

# IT ALL ADDS UP

*An educational  
resource to teach  
personal finance  
and financial  
literacy*

HIGH SCHOOL LESSON PACKAGE



AN INITIATIVE OF



MADE POSSIBLE IN THE U.S. BY



## ■ RATIONALE

**It All Adds Up** is a package of lessons that brings the financial world into the classroom and engages students to learn about the importance of understanding their personal finances. Consisting of introductory, core, concluding and extension lessons with an assessment rubric and blackline masters, the activities inform, engage and empower students to become more financially literate. Students will learn key vocabulary for understanding money matters, develop their ability to set and achieve personal financial goals, plan cost-effective fundraisers and more.

Ask your students what they already know about the financial world and where they fit into it; then build on that information by introducing the key themes of earn, save, give, spend. With the right tools and a little courage, students will be empowered to make sound financial decisions that make an impact on them, their community and the world. Financial literacy is much more than math; look for ways to integrate tips, tricks and lessons into other subjects.

## RBC, City National Bank and WE.org's Partnership

City National Bank is a U.S. financial institution that is passionate about extraordinary service, proactive advice and total financial decisions. A longstanding advocate and champion of financial literacy for young people, City National Bank's parent company RBC, has a legacy of investing in youth and providing them with guidance to make smart decisions with their personal finance. RBC and City National Bank have partnered with We Schools to bring this resource to teachers and students to further this goal.

Together, we're helping youth gain the knowledge, skills and confidence they need to make smart everyday financial decisions and work toward their goals.

Look for these icons at the top of each page for the key themes of the lesson.



EARN



SAVE



GIVE



SPEND

### Core Skill Sets

Look for these icons at the top of each lesson. The icons identify the most relevant core skills being developed. Learn more about the WE Learning Framework at [www.WE.org/weschools](http://www.WE.org/weschools).



CRITICAL THINKING



RESEARCH AND WRITING



INFORMATION LITERACY



ARGUMENT FORMATION



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



REFLECTION

## ■ DETAILS

**Grade level:** High School  
**Estimated time:** 660 minutes

### Learning goals:

Students will:

- Learn key terms for understanding money matters.
- Set attainable financial goals.
- Discover how to track spending.
- Create a personal budget.
- Reflect, respond and analyze their goals as they begin preparing for life after high school.
- Research and report on charities of their choice.
- Plan cost-effective fundraisers.
- Work independently as well as participate in active group work and class discussions.
- Understand the concept of financial empowerment.

**Course connections:** English Language Arts, Mathematics, Visual and Performing Arts, Social Studies, Career Development and Occupational Studies, Family and Consumer Sciences

### Resources required:

- Front board
- Computers with Internet capabilities
- Multicolored cue cards, card stock or other substantial paper
- Markers

### Resources included:

- Blackline masters
- Appendix 1: Glossary

### Assessment:

Appendix 2: Assessment Rubric

## ■ INTRODUCTORY LESSON 1: FINANCIAL EMPOWERMENT



**Key theme(s):** Earn, Save, Spend

**Purpose:** With the “It All Adds Up” lesson package, students will gain an understanding of what it means to feel empowered in their financial decisions as they develop the skills necessary to achieve their dreams and goals. Students will acknowledge and examine the factors that affect financial empowerment locally, nationally and globally.

### Common Core connections:

#### CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### CCSS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Instructional method(s):** Brainstorming, goal-setting, planning, class discussion

### Differentiated instruction:

- Students work in partners rather than as a class to discuss what an economy is.
- Have students read the stories silently to themselves, then answer the questions individually or as a group.
- Instead of creating a visual, students write a story or journal about their future self, explaining what they want to be and have in the future. They will begin thinking about what they need to feel empowered to achieve their goals and dreams.

**Course connections:** English Language Arts, Visual and Performing Arts

**Estimated time:** 75 minutes

### Steps:

1. Write the word *economy* on the front board. Ask students the following questions to begin a conversation about the economy:
  - What is an economy?
  - Are there different kinds of economies? (E.g., local, national, global, market, command, capitalist, etc.)
  - When do you become part of an economy?
  - What affects the economy?
2. As a class, create a definition for the term *economy*.
3. An important part of managing your finances is feeling empowered to make good choices. Help students understand what empowerment means by sharing a couple of stories about two girls growing up in Free The Children’s WE Villages communities in Ecuador who have found empowerment through their involvement in girls clubs. Then have students create personal criteria of empowerment.
4. Now that students have heard a couple of stories about how knowledge led to financial/economic empowerment, ask students the following:
  - What does it mean to feel empowered?
  - What does it mean to be financially empowered?
  - How do you know Ana and Maria feel empowered?

**Educator’s Note:** Refer to Appendix 1: Glossary for definitions.

**Ana Lucia Sislema Daquilema** is a 17-year-old girl involved in a girls club. Ecuadorian girls meet for workshops on human rights, self-esteem building and leadership. They share opinions and ideas and build stronger bonds with each other while working together on income-generating projects. Through her involvement with the girls’ club, Ana has become empowered, as the money she earns allows her to pay for her school expenses and new clothes, alleviating some of her family’s expenses. Ana has not only become more active, but she has also grown more confident and is now able to speak in public—something she was not comfortable doing before. With her newfound income, financial knowledge and confidence, Ana hopes to become a teacher when she finishes school. Her greatest wish is to have a regular job teaching, to get married and have two children, and to continue living in her community. Before joining the girls’ club, this dream would have seemed impossible to achieve.

**Maria Simona Aucanshala Tenemasa** is 16 years old. She has participated in the girls club for the past couple of years along with two of her cousins. Maria feels that being part of the group has made her friendlier toward her peers and helped her improve her public speaking skills. Now she participates more in school and feels more self-assured. Capitalizing on her newly acquired knowledge and confidence, Maria hopes to help change her community’s perspective toward pollution by providing community members with training on the issue. And by meeting with civic leaders, she aims to introduce a garbage collection system. Her greatest wish is to have a good job as a teacher when she grows up.

- How are Ana and Maria a part of the economy?
  - What is your role in the economy? (Tell students that while they may feel lost in the large world of money and policy run by other people, there is a role and purpose for each of them. Just as they can make a difference in their local, national and global communities through purposeful actions, they can find their place in the financial world.)
  - How do you know you are empowered?
  - What does empowerment mean to you?
5. Tell students that, just like Ana and Maria, feeling financially empowered will help them achieve their goals and dreams. Ask them to think of a dream or goal they would like to achieve. Dreams and goals may include a car, a weekend trip, university or college, etc.
  6. Once students have thought of a dream or goal they would like to work toward, have them create a visual representation of their dream that they can share with their peers. The visual can be a collage, painting, sketch, sculpture, etc.
  7. Now that they have a visual representation to act as a reminder to keep them on track, have students brainstorm ways that they can achieve their goals and dreams. Ask for a few suggestions of goals or dreams. Write these on the board and then ask students what it will take to achieve their goal or dream, e.g., earning money by babysitting, completing household chores such as mowing the lawn or getting a part-time job, saving by setting money aside, spending less so that there is more to save.
  8. What are the implications or effects of earning, saving and spending on your local, national and global communities' economies.
  9. Instruct students to write in their notes a plan explaining how they will earn, save and reduce their spending in order to achieve their goal or dream.

### BACKGROUND INFORMATION ON ECUADOR COMMUNITIES AND GIRLS CLUBS

While it was not always so, women in Ecuador have become increasingly marginalized and discriminated against. Indigenous women in particular have lower education rates, the lowest literacy rates and the lowest wages. Consequently, they suffer in many areas of their life, such as health, as health care is difficult for these women to access.

The girls clubs were created to challenge the growing machoism culture and revive the tradition of women as leaders and ancestral knowledge providers.

During the weekly meetings girls participate in educational training sessions that include hands-on activities that address environmental, economic, social and cultural issues. The goal is to empower these young ladies to be leaders in their communities.

## ■ INTRODUCTORY LESSON 2: WORD WALL



**Key theme(s):** Earn, Save, Give, Spend

**Purpose:** To assist students in developing their financial literacy vocabulary.

### Common Core connections:

#### CCSS.ELA-Literacy.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

#### CCSS.ELA-Literacy.L.6.4c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

#### CCSS.ELA-Literacy.L.6.4d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Instructional method(s):** Brainstorming, small group work, word wall

### Differentiated instruction:

- Have students define selected terms individually.
- Create a virtual word wall using Wikispaces ([wikispaces.com](http://wikispaces.com)).
- Have students design a visual cue for each term.
- On subsequent days, introduce new terms by giving the definition, allowing students to come up with the term or to match the terms to definitions.

**Course connections:** English Language Arts, Mathematics, Career Development and Occupational Studies, Social Studies

**Estimated time:** Initial lesson: 40 minutes; Continued daily instruction 5 minutes

**Special materials:** Multicolored cue cards, card stock, or other substantial paper, and markers

### Steps:

1. Create a space on a wall or a board, or create an online platform for a word wall. Give it a name. Divide the space into five categories: Earn, Save, Give, Spend and General Financial Terms. Separating the terms under these categories will add clarity and help students better understand and remember the definitions.
2. Have students brainstorm a list of words they believe are related to financial literacy. Write the list on the board. The glossary of terms in Appendix 1 is an extensive list of suggested terms with definitions. Feel free to expand on this

list or use the terms you feel appropriate for your students and classwork. It is good to begin with a small group of words and add to it regularly so students are not overwhelmed.

3. Organize students in pairs or small groups and assign groups a selection of words from the list.
4. Instruct students to divide the words into three categories: words I don't know, words I've heard of, and words I know and can explain. Once divided, students should begin with the words they know by explaining the definition to their partner. Then they should check it to see if they are correct. Next, students should guess the meanings of the words they've heard of and check the correct definition. Lastly they should move on to the words they are not familiar with.
5. When checking the definitions, students should use a dictionary and write out the definitions of each term. (**Note:** not all terms will be in a standard dictionary and some terms will not be the first definition listed.) Next, instruct students to write the definition in their own words. Circulate through the classroom to ensure their definitions are appropriate.
6. Once students have the definitions for each assigned term, hand out large cue cards and markers. Color code terms into the Earn, Save, Give, Spend, and General Financial Terms categories. On the blank side of the cue cards have students clearly write the term. On the lined side of the card students should write the dictionary definition and the definition that is in their own words under two separate headings. Have students put their names on the cards and hand them in.
7. Over the next few days select the cards that match the financial literacy topics and lessons for the day.
8. Have the students who worked on the cards present the term and definitions to the class.
9. Have students add the cards to the word wall under the category that best fits the term and definition so students can easily use them as a reference. Keep the wall in alphabetical order for easy scanning.

**Educator's Note:** A word wall is an interactive and collaborative literacy tool composed of an organized collection of words displayed on a wall. It is a meaningful and memorable reference.

**Extension:** Key terms will be identified for each lesson to facilitate vocabulary building.

### Sources

- <sup>1</sup> Definitions were composed using the following resources:  
[Webster's New World College Dictionary. As of February 24, 2016, www.websters.yourdictionary.com](http://www.websters.newworldcollegedictionary.com)

Soanes, Catherine, and Sara Hawker, ed. *Compact Oxford English Dictionary. 3<sup>rd</sup> ed, revised.* Oxford: Oxford UP, 2008.

## ■ INTRODUCTORY LESSON 3: MONEY FUNDAMENTALS: SETTING THE COURSE FOR FINANCIAL SUCCESS



**Key themes:** Earn, Save, Give, Spend

**Purpose:** Students will learn that every financial decision has an impact on later decisions. They will begin their personal finance journey by setting a realistic and attainable goal.

### Common Core connections:

#### CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-Literacy.SL.6.1b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-Literacy.SL.6.1c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Instructional method(s):** Class discussion, brainstorming, wordle

### Differentiated instruction:

- For visual learners, write the four terms—earn, save, give, spend—on cue cards or paper and tape them on the board. Have select students come up and order them from most to least important.
- Divide the four lists up amongst four groups and have the groups create the wordles.

**Course connections:** Social Studies, English Language Arts, Mathematics

**Estimated time:** 30 minutes

**Special materials:** Cue cards

### Steps:

1. Begin the class with a conversation about money and choices associated with it. Tell students that the financial decisions we make can feel overwhelming. Remind them that they likely already make decisions and have been for years. Now it is important to ensure they are making the best choices for them. Ask a few students how they might already be making important financial decisions.
2. Next, distribute cue cards to every student. Instruct students to

think about the financial decisions they make or plan to make in the future, for example, how to save money, how to make wise purchases, how to budget effectively, etc. After a few moments, tell students to write down three topics or questions they would like to learn more about or have answered. Students may write them down now or wait until the end of the lesson. Collect the cards at the end of the class.

3. Write the following words on the board and have students briefly define each. Write the definitions on the board for students to copy into their notebooks.
  - Earning    ○ Giving
  - Saving    ○ Spending
4. Ask students how they would rank the four terms—earn, save, give, spend—and why? Although there are many ways to think about the four terms, students should try to think of earning as the first step since without earning money, there is none to save, give or spend. Saving should be next. If students make it a habit to save while they are young they will be better equipped in the future. Giving comes from sharing with others. As children we are taught to share. By applying the lesson of sharing financially, we can help promote causes we are interested in, help people who are not as fortunate as we are, and more. Finally, there is spending. While knowing how to spend wisely is equally as important as the other actions, if not more, it should come last. Often we are tempted to spend first, before we know how much money we have available, or we spend before we think about saving and giving. Then we run out before we can set money aside for them. If we keep spending last we will be in the best position for financial success and independence.
5. Ensure students understand how personal finance impacts their everyday lives and how earning, saving, giving and spending work together.
6. One way to help understand how earning, saving, giving and spending are a part of a process is by setting financial goals.
7. Have students begin their process by creating a list of three to five items for each of the following:
  - Ways to earn money...    ○ Organizations to support...
  - Items to save for...    ○ Items to spend money on now...
8. Collect the lists. Input the information collected from students at [wordle.net](http://wordle.net) to create a wordle for each of the lists.
9. Present the wordle to the class, showing students the shared goals they have in earning, saving, giving and spending.
10. Ask students: Why is it important to set goals?

**Educator's Note:** A wordle is a word cloud that visually represents text data and is typically used to show the importance of individual words with font size.

## ■ CORE LESSON 1: MAKING SAVING SIMPLE



**Key theme(s):** Save, Spend

**Purpose:** Students will learn the key to successful saving is a combination of delayed gratification or patience and goal setting. Students will learn the rewards of saving and paying yourself first.

### Common Core connections:

#### CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-Literacy.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience..

#### CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Instructional method(s):** Think-pair-share, brainstorming, visual imaging

**Differentiated instruction:** Instead of individual goals, create a class goal such as an end-of-year party.

**Course connections:** Mathematics, Visual and Performing Arts, Social Studies

**Estimated time:** 75 minutes

### Steps:

- Ask students a few questions about saving money.
  - What does saving money mean to you?
  - What is the purpose of saving?
  - Do you save any money currently? Why or why not?
  - How long should it take you to save money for a goal? (The amount of time you save will depend on the goal, but you should try to mix it up so that you see results with the short term goals, but you have money for large, long-term goals like school tuition.)
  - What do you save for?
  - What are some ways you can save? (Piggy bank, bank account, a little here and there, regularly when you are paid, etc.)
- Suggest to students that saving money is about being patient. It is good to begin with a goal to put money aside for. Then you must be patient and save the money until you have enough for the goal. To emphasize the importance of patience, show students this video clip of the Marshmallow Test, which examines childrens' ability to resist temptation and defer gratification: [www.youtube.com/watch?v=QX\\_oy9614HQ](http://www.youtube.com/watch?v=QX_oy9614HQ).
- Ask students to take a moment to individually think about how the Marshmallow Test is connected to saving money. After a few moments, ask students to partner up with their seat partner or someone nearby and compare their thoughts.
- Round out the conversation by asking students how money increases when saved in a bank account (money increases with each addition and grows over time by earning interest, especially when earning compound interest. Save early and save often). Relate this to how the marshmallow doubles in the experiment. Ask students when is the best time to start saving. (Now, when you are young and have time on your side, is the best as you set yourself up for long-term success. So develop the habit of saving at an early age.)
- Share with students that savings can take different forms. It might not be easy at first, but as you see the savings grow you will see the rewards. If you set up your savings to automatically pay yourself first, you learn to live without that money. Regular automatic transfers to a separate savings bank account removes the self-discipline factor because you won't have to remember to add to your savings. You will be saving proactively as you learn to live without the money rather than waiting until the end of the month to see what you have left. You might want to save a couple of paychecks to buy a bike or new iPod, or you might be saving for a bigger dream of a car or school tuition. Whatever you are saving for, it is good to set a goal and stick to it.
- Have students write down a list of items or goals they would like to have and can plan to save for.
- Then instruct students to narrow the list down to their top three to five items.
- Tell students to research how much each item will cost using catalogs or the Internet. Write down the cost on the list. Students should calculate the sales tax, if applicable, by researching the rates and what is and what isn't tax exempt by the state and federal governments.
- Now that students know the full cost of the item, they will commit to saving money for these items. If students choose to save for two items, one should be a short-term goal while the other should be a long-term goal.

10. Students should decide whether they will save their money at home or use a bank account to save for their goal. Ask students to suggest the pros and cons of each option. Write them on the board. Suggest students speak with their parents for guidance in making this decision.
11. To keep them on track, students should create a visual to remind themselves why they are saving. This can be a visual representation of the item such as a picture, a collage, a sculpture, etc. Tell students to put the visual near a piggy bank, in their wallet or in a prominent place.
12. Ask students a few follow-up questions.
  - a. Why is it important to save?
  - b. What is the best way to save?
  - c. Do you think that saving is easy or difficult? Why? (Does making automatic transfers help?)
  - d. What strategy will you use to ensure you are saving regularly for your goal? (Paying yourself first, etc.)
  - e. Do you think you will be able to successfully save for your goal? Why or why not?
13. Remind students that saving is an important part of being financially responsible. If they are dedicated and patient, they will achieve their financial goals.

**Extension 1:** Once students have narrowed down their goals to one or two, have students calculate the interest they would need to pay if they purchased the item immediately using a bank loan, a line of credit or a credit card. Students should set a payment system they can manage, as well as a competitive interest rate for each type of loan. Next, have students calculate the length of time it will take to save up for the item. Students should set a reasonable amount for regular savings and calculate competitive interest rates from a few different savings accounts. Discuss the rewards of waiting versus instant gratification. Also, what might happen in the time it takes to save? (E.g., fads change, interests evolve, they may change their mind about where the money should go, etc. It is better to change your mind while saving rather than when you are in debt working to pay off something you no longer want.)

**Extension 2:** Have students track their progress achieving their goal in a journal. Each day students should record what they did to get them closer to achieving their goal and what they plan on doing the next day to continue their progress.

## ■ CORE LESSON 2: FINANCE FOLLOWER



**Key theme(s):** Spend

**Purpose:** Students will examine the psychology of “one-click” spending and learn that “virtual” spending is still spending, whether physical money is exchanged or not.

### Common Core connections:

#### CCSS.ELA-Literacy.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

#### CCSS.ELA-Literacy.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

#### CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

#### CCSS.ELA-Literacy.SL.6.1b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-Literacy.SL.6.1c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CCSS.Math.Content.6.NS.C.6a

Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ , and that 0 is its own opposite.

#### CCSS.Math.Content.6.NS.C.5

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

**Instructional method(s):** Class discussion

### Differentiated instruction:

- Have students work in small groups to complete discussion questions.
- Have students write an investigative report unveiling the

benefits and risks of the various payment methods.

- After the week, have the students bring their tracking sheet back into class to analyze what they spent money on that week and the type of payment method that they used for their purchases. Determine if there is a common pattern between students in the class (for example, students used debit cards more often than cash).

**Course connections:** Social Studies, English Language Arts, Mathematics

**Estimated time:** 60 minutes plus homework time for at least seven days

### Steps:

1. Tell students that every day we make many financial choices that affect how much money we have for saving, giving and spending. It is important to know how we spend so we can plan for the future and meet all of our expenses without going into debt.
2. For the next week, have students track all of their spending. It is important that they record what they spent money on, the amount they spent and the method they used to spend the money (e.g., cash, debit card, online transaction, PayPass, mobile scan, prepaid store card, etc.). If there is time, have students track their spending for a longer period of time so they will have more data to accurately analyze their spending habits.
3. In class, ask students to consider their spending habits. Conduct a quick poll. Ask students to put up their hands if they use or plan to use the following payment methods:
  - Cash
  - Checks
  - Debit card with a chip
  - Debit card with PayPass, PayWave or Flash
  - Online payment systems (PayPal, iTunes)
  - Mobile payment application
  - Reloadable store card (for coffee shops, book stores, movie theatres, etc.)
  - Any other payment methods
4. Now that you've brought attention to the many payment options available for students, use the following questions about the various methods:
  - a. What might cashless spending be? (Spending with modes other than cash such as debit cards, reloadable store cards, mobile scans, etc.) It is important to remember that there still needs to be money to cover cashless spending. The main difference is that traditional currency—banknote bills and coins—is not being exchanged. This type of cashless spending is different from spending on credit, which involves money that's borrowed with the promise to

- pay it back under specific agreed upon terms.
- b. Do you spend differently when you pay with cash versus a "cashless" method?
  - c. What do you think "one-click," "passwave" or "flash" spending is?
  - d. Why might we spend more with "one-click" or contactless spending than when we are paying with cash?
  - e. What are the benefits of cashless spending?
  - f. What are the risks?
  - g. Why is it important to pay attention to how you spend money?
  - h. No matter how you spend money, what are some important tips to remember? (Saving—paying yourself first, keeping track of all spending, etc.)
5. Take the information students compiled by tracking their spending and use it for the next lesson, Budgeting 101.

## ■ CORE LESSON 3: BUDGETING 101



**Key theme(s):** Earn, Save, Give, Spend

**Purpose:** Learning how to create a budget will give students the knowledge to properly manage their money. Students will learn how to organize their money and set manageable financial goals.

### Common Core connections:

#### CCSS.Math.Content.6.EE.A.2a

Write expressions that record operations with numbers and with letters standing for numbers.

#### CCSS.ELA-Literacy.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### CCSS.ELA-Literacy.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### CCSS.ELA-Literacy.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-Literacy.W.9-10.2d

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

#### CCSS.ELA-Literacy.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### CCSS.Math.Content.6.NS.C.5

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

#### CCSS.Math.Content.6.RP.A.3c

Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

**Instructional method(s):** Twitter marketing, organizational charting, research, data management, forecasting, independent study

### Differentiated instruction:

- Develop practice budgets based on characters from novels or plays your class is studying.
- Use Microsoft Office Excel worksheets or similar computer software to organize and calculate budget information or use

an online application. (Most banks offer budgeting tools.)

**Course connections:** Mathematics, Career Development and Occupational Studies, English Language Arts, Social Studies

**Estimated time:** 110 minutes

### Steps: Part 1

1. The process of budgeting becomes increasingly important when students begin to earn money with their first real job. Before jumping into budgeting, help students understand what they need to start working and what the difference is between net and gross income.
2. Have students work individually or in pairs. Assign students one of the following terms: social security number, income tax, social security, medicare.
3. Instruct students to define their term using a dictionary or a reliable website. The definition must explain what it is, its purpose, who contributes, who benefits, what the benefits are and when they receive it, where it is applicable and why it is necessary. They may work individually in partners or as a group.
4. Once they have the information, tell students they will condense the information into a Twitter post. Students must imagine that it is their job to keep Americans informed over Twitter. The government is hoping to increase public knowledge of each program. It is the students' job to promote the program through strategic communications. In 140 characters, students must provide enough information and a hook to increase awareness among followers.
5. Once they are finished, have students hand in their tweets. Design a space on a wall with the blue Twitter bird. Have students write their posts in a speech bubble, read them to the class and then post the tweet on the wall.

### Part 2

1. Write the word "budget" on the board. Ask students:
  - What is the purpose of a budget?
  - What is a budget comprised of?
  - How do you feel about budgets and budgeting? (E.g., negative, positive, optimistic?)
  - Does anyone have a budget or have ever tried to use a budget?
2. Explain the importance of regularly using a budget: Budgets help us identify our personal financial limits, providing a framework to live within. While it is easy to focus on the restrictions, budgets give you control over your money. Since you know where your money is going, choices are more informed. Whether you are calculating your basic personal finances or a billion-dollar business, a well thought out budget is an important tool for financial success. Tell students they will learn how to create a budget and use it properly.

3. Go over the following tips and calculations with students while instructing them to use Blackline Master 2: Budgeting 101 to create a custom budget.
- Calculate monthly income.** How much do you earn? Income can include money from a part-time job, an allowance and other sources. Is your income steady? When creating a budget it is best to use steady income amounts that are dependable. Calculate your **gross** and **net** incomes. If you do not have a steady income from a job, an allowance or elsewhere, create a budget based on a realistic expectation of an income, whether it is a current reality or a soon-to-be expected income. The purpose of this exercise is to help you learn how to manage your money by learning to be realistic with your income and expenses, so do as best you can with your current financial situation.
    - Right now you likely make an hourly wage. If you receive an hourly wage, for example, you work 15 hours a week at a \$7.25 an hour, you will want to multiply 15 by 7.25; this will calculate your gross weekly wage ( $15 \times 7.25 = 108.75$ ). Multiply this number by 4 to get your monthly gross income ( $108.75 \times 4 = 435$ ). Next, based on the itemized list on your pay stub, calculate your net income, after income tax, social security and medicare deductions by subtracting the amount of each item from the net income; most pay stubs will show these calculations. This is the amount you will actually be able to spend.
    - When you go to a college you might receive lump sums that you will need to last the full year. In this case you want to take the total of the lump sum, perhaps \$30,000, and divide it by 12 to find out how much you have to spend each month. As this money is likely a loan or a gift, you will not have to pay tax on it so the gross and the net amount are the same.
    - In the future you will likely earn an annual salary. Let's say you make \$30,000 a year. Divide the income by 52 to get your weekly earnings then multiply it by 4 to get the monthly earnings ( $30,000 / 52 \times 4 = 2,307.69$ ). Do this for gross and net. Look at your pay stub to find the different figures. Note: If you are paid bi-monthly (i.e. on the 15th and 30th of each month), you can divide the annual salary by 12. If you are paid bi-weekly (i.e. every other Friday) do not simply divide the annual salary by 12; with bi-weekly pay days, there are two months of the year with a third paycheck. Use these extra paychecks as a bonus rather than overestimating monthly income 10 months of the year.
  - Savings! Paying yourself first.** Even though you are young and may not make a lot of money, you should start saving early. Start small, but start now. Even small amounts will add up over time and by forming the habit early, you will have the advantage of time on your side. Life's milestones—getting your first car, going away to school, getting your first "real" job—often come with some sort of financial cost—car payments, rent and tuition fees, new professionally-styled clothing, etc. These are expenses for which you want to plan and save. So whether you are saving for school or a rainy day, savings are a must. Ideally you should save 5-10% of your income. Once you begin saving, it will become easier. A good way to faithfully save if you have a bank account is to set up an automatic transfer. You should also have an emergency fund that equals three months of living expenses.
    - To calculate the amount you should save, take your net income and multiply by 5-10%. If \$1,538.46 is your net monthly income, the calculation would be  $1,538.46 \times 0.1 = 153.846$ , which means you should save \$153.85 every month. You can round up or down to \$150 or \$155.
    - Your savings will be subtracted from your net income.
    - Once you have created a budget that works, add your fixed and variable expenses together and multiply the number by 3 to calculate how much you should have in your emergency fund. (Fixed expenses + variable expenses = monthly expenses, monthly expenses  $\times$  3 = emergency fund.)
  - Subtract your fixed expenses.** Figure out your fixed expenses. You likely do not have too many fixed expenses, such as rent and utilities, if you are living at home. But you may have a monthly cell phone bill or car payment. Services that come with a contract are generally considered fixed expenses. Looking at your bank statements is an easy way to find these figures in one place. The blackline master provides a list of common fixed expenses. Be sure to think of any others you may have.
    - Using the blackline master record your monthly fixed expenses.
    - These expenses will be subtracted from your net income.
  - Charitable giving.** Consider building a monthly charitable donation into your budget. Sharing what you have with others who are not as fortunate allows you to ride the wave of social change. Just like saving, if you form the habit early, you will learn to live without the money. Instead you'll know you are a part of helping a cause greater than yourself. Research charitable organizations to find the ones that best suit your interests and support needs and issues you believe in. Look for groups that focus on giving a hand up rather than a handout. Make sure the organization is a 501 (c) (3) charity that issues tax receipts that let you claim a tax credit on your income tax return. Is your budget so tight that you're strapped to find any spare

change to share? Consider sharing your time and talents with the organization of your choice. Giving comes in many forms and each way is as valuable as the next. As with saving, look for ways to cut back small regular purchases like snacks to find "extra" money. Rather than buying a muffin, donut or cookie every day at the local coffee shop, treat yourself once a week. In one month you could free up \$32 ( $2 \times 4 = 8$ ,  $8 \times 4 = 32$  >> \$2, four times a week, four weeks in a month).

- i. Using the blackline master, record your monthly charitable donations.
- e. **Debt repayment.** Hopefully you don't have any debt yet, but as you enter new stages of your life, you may find you need to borrow money (for example for post-secondary education). If and when you do, you need to include debt repayment in your monthly budget. If you are just making the minimum payment on a credit card, stop! Credit card statements show how long it will take to repay your debt if only the minimum payment is made each month. Even a small amount of debt can take years to pay off and that is without any new debt being added. Compound interest is the reason the balance grows so quickly, so pay off as much as you possibly can each month, ideally the entire balance.
- f. While credit card debt is not good debt, going into debt while in pursuit of a college education is considered good debt. It is an investment in your future career and earning power. The long-term benefits of a college or university degree should outweigh the short term financial pain of going into debt. In this case, try to keep the debt to a minimum by making wise choices and spending the money on school-related materials. Research the options available to you as a student; these may include special government student loans or a student line of credit.
- i. For credit card debt repayment, you will need to subtract at least the minimum payment but ideally more. You will likely need to play with your numbers to find the workable amount, but remember, the longer you take to repay the debt, the more it will cost in interest, so make larger payments.
  - ii. Student loan debt repayment will depend on the specifics of your loan; however, most student loans will have a monthly repayment schedule you will agree to with the loan provider. In this case simply add this amount to your expense column. When possible, make lump sum payments in addition to your monthly payments to reduce your loan and pay less in interest.
- g. **Subtract your variable expenses.** Your variable expenses include everything you spend money on that is not included in your fixed expenses. They are sometimes referred to as discretionary expenses. If your expenses are greater than your income, you are overspending. Items categorized as variable expenses should be the first to be reduced

or eliminated altogether. The blackline master will help categorize your spending. Be careful not to forget anything, especially one-time items like gifts. Be conservative: underestimate income and overestimate expenses.

- i. Using the blackline master, record your monthly variable expenses.
  - ii. These expenses will be subtracted from your net income.
- h. **Final countdown.** Once you have calculated your total income, fixed expenses, savings, debt repayment and variable expenses, you can check if your budget balances.
- i. Using the blackline master, record the final numbers. The results of your final calculations should equal zero or a positive number; a negative number means you are spending more than you earn. You need to either earn more money or cut back on your expenses. If you are cutting, begin with your variable expenses, but remain realistic. If you cannot cut enough here you will have to cut back on your fixed expenses. (Total income – expenses = 0.)
- i. **Percentages to keep in mind.** Financial planners use a few guidelines or rules of thumb to help keep track of how you should spend your money. Of course there is room to wiggle; for example, if you would rather live downtown, where rent is usually more expensive, to be near your school/work and amenities, you can reallocate from your transportation budget to your housing budget. Or if you are not repaying debt, you may be able to save more for a rainy day.

Using your net income to calculate, here are the suggested percentages as guidelines:

- i. Savings 10% (net income  $\times$  0.1 = savings budget)
  - ii. Housing 35% (net income  $\times$  0.35 = housing budget)
  - iii. Transportation 15 % (net income  $\times$  0.15 = transportation budget)
  - iv. Life 25% (net income  $\times$  0.25 = everything else budget)
  - v. Debt 15% (net income  $\times$  0.15 = debt repayment budget)
4. Now that you have a workable budget, you have the knowledge and tools to be financially independent. Keep your budget handy for daily reference. Adapt the amounts as you make life changes.

## ■ CONCLUDING LESSON 1: PREPARING FOR LIFE



**Key theme(s):** Earn

**Purpose:** Students will begin preparing for the financial responsibilities they increasingly take on as they grow older and become financially independent individuals.

### Common Core connections:

#### CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### CCSS.ELA-Literacy.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Instructional method(s):** Brainstorming, class discussion, partner collaboration, Internet research, goal setting

### Differentiated instruction:

- Since many schools have tools and resources that help students identify personal skills and career interests, focus on exploring with students the financial aspects of their career interest with Step 6.
- Have students conduct research at home and create a plan for the future with their parents or guardians.
- Extend the lesson by having students research what scholarships, bursaries and grants are available to them. Go over a typical application and, if it is the right time, help students begin applying.

**Course connections:** Career Development and Occupational Studies, Family and Consumer Sciences, Social Studies

**Estimated time:** 75 minutes

### Steps:

1. Begin the class by having students brainstorm a list of words associated with working for a living (e.g., career, job, trade, vocation, profession, employment, etc.). Write the words on the board as students suggest them. Once there are a few suggestions, have students create definitions for each term. Highlight the similarities and differences, even if they are just in perception (e.g., a job is work you do to make money. A career is work you choose for the rest of your life).
2. Ask students a few questions to further this conversation about careers:
  - How many of you have a good idea of what you would like to do after you have finished all your schooling (either high school, college or another type of school)?
  - How do you decide what career to pursue?
  - When do you think it is important to begin preparing for your career after school?
  - What will help you prepare for life after high school?
  - Why should you begin preparing now?
3. Tell students that thinking about selecting a career and what to do with the rest of your life can be scary and overwhelming, but that thinking about the kind of person you would like to be in the future can help. This will help create a goal, which has been demonstrated in earlier lessons as giving purpose and direction to actions.
4. Have students write a statement that describes the person they want to be. Instruct students to write three to five sentences that explain the characteristics, duties, lifestyle, etc. that they would like to have. Students should consider their interests, talents, skills and abilities in addition to what they want to get out of their occupation. If it helps, students may add an age at which they would like to have reached these achievements.

A list of possible characteristics:

Hardworking	Sensitive	Creative
Motivator	Diplomatic	Persevering
Leader	Energetic	Conscientious
Enthusiastic	Articulate	Thorough
Organized	Perfectionist	Sharp-witted
Patient	Flexible	Open-minded
Amiable	Resourceful	Consistent
Compassionate	Analytical	Calm
Punctual	Firm	Discreet
Dedicated	Deliberate	Cheerful
Innovative	Tactful	Empathetic

Example statement: *"I want to be a kind and thoughtful person in a position of quiet authority. With years of experience, I want to be knowledgeable, but be a constant learner and in a position where I share my passions and expertise with others as part of my job."*

*I will exude a quiet calmness that will create confidence in those around me. I will find meaning in my work and I will be empathetic to everyone I meet."*

5. Once students have their statements, instruct them to find a partner. Using the statements, students should work together to brainstorm a list of possible occupations that match it. In addition to traditional jobs (e.g., teacher, carpenter, lawyer, nurse), encourage students to think beyond (e.g., arborist, city planner, actuary).
6. Using this list, instruct students to research more about the occupations they selected. Send students to the government website: [www.usa.gov/find-a-job](http://www.usa.gov/find-a-job), that helps with job searches, career exploration, demand, job market trends and more. The career planning government website helps with planning a career and identifying interests, potential fields of work, career expectations and more. Have them find the information for the following questions:
  - a. Are there any specific courses and/or grades you need before graduating high school?
  - b. Do you need any specialized schooling after high school?
    - i. If so, what kind? (Be specific.)
    - ii. How many years will you be in school?
    - iii. Where is this training offered?
    - iv. Will you need to live away from home?
    - v. What does it cost?
    - vi. Will you be able to work during this time?
  - c. Will you need to invest in any equipment, tools or something else (e.g., a vehicle, a musical instrument, etc.)?
    - i. How much will this cost, both initially and long term for maintenance?
  - d. What is the market for your selected occupation?
  - e. Will you need to move for your occupation?
  - f. What does the first five years look like in terms of salary and other benefits?
  - g. What are typical duties for the occupation?
  - h. Come up with one interesting fact about your selected occupation you would like to share with the class.
  - i. Ask a few students to share a bit of what they learned. Have all students hand in their work.
  - j. Ask students: How can they begin preparing today for their future careers? How can they apply the knowledge and skills they obtained with the budgeting exercise?

## ■ CONCLUDING LESSON 2: CHARITY FAIR



**Key theme(s):** Give

**Purpose:** In a two-part activity, students will learn how to run a successful fundraiser, taking into consideration everything they have learned about personal finance, as they apply it to this entrepreneurial project. Students will then research the financial goals of a charity or non-profit they would like to support, and then present their findings to the class.

### Common Core connections:

#### CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-Literacy.WHST.6-8.2a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

#### CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### CCSS.ELA-Literacy.W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

#### CCSS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.Math.Content.6.SP.B.4

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

#### CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### CCSS.ELA-Literacy.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Instructional method(s):** Brainstorming, group work, research, presentations, gallery tour

### Differentiated instruction:

- Vote on a fundraiser/social enterprise initiative first. Then, work as a class to figure out the most economical and environmental way to proceed.

- Instruct students to create a sample budget for their fundraiser/social enterprise initiative.
- At the beginning of Part 2, instead of brainstorming a list of charities and non-profits, compile a list of causes or issues students would like to support, then come up with a list of charities and non-profits that work with this cause or issue.

**Course connections:** Mathematics, Career Development and Occupational Studies, Family and Consumer Sciences, Social Studies

**Estimated time:** Class time: 90 minutes; Presentations: 75 minutes

### Steps: Part 1

1. Begin the class with a brainstorm activity. Ask students to list all of the fundraisers they can think of. Write their suggestions on the front board. These may include, but are not limited to, a bake sale, a car wash, a coin drive, etc. Ask students how fundraisers can be thought of as a social enterprise. (Consider framing the fundraisers as social enterprises.)
2. Next, instruct students to get into groups of three to four students. Divide the fundraising ideas amongst the groups. Ask students how many of them are familiar with the television show “Shark Tank.” Ask a student to explain the premise if there are students who are not familiar with the show. Tell students that in their groups they will take on the role of up-and-coming entrepreneurs who need investors to begin building their social enterprise. Using their assigned fundraiser/social enterprise initiative as the method to earn money, students will create a business proposal and a 2- to 3-minute pitch to interested investors (the other groups). Students will research the costs of running the fundraiser and estimate the potential profits. In preparing their proposal, students should complete some in-depth research. Allow students time to use the library and Internet; assign for homework if necessary. To determine the costs of running their project, students will need to calculate the following—examples provided are for a bake sale:
  - **Obvious costs**—supplies such as ingredients, plates, napkins, signs, etc. (It may be useful to find recipes and use store flyers to determine costs.)
  - **Hidden costs**—help from family. If your mom bakes cupcakes, include all of her time (such as the run to the grocery store for eggs) and the price of the ingredients
  - **Environmental costs**—waste, energy, materials such as Styrofoam plates.
  - **Health costs**—this may not be applicable for every fundraiser, but having healthy alternatives to traditional cookies for the bake sale or using less toxic cleaners for a car wash may be better options.
  - **Time**—including organizing, advertising, baking, set-up, distribution, etc.

- **External considerations**—did the school band recently run a bake sale? Did it go well? Will the student body appreciate another so soon? Is the school trying to promote healthy living that does not include bake sales? Some of these questions may not be easily answered. Have students list questions and considerations and find people to interview for answers, such as the band faculty advisor or the principal.
  - **Prices**—students should prepare prices for their goods. They should calculate per unit, but also estimated sales. It is important to stay realistic—will students buy \$1 cupcakes? Will you be able to sell 150 over one lunch period?
3. Ask students to consider if any of the costs can be decreased or eliminated without compromising the product or service you are offering. For example, can you use sustainably sourced, recyclable plates? Can you get ingredients donated by the grocery store? Some costs may be reduced but then create new ones—if a grocery store is donating goods, the cost is reduced for you, but remember it still costs the grocer, so thank them for their contribution with a card from the class.
  4. For their presentation pitch to investors, encourage students to use visuals like grocery store flyer clippings, pie charts, line graphs and more to support their estimations and promote their social enterprise venture.
  5. Allow students time to make their presentations. At the end of the presentations compile a brief pros and cons list with the class of investors for each of the fundraisers/social enterprise initiatives. Hold a class vote: which of these initiatives would they support?
- Part 2:**
1. For the second part of the lesson, ask students to brainstorm a list of charities or non-profits (local, national or international) they would like to learn more about and possibly support. Working in the same groups as Part 1, divide the charities and non-profits amongst the groups. Following the partnership model of ME to WE, an innovative social enterprise that supports it's charitable partner by donating half of their profits to lower the charity's already low administrative costs, the entrepreneurial groups will research their assigned charity or non-profit in hopes of partnering with and supporting the charity or non-profit. The students will prepare a presentation to share the information they gathered for a gallery tour.
  2. The presentation should include, but is not limited to, the following:
    - Information about the charity or non-profit
    - Their mission
    - Where they work
    - Financial goals. (There may be one or more financial goals someone donating can support. Be as specific as possible identifying the top goal(s).)
  3. Allow students class time to conduct research and prepare their presentation boards. Assign work that is not completed in class for homework.
  4. Designate a date for the gallery tour.
  5. Hold the gallery tour. Move desks to the outer edges of the classroom. Have groups set up their presentations around the room. Encourage students to take pride in their work and share their new knowledge with their peers. Instruct groups to take turns touring the classroom so each booth has presenters ready to explain their information to visitors. Open the tour up to other classes and guests in the school.
  6. Once the gallery tour is complete, hold another vote to decide which charity the class would like to support.
  7. Combine the two parts of the lesson and give students practical experience. Run the selected fundraiser and support the chosen charity.

**Educator's Note:** What is a gallery tour? This tour consists of students creating presentations with written and visual content. Student groups take turns circulating a room set up like an art gallery. Students stay with their presentation boards, describe their work and answer questions their peers may have.

## ■ EXTENSION LESSON: WE CREATE CHANGE



**Key theme(s):** Give

**Purpose:** Students will have the opportunity to take action while putting their finance skills to use with the WE Schools WE Create Change campaign.

### Common Core connections:

#### CCSS.ELA-Literacy.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-Literacy.SL.6.1c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CCSS.ELA-Literacy.WHST.6-8.2a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Instructional method(s):** Class discussion, goal-setting, multimedia viewing

### Differentiated instruction:

- Give students the WE Create Change How-To Guide; ask them to discuss coin drive marketing ideas in groups. As a class, select one idea and use it to promote the campaign.
- Extend the lesson while connecting the campaign to different subjects:
  - Visual and Performing Arts—design campaign posters
  - English Language Arts—write compelling school announcements
  - Mathematics—make calculations with coins. Besides cost calculations, find out the weight, volume and size of coins
  - Family and Consumer Sciences—discuss the importance of economic empowerment in America and around the world
  - Social Studies—examine the regions Adopt a Village works in and how economic empowerment differs around the world
  - Career Development and Occupational Studies—apply effective business models for optimizing profits
  - Technology—cut a multimedia production to promote student involvement

**Course connections:** Visual and Performing Arts, English Language Arts, Mathematics, Social Studies, Family and Consumer Sciences, Career Development and Occupational Studies, Technology

**Estimated time:** 30 minutes

### Steps:

1. Begin by telling students: Small changes do make a difference and your small coins can add up to make big change. WE Create Change is a national coin drive that supports Free the Children's WE Villages sustainable development model.

2. Show the following video to help students visualize what the campaign supports with WE Villages:  
[www.youtube.com/watch?v=m3alqSJGTNU](http://www.youtube.com/watch?v=m3alqSJGTNU).
3. Pick a WE Villages Pillar of Impact to fundraise for and collect coins with your school or community. Then learn about the impacts your collected coins will have around the world.  
  
Keeping this in mind, ask students the following questions:
  - What are the goals of this campaign?
  - Why is this campaign important?
  - How can you get involved and participate in this campaign?
4. Once students have found ways to get involved and participate, encourage them to set a goal. Create advertising to promote the campaign and the goal with the rest of the school and surrounding community.
5. Sign up for the campaign by filling out our registration form at [www.WE.org/wecreatechange](http://www.WE.org/wecreatechange).

### Reflection: Five Minutes to Discovery

Give students one minute to answer each of the following questions:

- What did I already know about either socially responsible investing, keeping your identity safe or economic empowerment?
- What did I learn?
- What are the most important pieces of what I knew already and what I learned?
- What do I want to learn more about now?
- Where can I find more information?

Ask students to hand in their answers. Review them to ensure students gained a better understanding of the lessons and their actions. Provide feedback on ways students can continue their learning now that the lessons are complete.

# WE CREATE CHANGE

WE Create Change is a national coin drive that proves that little things do add up. Pick a WE Villages Pillar of Impact to fundraise for and collect coins with your school or community.

Let us know what you think. We are always working to make our educational resources better for teachers and students. Answer the short survey and help shape the educational content we offer.

**It All Adds Up:** [www.surveygizmo.com/s3/2651426/IAAUUS](http://www.surveygizmo.com/s3/2651426/IAAUUS)

## ■ ADDITIONAL RESOURCES

In addition to the lesson plans, share these resources with your students:

- Investopedia. As of February 24, 2016, [www.investopedia.com](http://www.investopedia.com).
- Soanes, Catherine, and Sara Hawker, ed. Compact Oxford English Dictionary. 3rd ed, revised. Oxford: Oxford UP, 2008.
- Investor Education Fund's "Get Smart About Money" Glossary of Terms: [www.getsmarteraboutmoney.ca/en/tools\\_and\\_calculators/Documents/Investor-Education-Fund-Glossary.pdf](http://www.getsmarteraboutmoney.ca/en/tools_and_calculators/Documents/Investor-Education-Fund-Glossary.pdf).
- WE Create Change Campaign: [www.WE.org/wecreatechange](http://www.WE.org/wecreatechange).
- Webster's New World College Dictionary. As of February 24, 2016, [www.websters.youdictionary.com](http://www.websters.youdictionary.com).



## ■ Appendix 1

### GLOSSARY

Use this glossary of terms as a reference.

#### EARN

- ▶ **Capital**—the value of everything owned including money, property and investments after the value of debts are subtracted.
- ▶ **Direct deposit**—the electronic transfer of money from a bank account to another commonly used for receiving pay checks.
- ▶ **Equity**—assets minus liability: net worth. Also, the value of property beyond the amount owed on it.
- ▶ **Gross income**—salary or wages before deductions.
- ▶ **Income**—money received in a given period as wages, interest, etc.
- ▶ **Income tax**—tax paid on personal income such as wages or investments; regulated and collected by governments.
- ▶ **Net income**—the amount of money an individual takes home after deductions like taxes, Social Security and Medicare.
- ▶ **Profit**—financial gain, the sum remaining after the deduction of expenses. See also *Net income*.
- ▶ **Revenue**—income made from sales or earned on investment or, as with government revenue, from taxes. Revenue is gross before expenses, in contrast to net income.
- ▶ **Social Security Number**—a nine digit number assigned to each citizen, permanent resident and some temporary citizens in order to track income and determine benefit of entitlements.

#### SAVE

- ▶ **Balance**—the amount of money held in a bank or investment account at a given moment.
- ▶ **Bank**—a financial institution that takes deposits and lends money.
- ▶ **Bonds**—a loan made to a government or business, maturing on a specified date for the face amount price plus interest. A form of investment for those who purchase them.
- ▶ **Compound interest**—interest earned on the principal amount plus the interest that has already accumulated. In other words, interest earned on top of interest.
- ▶ **Emergency fund**—money set aside for unexpected expenses.
- ▶ **Individual Retirement Account**—individuals may direct pre-tax income, up to a specified amount, toward investments that can grow tax-deferred. They may be tax deductible depending on income tax filing status and more. Contributions are secured by the Federal Deposit Insurance Corporation.
- ▶ **Interest**—the cost of borrowed money. The price that lenders charge borrowers for the use of the lender's money. For example, you pay interest when you borrow money and you earn interest when you save money in a savings account. There is simple interest and compound interest.
- ▶ **Interest rate**—the interest payable on a debt expressed as a percentage of the debt over a period of time (usually a year).

(E.g. the amount a financial institution charges for the money it lends or pays for the money on deposit.)

- ▶ **Investment**—the use of capital to create more money, either by producing income (interest, dividends, rent) or by increasing in value (capital gain).
- ▶ **Payroll savings plan**—voluntary individual automatic deductions set up to assist in savings.
- ▶ **Pension**—income an employee receives after they have retired or become disabled.
- ▶ **Portfolio**—all the investments an investor owns.
- ▶ **Principal**—the amount of money or capital you begin with, for example, the face amount of a bond.
- ▶ **Retirement savings**—money that is put aside and invested to be used specifically to live on in retirement.
- ▶ **Roth Individual Retirement Account**—savings set aside for retirement secured by the Federal Deposit Insurance Corporation. Contributions are not tax deductible and qualified distributions are tax-free.
- ▶ **Savings**—money put aside to be used at a future time. Also a form of deferred spending.
- ▶ **Simple interest**—interest calculated on principal alone.
- ▶ **Stocks**—an investment representing partial ownership (a "share") in a company.
- ▶ **U.S. Department of the Treasury issued bonds**—purchased from the government, they offer secure investments with competitive interest rates. Types include: Treasury bonds, I Savings bonds, EE and E Savings bonds. See also Bonds.

#### GIVE

- ▶ **Charitable donations**—a gift or contribution to a non-profit organization, charity or private foundation. Donations are tax deductible if the charitable organization is qualified as 501 (c) (3) tax exempt. Also known as charitable giving.
- ▶ **Corporate social responsibility**—businesses and corporations that use their resources, including people, products and money to give back to and better their community locally and globally.
- ▶ **Fund drainer**—fundraisers that end up costing more than they raise. The risk of a fund drainer may be reduced by careful planning and budgeting.
- ▶ **Fundraising**—collecting money for a cause, organization, non-profit, etc. usually in exchange for a good or service (e.g. cookie, lemonade, car wash, etc.)
- ▶ **Not-for-profit/non-profit**—an organization that raises money to pursue its objectives. Not-for-profits/non-profits rely heavily on charitable donations to operate. Registered charities are often exempt from paying government taxes.
- ▶ **Social enterprise**—while businesses often support social change through their policies of corporate social responsibility, the company's first goal remains to make a profit. A social enterprise, on the other hand, takes social change as its primary objective, and uses its profits to reach it.

- ▶ **Socially responsible investments (SRIs)**—investments based on the ethics of a company rather than just their rate of return. Companies are highly transparent and include businesses like housing trusts and green technology.

## SPEND

- ▶ **Borrowing**—obtaining money which must be repaid over a specified time and with specified interest.
- ▶ **Checking account**—a type of bank account. The money in a checking account can be accessed or spent with a check, a certificate that promises money to the receiver or the specified party on the “pay to the order of” line.
- ▶ **Consumer**—a person who buys goods or services to meet needs and wants.
- ▶ **Co-sign**—when another person signs a borrowing agreement and promises to pay the debt if the borrower cannot do so. Signers are jointly responsible.
- ▶ **Credit card**—a card issued by a bank or store that allows you to buy now and pay later. The cards terms include a minimum payment and interest rate.
- ▶ **Credit history**—your ability to pay bills on time and repay money that is owed; detailed as a credit rating and credit score.
- ▶ **Debit card**—an electronic card issued by a bank connected to a personal banking account. The card allows access to money in an account by electronically making purchases of goods and services or removing cash at an Automated Teller Machine (ATM)
- ▶ **Debt**—an amount of money owed to another.
- ▶ **Discount**—a reduction from a usual or list price.
- ▶ **Expenses**—outflows of money, for example, the financial costs of living, include shelter, food, clothing, etc.
- ▶ **Fees**—charges for services. (E.g., bank fees are an expense for access to the bank’s services.)
- ▶ **Liability**—any debts or amounts owing, for example, a mortgage, credit card balance, car loan, etc.
- ▶ **Loan**—money given to a borrower on the promise of repayment, often with interest. See also *liability and debt*.
- ▶ **Minimum payment**—the least amount that a consumer can pay toward a credit card bill to remain in good standing with the credit card company. The amount of the minimum monthly payment is a combination of interest and principal and is a small percentage of the consumer’s total outstanding balance. If the buyer only makes the minimum payment, the goods will cost more due to accumulated interest.
- ▶ **Mortgage**—a loan secured to buy real estate. A down payment on the loan locks the agreement between a financial institution and the individual(s). Ownership of the property deed (certificate of ownership) is shared between the individual(s) and the financial institution until the mortgage is paid off with regular payments. Payments, interest rates and the time frame of the loan are agreed upon by the individual(s) and the financial institution.
- ▶ **Sales tax**—calculated as a percentage of the cost of an item or service, set by the government and collected on behalf of the government.
- ▶ **Surcharge**—an additional charge.
- ▶ **Taxes**—a compulsory payment of a percentage of income, property value, or purchases etc. for the support of the government.

## GENERAL FINANCIAL TERMS

- ▶ **Annual percentage rate (APR)**—an agreed upon cost of borrowing money over one year, including interest charges and other loan service costs such as transaction fees and late penalties.
- ▶ **Appreciation**—a rise in value or price over time.
- ▶ **Asset**—anything owned that has value, for example, a house or shares in a company.
- ▶ **Bank book or pass book**—a small book in which a financial institution records the amounts of money deposited and withdrawn from the account.
- ▶ **Bank machine**—an electronic machine that allows users to perform banking transactions such as cash withdrawals, deposits, bill payments and more by inserting a unique, encoded debit card. Also called automatic bank machine (ABM) or automated teller machine (ATM).
- ▶ **Banknote**—a piece of “paper” money issued by a central bank, legal tender.
- ▶ **Budget**—a financial plan adjusting expenses to income.
- ▶ **Checkbook**—A folder or small book designed as a ledger to record financial transactions on checking accounts and used to pay for goods or services. A checkbook contains sequentially numbered checks that account holders can use as a form of payment. The checks are usually preprinted with the account holder’s name, address and other identifying information. In addition, each check will also include the bank’s routing number, the account number and the check number.
- ▶ **Depreciation**—a decline in value of an asset over time.
- ▶ **Economy**—everything related to the production and consumption of good and services in an area.
- ▶ **Federal Deposit Insurance Corporation**—works to maintain public confidence and stability in the financial system by insuring deposits in the U.S. from bank failure.
- ▶ **Federal Reserve**—the ban of the U.S. government. It regulates the nation’s financial institutions. The Federal Reserve also issues all coins and paper currency produced by the U.S. Mint and the U.S. Treasury.
- ▶ **Finance**—managing money resources.
- ▶ **Financial empowerment**—having access to the tools and knowledge you need to create your own path and achieve the goals that matter most to you.
- ▶ **Financial literacy**—having the knowledge, skills and confidence to make responsible financial decisions throughout your life.

- ▶ **Fiscal**—The fiscal year would be a company's financial or accounting year for which its net income is calculated.
- ▶ **Global marketplace**—the demand for goods or services throughout the world. If the American market is good, there is a high demand for goods and services. (E.g., there is demand for America's exports such as refined petroleum).
- ▶ **Goods**—any tangible item or product that you can purchase, possess and use.
- ▶ **Identity theft**—obtaining another's personal information such as their social security number, credit card numbers, bank account information, etc. in order to defraud the victim of money.
- ▶ **Inflation**—an increase over time in the price of goods and services.
- ▶ **Internal Revenue Service (IRS)**—the government agency that is responsible for the collection and enforcement of taxes.
- ▶ **Joint bank account**—an account that is shared by two or more individuals who have equal access and responsibility for the account.
- ▶ **Needs**—goods or services that are essential for life, such as shelter, clothing and food.
- ▶ **Net worth**—everything owned (assets) minus everything owed (liabilities). Net worth can be applied to personal finance and business finance. The higher the net worth the better.
- ▶ **Goods**—any tangible item or product that you can purchase, possess and use.
- ▶ **Identity theft**—obtaining another's personal information such as their social insurance number, credit card numbers, bank account information, etc. in order to defraud the victim of money.
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- ▶ **Net worth**—everything owned (assets) minus everything owed (liabilities). Net worth can be applied to personal finance and business finance. The higher the net worth the better.
- ▶ **Phishing**—a common online scam designed to trick you into disclosing your personal or financial information, which is used for financial fraud or identity theft. A phishing scam usually comes through an unsolicited email that appears to be from a legitimate company.
- ▶ **PIN (Personal Identification Number)**—a secret numeric password used along with a debit or credit card that allows access to an account.
- ▶ **Service charges**—fees for use of services. For example, a service charge may occur every time you use a bank machine.
- ▶ **Services**—useful acts performed in exchange for pay.
- ▶ **Skimming**—a credit card and debit card scam in which the processing device at the point of purchase is compromised. When the card is inserted or swiped, it is read by a magnetic strip that copies the card's information, allowing the scammer to access accounts connected to the cards.
- ▶ **Smishing**—a mobile phone text that often refers to winning a prize. The text will asks for a response or provide a "click here" link that enables downloading of malware onto the phone. The phone may then be controlled by someone else. The name comes from SMS Phishing.
- ▶ **Statement**—a record of transactions for a bank account, credit card or investment account.
- ▶ **Supply and demand**—driving forces in a free market, demand refers to the measurable amount a good or service is wanted, while supply refers to the measurable availability of the good or service. The relationship between the two determines price.
- ▶ **U.S. Bureau of Engraving and Printing**—the government agency responsible for printing paper currency.
- ▶ **U.S. Mint**—where American coins are made under government control.
- ▶ **U.S. Treasury**—the government department responsible for issuing all Treasury Bonds, notes and bills. The IRS and U.S. Mint are a couple of the government branches that operate under the U.S. Treasury.
- ▶ **Wants**—a desire for goods or services that are not essential for basic life (e.g., entertainment, travel, luxury goods).

#### Sources

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## ■ Appendix 2

### ASSESSMENT RUBRIC

This assessment rubric is based on Bloom's taxonomy, a multi-tiered model to classify cognitive levels of complexity to evaluate students' comprehension of issues and participation with the lessons.

	<b>Level 1: 50-59%</b>	<b>Level 2: 60-69%</b>	<b>Level 3: 70-79%</b>	<b>Level 4: 80-100%</b>
<b>KNOWLEDGE AND COMPREHENSION</b>	Demonstrates limited knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates some knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates considerable knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates thorough knowledge and understanding of the relationships among facts, ideas and concepts
<b>APPLICATION AND ANALYSIS</b>	Uses critical and creative thinking processes and develops examples with limited effectiveness	Uses critical and creative thinking processes and develops examples with some effectiveness	Uses critical and creative thinking processes and develops examples with considerable effectiveness	Uses critical and creative thinking processes and develops examples with a high degree of effectiveness
<b>SYNTHESIS AND EVALUATION</b>	Demonstrates knowledge and makes connections with limited effectiveness	Demonstrates knowledge and makes connections with some effectiveness	Demonstrates knowledge and makes connections with considerable effectiveness	Demonstrates knowledge and makes connections with a high degree of effectiveness
<b>ORGANIZATION AND COMMUNICATION</b>	Expresses and organizes information while using appropriate language for different audiences and purposes with limited effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with some effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with considerable effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with a high degree of effectiveness

## BLACKLINE MASTER 1: SMART GOALS

We always set goals in hopes of achieving them, but far too often, our goals are pushed aside. Then in an attempt to release ourselves from the guilt of following through, we list a myriad of reasons and excuses. Maybe the reason we fail at achieving our goals falls outside of the list of excuses, maybe the goals we set are unattainable and out of our reach; maybe our goals aren't smart.

In order to set yourself up for success, use the mnemonic device used by athletes, business executive, health professionals and more: SMART. Goals are more likely to succeed if they are: Specific, Measureable, Attainable, Relevant and Time-bound. Use the following outline to make your goals smarter.

<b>S</b>	Specific	Know all of the details involved with your goal. Answer the who, what, when, where and why.
<b>M</b>	Measureable	How will you know you've achieved your goal? Be specific about what you must do to successfully achieve it.
<b>A</b>	Attainable	Is your goal realistic or more of a dream? Set realistic goals.
<b>R</b>	Relevant	Does this goal make sense for you? Does it fit within your values?
<b>T</b>	Time-bound	What are the dates associated with the goal? For example, do you want to purchase a bike in the spring? Save for school in two years? What is a reasonable timeline you can set?

<b>My goal:</b>	
<b>S</b>	
<b>M</b>	
<b>A</b>	
<b>R</b>	
<b>T</b>	

## BLACKLINE MASTER 2: BUDGETING 101

Use this table to create a budget.

Item	Amount (\$)
<b>Total Income</b> Gross Income Net Income	
<b>Savings</b> Emergency fund	
<b>Fixed Expenses</b> Cell phone Car payments	
<b>Charitable Giving</b>	
<b>Debt Repayment</b>	
<b>Variable Expenses</b> Public Transportation/Fuel Food/Restaurant Clothes Entertainment Gifts Interests/hobbies Sports Miscellaneous costs	
<b>Total Income-Expenses</b>	