood that disability and life insurance is needed to replace an income stream. 	Lesson 8