

Financial Capability Curriculum

Instructor Lesson Plans and Student Guide



SAMPLE

Complimentary Examples of NFECs Curriculum.

- ✓ Fun, engaging and effective.
- ✓ Aligned with national financial education and core curriculum requirements.

Lessons on:

- ❖ Credit and Debt
- ❖ Insurance
- ❖ Long-Term Planning
- ❖ Income and Savings
- ❖ Budgeting
- ❖ Social Enterprise
- ❖ Business Relations
- ❖ Risk Management
- ❖ Investments



Financial Capability Curriculum

SAMPLE

Complimentary Examples of NFECs Curriculum.



<http://www.FinancialEducatorsCouncil.org>

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“Where was this curriculum when I was growing up? Seeing how financial illiteracy impacts my client's lives, the lessons included in this package will help people avoid many common mistakes and hopefully give them an added sense of security.”

Kurtis Kooiman, Financial Coach

The NFECs' Financial Capability Curriculum has been described as engaging, fun and can make a lasting difference in the lives of those you share it with. With over 500 pages and hundreds of engaging lessons, this comprehensive curriculum can be used as an afterschool program, a camp, workshop and can even be delivered as a complete two semester course. Pre and post-tests are included with each of the ten sections so you can measure the program's effectiveness.

Designed by a team of educators and financial professionals, this curriculum meets educational standards and gives participants 'real world' lessons that can benefit them throughout their life. Here is a sample list of the lessons and activities included in the curriculum:

Income:

- Identifying Passions
- Career Changes
- Resumes and Job Applications
- Mock Interviews
- Growing and Shrinking Industries
- Taxes
- Be an Entrepreneur

Risk Management:

- What is Insurance
- What Insurance Do I Need
- All about Insurance Policies
- Insurance Claims
- How to Reduce Your Risk
- What's my Risk
- Prepare for Disaster

Investing:

- Why People Invest
- Compound Interest
- Opportunity Cost
- Preparing to Invest
- What is the Stock Market
- Dollar-Cost Averaging
- Investment Vehicles
- Investment Diversification
- Investing in Real Estate

Credit and Debt:

- Credit and Debt
- What is Credit
- Credit History
- Good Debt vs. Bad Debt
- Identity Theft
- Car Loans
- Loan Manager
- Financing Real Estate

Financial Psychology:

- Money and You
- What's your Money
- Personality
- Dreams and Lifestyle
- Setting Goals
- Money and Emotions

Long-Term Planning:

- Cash Flow
- Financial Planning
- Relationships and Money
- Wills and Trusts

Accounts and Budgets:

- Wants v. Needs
- Spending Traps
- Modern ways of Handling Money
- Can I Afford That (rent)
- Can I Afford That (car)
- Let's Learn to Budget
- Credit Union v. Bank
- Banking Essentials

Skill Growth:

- Become a Life-Long Learner
- Invest in your Future
- Don't get Lost in the Crowd
- Prepare for Your Dream Job

Business Relations:

- What is Networking
- Networking in Your Field
- Networking and Mentors
- Finding Trusted Advisors

Social Enterprise:

- Entrepreneurship Choice
- What is a Social Entrepreneur
- Do you have an Entrepreneurial Mindset
- Internet-Based Businesses
- How to Start Your Own Internet-Based Business
- Calculated Risks
- Creating a Social Enterprise
- Magazine Enterprise

Credit History

Goal: Students will identify the correlation between their credit history and their financial reputation.

NFEC Standards:

- Credit & Debit, Standard 1: Understand the importance of building a positive credit history.
- Credit & Debit, Standard 2: Demonstrate proficiency in reading a credit report and an understanding of how a credit report can impact financial wellbeing.
- Credit & Debit, Standard 3: Identify and recognize key elements that impact a credit score, as well as the organizations that maintain credit information.
- Credit & Debit, Standard 4: Understand how to build a positive credit history and improve credit scores.

Jump Start Standards:

- Credit and Debt, Standard 2: Explain the purpose of a credit record and identify borrowers' credit report rights.
- Credit and Debt, Standard 3: Describe ways to avoid or correct debt problems.

National Council for Teachers of English Standards:

- Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Time: 60 minutes

Materials: Student Handbook

Lesson Overview: In this lesson students will learn about what credit history is. They will learn how credit history is your financial reputation and the importance of building a positive payback record with lenders.

Essential Questions: At the end of the lesson your students should be able to answer the following

1. What is a credit report or credit history?
2. Why is it important to have a good credit score?
3. What doors are opened in having a positive credit score?
4. Why is a negative credit score bad?

Vocabulary:

- **Credit Report:** A detailed report about a person's credit history, which outlines payback history, debt owed and paid; to help lenders determine credit worthiness for future lending.
- **Credit Score:** A measure of credit risk determined from one's credit history using a standard form of measurement.
- **Financial Reputation:** the worthiness of a person's personal financial payback history; the lower the reputation the less likely one will payback debts.

◀ Anticipatory Set (10 minutes)

- Have the students answer the questions in their workbook by filling in the two-column chart.
 - **Workbook Question:** What doors does having good grades open? What doors does having bad grades close?
 - **Example:** free time, praise from adults, college, scholarships, pride in oneself.
 - Make a two-column chart on the board.
 - Have students share their responses with the class. Write out common answers on your chart on the board.
 - Talk about why these opportunities are important.
 - Ask questions like,
 - What benefits, do they bring? Why is it important to get good grades?
 - Facilitate a discussion about this.
 - Then tell them a credit score is like your report card—it will open doors if it's high and close them if it's low.

◀ Lesson Explanation (20 minutes)

- Remind students of the reasons why it is important to get good grades and how good grades open doors.
- Tell them that a credit score will open or close doors, just like good or bad grades.
- Ask to borrow something from a student. When you get the item tell the student that you are not going to pay them back and walk away.
- Ask to borrow something else from another student—promise them that you will pay them back.
- Continue to ask students until a student turns you down. Then ask that student why? Facilitate a discussion about this.
- Explain to the students that a credit report is like a report card that grades you on how well and if you pay back money you borrow from lenders.
- If you pay back things you borrow all the time you get an A... if you pay your lenders late then you get a C... and if you don't pay them back you get an F.
- If your credit is a grade 'A' it's easy to borrow things because people know you will pay them back.

- Ask the students, “What credit grade did I have when I borrowed things and didn’t pay them back?” Wait for responses and discuss. (They should say ‘F’)
- Also, explain that credit grades are computed to scores. The higher the score the better the grade.
 - For example, A score of a 740 equals a grade ‘A’, where as a score of a 550 equals a grade ‘F’
- Ask the students to write the kinds of things they can expect to get if their credit scores are high. Write down their responses on the whiteboard.
 - **Examples:** less interest to pay when borrowing, more opportunities to borrow for large purchases like houses or cars, “rewards” from some credit cards that amount to free money/goods/services.
- Ask them to think about what they do or should do to get good grades.
- Then ask them what they think people might do to keep their credit scores high. Write their responses on the board.
 - Give them lots of hints for this one and point them in the right direction. (How can you keep your credit score high?)
 - **Examples:**
 1. Pay bills on time. Use online and automatic bill pay to avoid late payments.
 2. Keep your debt (the amount of money you owe credit cards) low.
 3. Have insurance to protect yourself—medical problems are the largest cause of bankruptcy and if you get in an accident without car insurance they can garnish your future wages and become a negative mark on your credit report.
 4. Protect yourself from identity theft—check your credit rating at least once per year for free by visiting www.AnnualCreditReport.com.
 5. Build your credit rating—when you’re young and starting out you have no credit, which puts you onto bad credit territory so you need to use and build your credit rating.
 - **Explain to the students:** Similar to school, if a student never completed any tests, class work or homework how would they be graded? This same notion applies to credit.
 - When you use credit your payback history is reported to credit bureaus. The manner that you pay back the lender is recorded with the bureau as a score. Each time you succeed in paying on time you prove you can pay back money you borrow and your credit grade or score may increase.

◀ Lesson Activity (20 minutes)

- Ask for two student volunteers.
- Tell them they need to walk around the classroom and they need to complete a scavenger hunt and write a list on the board of things they need to collect: Pen, binder, book, backpack and 1 shoe.
- First, have them leave the room for a few seconds and tell the class that when they come back, they will be instructed to ask their peers to borrow something.

- Tell the students in the class that when the other two students return they will each have a credit score on their back.
- Explain that they will ask the students to borrow certain items.
- Tell the students to treat the two students with credit scores on their backs as follows:
 - For the student with the higher credit score number on their back, tell the students they should:
 - be extra polite
 - give student whatever asked for
 - even offer the student their chair to sit in while they get the item the student asked to borrow
 - offer them things they didn't even ask for
 - tell them to have a great day, take care, etc
 - For the student with the lower credit score number on their back they should:
 - tell them no
 - only let them borrow something if they put a very high deposit down
 - act surprised that the student would even ask
 - guard their stuff as the student walks by
- When the students return, on their backs, tape a piece of paper that has a credit score on it (one shows "740 A+ Credit", one shows "540 F Credit"). Tell the class not to tell the students what their numbers are. Have them turn around so the class can see their numbers.
- Complete the activity.
- Once the activity is complete thank the participants and talk about what happened.
- Facilitate a discussion around the following questions:
 - Ask the students why the two borrowers were treated differently.
 - The one with lower score have a history of not paying back things they borrow. Where the people with higher credit score typically pay people back on time.
 - Ask the two borrowers how it felt?

◀ Lesson Review (10 minutes)

- Ask the class how does this lesson put the importance of credit history in perspective to them?
- Complete the Essential Questions in the Student Handbook.

◀ Closing Activity/Remarks (5 minutes)

- Discuss the answers to the essential questions.
- Reiterate the importance of maintaining a positive financial reputation.

Credit History

Goal: I will have good credit because I realize it can save me over \$100,000 (equal to about 4 years of work, if you're making \$20 an hour) in my lifetime.

◀ Warm-Up:

What doors does having good grades open?	What doors does having bad grades close?

Tips to Getting or Keeping Great Credit:

- Pay your bills on time. Setting up automatic bill pay through your bank will make this easy.
- Keep your debt low. You'll have better credit and avoid extra interest payments.
- Build and maintain a good credit rating. You must prove to the credit bureaus that you have the ability to pay back money you borrow.
- Protect against identity theft. Review your credit one a year for free at www.annualcreditreport.com.
- Have health and auto insurance! One of the biggest causes of bankruptcy is medical bills; so avoid that situation by making sure you have enough coverage.

◀ Questions:

What is a credit report or credit history? _____

Why is it important to have good credit history? _____

What doors are opened when you have a good credit score? _____

How can having a bad credit score impact you? _____

Loan Manager

Goal: To provide students with an understanding of how lenders qualify an applicant for a loan, as well as the preparation process to submit an application for approval.

NFEC Standards:

- Credit and Debt, Standard 11: Understand how lenders qualify potential borrowers.
- Credit and Debt, Standard 16: Apply systematic decision making to evaluate loan options within various products, such as; student loans, automobile loans, home loans and credit cards.

Jump Start Standards:

- Financial Responsibility and Decision Making, Standard 1: Take responsibility for personal financial decisions.
- Credit and Debt, Standard 1: Identify the costs and benefits of various types of credit.
- Credit and Debt, Standard 2: Explain the purpose of a credit record and identify borrowers' credit report rights.

National Council of Teachers of English Standards:

- Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Time: 60 minutes

Materials: Student Handbook

Lesson Overview: In this lesson students will develop an understanding of the how lenders qualify an application for a loan. Students will explore this through an exploration of the preparation process, as well as the approval process from lenders.

Essential Questions: At the end of the lesson your students should be able to answer the following:

1. What is collateral?
2. What is a lender?
3. What do I need to bring when I submit an application for a loan to a lender?

◀ Anticipatory Set (10 minutes)

- Ask the students to write down the answer to the following question in their book;
 - Pretend you want to apply for a loan. What are some things that you think a loan manger would look at to approve you for a loan?
 - Once they have completed the assignment, talk about their answers as a class.

◀ Lesson Explanation (20 minutes)

- Write the term collateral on the board for students. Ask them what they think this term means.
 - Explain what collateral means.
 - Collateral–Lenders estimate the value of the collateral offered to reduce their risk.
 - Explain the example, a basic level example of a low risk loan may be if your friend borrows \$20 but gives you his bike valued at \$100 until he repays you.
 - If he doesn't repay you then you can sell the bike and get your \$20 back plus make some money.
 - A high-risk loan would be if your friend borrowed \$250 and gave you a bike valued at \$100—even if you sold the bike at full value you would still lose \$150.
 - Tell them that lenders look closely at collateral.
 - For example, if you are purchasing a car and get an auto loan—your collateral would be the car.
 - If you don't pay back the loan the lender will take the car.
 - The collateral is determined by calculating the difference between the cars value and how much a person pays down.
 - For example, if someone purchases a \$20,000 car and puts down \$10,000—the lender would have \$10,000 in collateral—a safer loan.
 - If no money was put down this would be riskier for the lender—when there is an increase in risk you receive higher rates and it is harder to qualify.
 - Ask students why credit is important to lenders in the qualification process of a loan?
 - Then explain how lenders look at credit.
 - Lenders look at your past history to determine how well you have paid other people back.
 - Ask the students how is income viewed in the eyes of a lender? What do they think the lender looks at?
 - Explain that income is to lenders a way to evaluate the amount of money you receive to make sure you have the ability to repay money you borrow.
 - Ask the student to describe what debt is to you. Ask them to tell you two reasons why lenders will look at debt in the loan approval process.
 - Then explain that lenders prefer low debt so they are sure you can keep making payments.
 - Ask the students; what are assets?
 - Tell them that lenders look at the amount of money you have saved.

- In case of job loss, the lender knows you have money set aside that can be used to repay what you borrowed.
- Explain that lenders look at the overall picture to determine if you qualify and they have a good loan and you are not a high-risk applicant.
- A high-risk applicant is an applicant that has many factors against the application that may show the person will have difficulty paying off the loan.
 - Examples of high risk applicants are:
 - Poor credit
 - Little income
 - Little assets
 - A lot of debt.
- Explain that if you have been moving all over the place and had a lot of jobs in different fields; this can show instability.
 - Instability is a high risk in to lenders.
 - If you are a high-risk applicant then it may be harder to qualify for the loan.

◀ Lesson Activity (15 minutes)

Have the students complete the following activity with a partner or in small groups within their workbooks.

Activity Title: Will you lend me money?

- Instructions:
 - Explain to the students to go through the following scenarios and determine if they would lend that person money.
 - Tell them that they must describe how they would determine to loan the person money or why they would not loan the person money in their workbooks.
 - Once they have completed the assignment discuss it as a class.
- Scenarios:
 - You received a thousand dollar check and...
 - Your friend Tom had his car break down and he needs to buy a car quickly to get to work. He needs to borrow \$900 for the full down payment. Do you lend it to him?
 - Minimal, he only has \$200 for a down payment.
 - Credit—He doesn't have any credit history.
 - Income—Tom is making \$1,000 per month.
 - Debt—His total debt is \$1,400 on credit cards.
 - ◆ His total monthly payments between debt, rent and insurance comes to \$800 per month
 - Assets—\$200 in a savings account.

- Overall—Tom has a spotty job history and he has jumped fields several times—cashier, salesperson, stylist and pet groomer.
 - Would you let him borrow money? Why?
- Samantha is trying to move to college but her student loan has been delayed. She needs \$900
 - Collateral—No collateral
 - Credit—Good but a short history. She has a few credit cards from last year and has always paid them back in full and on time.
 - Income—Samantha makes \$1,200 a month
 - Debt—\$0 now but she is requesting \$5000 loan for this year in college.
 - Her other expenses—rent, insurance and cell phone total \$450 per month.
 - Assets—She has saved \$2000 from holiday and birthday money and put it in a CD to earn higher interest rather than her savings account. The only problem is that she cannot remove the money for another 6 months due to account restrictions.
 - Overall—She has been working for a marketing company for the last 2 years and is studying event promotion in college.
 - Would you let me borrow money? Why?

◀ Lesson Review (10 minutes)

- Complete the Essential Questions in the Student Handbook.

◀ Closing Activity/Remarks (5 minutes)

- Discuss the answers to the essential questions

◀ Lesson Activity:

You received a thousand dollar check and . . .

- Your friend Tom had his car break down and he needs to buy a car quickly to get to work. He needs to borrow \$900 for the full down payment. Do you lend it to him?
 - Collateral – Minimal, he only has \$200 for a down payment.
 - Credit – He doesn't have any credit history.
 - Income – Tom is making \$1,000 per month.
 - Debt – His total debt is \$1,400 on credit cards.
 - His total monthly payments between debt, rent and insurance comes to \$800 per month.
 - Assets – \$200 in a savings account.
 - Overall – Tom has a spotty job history and he has jumped fields several times – cashier, salesperson, stylist and pet groomer.

Would you let me borrow money? Why? _____

- Samantha is trying to move to college but her student loan has been delayed. She needs \$900.
 - Collateral – No collateral
 - Credit – Good but a short history. She has a few credit cards for the last year and has always paid them back in full and on time.
 - Income – Samantha makes \$1,200 a month.
 - Debt – \$0 now but she is requesting \$5000 loan for this year in college.
 - Her other expenses: rent, insurance and cell phone total \$450 per month.
 - Assets – She has saved \$2000 from holiday and birthday money and put it in a CD to earn higher interest rather than her savings account. The only problem is that she cannot remove the money for another 6 months due to account restrictions.
 - Overall – She has been working for a marketing company for the last 2 years and is studying event promotion in college.

Would you let me borrow money? Why? _____

◀ Questions:

What is collateral? _____

What is a lender? _____

What do I need to bring when I submit an application for a loan to a lender? _____

Please Note:

Only portions of the next activity, “Let’s Learn to Budget”, are included with this complimentary sample curriculum. The complete game is included with select NFEC educator training programs and all of the ‘Financial Capability Curriculum’ packages.



“ Excellent curriculum! All the lessons were explained in detail and the interactive nature of the activities make it fun for the students.”

Chris LePage, High School Teacher

Complete lesson plans are available at:
www.FinancialEducatorsCouncil.org

Let's Learn to Budget!

Goal: To build an awareness of the importance of budgeting, as well as an understanding of how to budget.

NFEC Standards:

- Accounting and Budgeting, Standard 1: Develop an understanding and identify the importance of budgeting to achieve personal financial and lifestyle goals.
- Accounting and Budgeting, Standard 6: Demonstrate proficiency in the importance of maintaining a personal budget that reflects one's current or future financial situation.
- Accounting and Budgeting, Standard 8: Demonstrate an ability to identify common spending traps and understand how to live within your means.

Jump \$tart Standards:

- Financial Responsibility and Decision Making, Standard 1: Take responsibility for personal financial decisions.
- Financial Responsibility and Decision Making, Standard 5: Develop communication strategies for discussing financial issues.
- Planning and Money Management, Standard 1: Develop a plan for spending and saving.
- Planning and Money Management, Standard 2: Develop a system for keeping and using financial record.

National Council of Teachers of Mathematics:

- Number Sense, Standard 1 (6th–8th): Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Number Sense, Standard 2 (6th–8th): Understand meanings of operations and how they relate to one another.

National Council of Teachers of English Standards:

- Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Time: 60 minutes

Materials: Student Handbook

Lesson Overview: In this lesson students will learn about budgeting. They will develop an understanding of what a budget is and how it is used to maintain one's finances. Students will also learn how budgeting will apply to their learning in a practical setting for further financial literacy.

Essential Questions: At the end of the lesson your students should be able to answer the following

1. What is a budget?
2. Why are budgets important?
3. How do you keep a budget?

◀ Anticipatory Set (5 minutes)

- Have the students answer the following question in their workbooks:
 - Why is it important to budget? How does a budget help you?
 - Facilitate a discussion about the responses.

◀ Lesson Explanation (5 minutes)

- Ask the students what percentage of lottery winners wastes their money within a few years?
 - Wait for responses and tell them the answer: 70%.
- Ask how many NBA and NFL players are broke or bankrupt within five years of retiring?
 - Wait for responses and tell them the answer: over 60%.
- Talk about how people who do not have smart money habits or are financially illiterate make poor financial choices regardless of the amount of money they have.
- Further explain that these statistics show the importance of becoming financially literate, so that they do not fall into this statistic over time.
- This also shows the importance of why they (the students) need to learn how to budget their money.

◀ Lesson Activity (25 minutes)

- Explain to the students that you will be playing a budgeting game together to learn the importance of budgeting.
- Tell them that this will help them build an understanding of how important budgeting is for your personal finances.
- Follow the instructions below with the students.

Game Set Up:

Print out the “character worksheets” and have each student randomly pick out a character. These are also in the student workbook. Have all students with the same “character worksheets” get in groups together. Then hand out the “character lifestyle choices” worksheets to each group.

Game Objectives:

Students goals are to help the character reach the stated goal.

Game:

- Instruct students to have one person read the characters story among the group and together they can adjust the characters lifestyle choices to meet the characters stated goals.
- Upon completion have one person read the characters story to the entire class.
- Then have someone from the group share how they help the character meet their financial goals.
- Open the class up for discussion after each group presents.
- Make notes on the board as to key points, life style choices and other items of interest.
- At the end of all the presentation discuss those key points you wrote on the board.

Characters – Lifestyle Choices

Use the guide below to help your characters accomplish their goals.

Housing (includes: rent, water & gas)

\$400 – You get a small bedroom and share a bathroom with 2 other roommates. Your apartment is in a bad location and you don't feel safe when you get home late at night.

\$650 – You have a few roommates and get the small bedroom but are able to enjoy your own bathroom. This is in a pretty good location and a short drive from a lot of the places you want to hang out.

\$1200 – You share a nice furnished loft at the center of town with a roommate. You have the master bedroom and when people come over they are impressed.

Car (Includes: payment, insurance, gas)

\$300 – Your cars looks like a piece of junk but its paid for and gets you to where you want to go.

\$500 – You have a nicer looking used car that gets good gas mileage.

\$900 – You're turning heads with your ride and all your friends want to you to drive all the time.

Needs

\$400 – This covers electric, internet connection, cell phone and really cheap food. A typical day's meal would include Mac & Cheese, Top Ramen, tuna, peanut butter & jelly sandwiches & tap water. You would not have money to eat out.

\$800 – This would cover your electric, Internet connection, cell phone, basic cable channels and healthier food. You can eat out a few times a week and better food at home.

\$1,400 – This covers your electric, Internet connection, cell phone, deluxe cable channels, home phone line and good food. You can eat out most meals and enjoy nicer meals from time to time.

Clothes

\$50 – You pick up a new piece of clothing every other month and have decent clothes for most occasions.

\$175 – You get one new complete outfit every month or two.

\$450 – You get a new complete outfit with accessories every month.

Entertainment

\$300 – You like to meet your friends after work for dinner. A typical weekend includes eating out with friends, a movie, and whatever activity is going on in your city (concert, festival etc.) You are rarely home.

\$200 – You usually go out with friends and eat at least once a week. A typical weekend includes one activity with friends and a night at home playing games or watching videos.

\$100 – You go out with friends a couple times a month. You and your friends try to find inexpensive things to do around town to have fun.

Toys

\$300 – You have to have all the latest gadgets.

\$200 – You like your toys, but try to limit your purchases to a few a month.

\$100 – You don't buy a lot of new toys, but you like to buy new apps, music and games for those you have.

Credit Card Minimum Payments

\$250 – If you want it you get it.

\$100 – You don't buy anything with your credit card, but you used it for a vacation last year.

\$50 – You only use your credit card for emergencies you can't cover with savings.

Travel

\$300 – You and your friends try to do at least one mini-vacation every long weekend. You also save up for a big vacation every year.

\$200 – You take one big vacation a year and save up for it.

\$100 – You do some traveling but usually stay with friends or family.

Savings

\$50 – You save a little here and there.

\$150 – You save regularly each month

\$250 – You keep your emergency fund high and also save for big purchases.

Giving Back

\$200 – You have become very successful and believe it is very important to pay it forward. You have a few charities you give to regularly.

\$100 – You give a little each month to charity.

\$50 – You give when it's the opportunity presents itself. Like when you run into girl scouts selling cookies.

Characters: (These are on the student cards)

Character: Carl

Jobs: Office Mail Room & Pizza Delivery. Take Home Pay: \$2,147

Carl is 23 years old likes to live large. He has a brand new car, the latest clothes and rents an expensive apartment. Although it looks like he is wealthy he has no money in the bank, he has \$12,650 in credit card debt and has to work two jobs just to pay his bills. This month he has been late on his car payment and because of that the credit card company has increased his credit card payments.

He is starting to upset people in his life. He never has enough money to take his girlfriend out and when he goes out with his friends he never pays his fair share and they are getting tired of paying for him. He is taking a big risk because he does not have medical or car insurance... if he gets in an accident or sick he can be sued and have money taken out of his paychecks automatically until its paid.

Carl tried to get a raise but since he didn't graduate high school he cannot be promoted. He works 65 hours a week at an office mail room during the day and delivers pizzas at night. His gross pay is \$3520 per month but after taxes are taken out he only brings home \$2147 (rounded). His goal is to pay off all the debt in 1 year and take a trip with his friends that will cost \$1000. Can you help?

Income

\$3520 Gross Pay
Federal Tax (varies by income level) 25%
State Tax (varies by state & income level) 6.35%
FICA (Federal Insurance Contributions Act) 7.65%
39 % goes to taxes
Take Home Pay \$2147

Carl's Current Expenses

Housing \$1,200
Car (includes gas & insurance) \$750
Needs (electricity, phone, basic food) \$700
Clothes \$400
Entertainment \$100
Medical Insurance \$0
Toys \$0
Credit Card Debt \$12,650 minimum payment \$360 (\$12,650 at 22%—need to make payments of \$1286 per month to pay it off in 1 year)
Student Loan Debt \$0
Travel \$0
Friends & Family \$0
Savings \$0
Giving Back \$0

Total Expenses \$3150

Take Home Income \$2147
minus Total Expenses of -\$3150
= Carl is adding debt of -\$1002 (rounded) per month

Character: Tonya

Job: Sales. Take Home Pay: \$3,500

Tonya has a good paying job in sales that she doesn't like but it pays the bills. She has always loved design and working with animals and she wishes she could be designing marketing material and advertisements for a nonprofit that helps abused animals.

She graduated college with a degree in Communications and since she was in high school she has volunteered once per month with a nonprofit that helps abused animals. Her resume for her dream job is not the strongest but is good enough to get her the interview. To strengthen her chances of getting the job she is practicing her interviewing skills with her friends and creating marketing material to show potential employers.

She has interviewed for a position at job she would love to do but the pay is too low for her to pay her bills—they would only give her take home pay of \$2750. Right now she makes \$5000 a month gross and after taxes she brings home \$3050.

Income

\$5000 Gross Pay
Federal Tax (varies by income level) 25%
State Tax (varies by state & income level) 6.35%
FICA (Federal Insurance Contributions Act) 7.65%
39 % goes to taxes
Take Home Pay \$3050

Tonya's Current Expenses

Housing \$800
Car (includes gas & insurance) \$550
Needs (electricity, phone, basic food) \$700
Clothes \$400
Entertainment \$500
Medical Insurance \$75
Toys \$ 200
Credit Card Debt \$3,650 minimum payment \$65 (\$3,650 at 22%—\$371 payments per month to pay it off in 1 year)
Student Loan Debt \$150
Travel \$150
Friends & Family \$200
Savings \$0
Giving Back \$50
Total Expenses \$3840
Take Home Income \$3050
minus Total Expenses Payments \$3840
= Tonya is adding debt of -\$790 per month.

Character: Tim

Job: Brand Rep. Take Home Pay: \$1,625

Tim just graduated college and has taken a job as a brand rep. He is into action sports and is working with a start up clothing company called Ethika. His pay is pretty low but he is able to travel the country and go to all the surf, skate, moto and snow contests. He makes \$2700 gross and after taxes he takes home \$1625. The company also pays for his travel and food about 10 days out of the month.

He has built a reputation as a good worker and has developed a good network of other people in the industry. Tim recently received an offer to rep for another company while he is a rep with Ethika. He has spoken with his boss and he said it was OK as long as it didn't take away time from his current job. This other job would give him an additional take home pay of \$175 per month and he only would need to work an extra 4 hours per week to get that.

Tim's goal is to have 6 months of his rent, car, needs, medical, and student loan debt in his savings account within 1 year. These bills total \$1225 per month. He needs a total of \$7350 saved and already has \$5900 saved. Having met with many people and asking a successful business person to be his mentor he thinks that once he starts his own business he can be earning \$5000 to \$10,000 each month within a year of starting his business.

Income

\$2700 Gross Pay
Federal Tax (varies by income level) 25%
State Tax (varies by state & income level) 6.35%
FICA (Federal Insurance Contributions Act) 7.65%
39 % goes to taxes
Take Home Pay \$1625

Tim's Current Expenses

Housing \$400
Car (includes gas & insurance) \$350
Needs (electricity, phone, basic food) \$250
Clothes \$0
Entertainment \$100
Medical Insurance \$75
Toys \$ 50
Credit Card Debt \$0
Student Loan Debt \$150
Travel \$0
Friends & Family \$100
Savings \$122
Giving Back \$50
Total Expenses \$1625

= Tim has \$0 money left over but is saving \$122 each month and has the potential to earn another \$175.

Character: Natasha

Job: Manager. Take Home Pay: \$3,660

Natasha spent a year and a half working a low paying entry level job to build up enough skills to get the job she always wanted. Next week she is starting her dream job where she is managing a team of buyers for an import export business. With this new job she gets a pay of \$6000 and takes home \$3660. Her medical is paid, she has a company car and she also gets a company credit card where she can take clients out to eat many times a week. She will be able to travel the world all expenses paid.

Her goal is to save \$5000 in 10 months without touching her current savings and she doesn't want to take away any money from starting a business. She will use \$1000 to rent out a nightclub and have a party for her and her 2 best friends that all have birthdays in the same month.

Although she is a few years away from launching her business she has started to prepare already and is investing in her future business \$200 per month. This early investment in her business has

Let's Learn to Budget!

Goal: Most people don't have budgets and most people are broke. I will have a budget because I know it will help me afford the things I want.

◀ Warm-Up:

Why is it important to budget? How does a budget help you?

Budget Tips:

- Get your budget down on paper. Use the sample budget worksheet provided in this section or access a budget tool online.
- Write down your specific savings goals and create a step-by-step plan to reach them. Your plan may involve: earning more money, cutting your expenses, saving more money or a variety of other options.
- Save up and set aside emergency money that is equal to 6 months of your bills.
- Save money and work your plan.

◀ Lesson Activity:

Characters – Lifestyle Choices

Directions: Use this guide to help your characters accomplish their goals.

Housing (includes: rent, water & gas)

\$400 – You get a small bedroom and share a bathroom with 2 other roommates. Your apartment is in a bad location and you don't feel safe when you get home late at night.

\$650 – You have a few roommates and get the small bedroom but are able to enjoy your own bathroom. This is in a pretty good location and a short drive from a lot of the places you want to hang out.

\$1200 – You share a nice furnished loft at the center of town with a roommate. You have the master bedroom and when people come over they are impressed.

Car (Includes: payment, insurance, gas)

\$300 – Your car looks like a piece of junk but it's paid for and gets you to where you want to go.

\$500 – You have a nicer looking used car that gets good gas mileage.

\$900 – You're turning heads with your ride and all your friends want you to drive all the time.

Needs

\$400–This covers electric, internet connection, cell phone and really cheap food. A typical day's meal would include Mac & Cheese, Top Ramen, tuna, peanut butter & jelly sandwiches & tap water. You would not have money to eat out.

\$800–This would cover your electric, internet connection, cell phone, basic cable channels and healthier food. You can eat out a few times a week and better food at home.

\$1,400 -This covers your electric, internet connection, cell phone, deluxe cable channels, home phone line and good food. You can eat out most meals and enjoy nicer meals from time to time.

Clothes

\$50 – You pick up a new piece of clothing every other month and have decent clothes for most occasions.

\$175 – You get one new complete outfit every month or two.

\$450 – You get a new complete outfit with accessories every month.

Entertainment

\$300 – You like to meet your friends after work for dinner. A typical weekend includes eating out with friends, a movie, and whatever activity is going on in your city (concert, festival etc.). You are rarely home.

\$200 – You usually go out with friends and eat at least once a week. A typical weekend includes one activity with friends and a night at home playing games or watching videos.

\$100 – You go out with friends a couple times a month. You and your friends try to find inexpensive things to do around town to have fun.

Toys

\$300 – You have to have all the latest gadgets.

\$200 – You like your toys, but try to limit your purchases to a few a month.

\$100 – You don't buy a lot of new toys, but you like to buy new apps, music and games for those you have.

Credit Card Minimum Payments

\$250 – If you want it you get it.

\$100 – You don't buy anything with your credit card, but you used it for a vacation last year.

\$50 – You only use your credit card for emergencies you can't cover with savings.

Travel

\$300 – You and your friends try to do at least one mini-vacation every long weekend. You also save up for a big vacation every year.

\$200 – You take one big vacation a year and save up for it.

\$100 – You do some traveling but usually stay with friends or family.

Savings

\$50 – You save a little here and there.

\$150 – You save regularly each month.

\$250 – You keep your emergency fund high and also save for big purchases.

Giving Back

\$200 – You have become very successful and believe it is very important to pay it forward. You have a few charities you give to regularly.

\$100 – You give a little each month to charity.

\$50 – You give when it's the opportunity presents itself. Like when you run into girl scouts selling cookies.

◀ Character: Carl

Jobs: Office Mail Room & Pizza Delivery. Take Home Pay: \$2,147

Carl is 23 years old likes to live large. He has a brand new car, the latest clothes and rents an expensive apartment. Although it looks like he is wealthy he has no money in the bank, he is in \$12,650 in credit card debt and has to work two jobs just to pay his bills. This month he has been late on his car payment and because of that the credit card company has increased his credit card payments.

He is starting to upset people in his life. He never has enough money to take his girlfriend out and when he goes out with his friends he never pays his fair share and they are getting tired of paying for him. He is taking a big risk because he does not have medical or car insurance...if he gets in an accident or sick he can be sued and have money taken out of his paychecks automatically until its paid.

Carl tried to get a raise but since he didn't graduate high school he cannot be promoted. He works 65 hours a week at an office mail room during the day and delivers pizzas at night. His gross pay is \$3520 per month but after taxes are taken out he only brings home \$2147 (rounded). His goal is to pay off all the debt in 1 year and take a trip with his friends that will cost \$1000. Can you help?

Income

\$3520 Gross Pay

Federal Tax (varies by income level) 25%

State Tax (varies by state & income level) 6.35%

FICA (Federal Insurance Contributions Act) 7.65%

39 % goes to taxes

Take Home Pay \$2147

Carl's Current Expenses

Housing \$1,200

Car (includes gas & insurance) \$750

Needs (electricity, phone, basic food) \$700

Clothes \$400

Entertainment \$100

Medical Insurance \$0

Toys \$0

Credit Card Debt \$12,650 minimum payment \$360 (\$12,650 at 22%—need to make payments of \$1286 per month to pay it off in 1 year)

Student Loan Debt \$0

Travel \$0

Friends & Family \$0

Savings \$0

Giving Back \$0

Total Expenses \$3150

Take Home Income \$2147

minus Total Expenses of \$3150

= Carl is adding debt of -\$1002 (rounded) per month

Discussions: How does Carl live?

Is he able to do everything he wants to?

Why does he miss out on fun with family & friends?

Does he have enough free time to experience life?

How would you describe his spending habits: Frugal Average Over spender

Carl's Goal:

His goal is to pay off all the debt in 1 year and take a trip with his friends that will cost \$1000. Can you help?

New choices

- Housing \$ _____
- Car (includes gas & insurance) \$ _____
- Health Insurance \$ _____
- Needs (electricity, phone, basic food) \$ _____
- Clothes \$ _____
- Entertainment \$ _____
- Toys \$ _____
- Credit Card Debt \$ _____
- Student Loan Debt \$ _____
- Travel \$ _____
- Friends & Family \$ _____
- Savings \$ _____
- Giving Back \$ _____

Notes: _____

◀ Character: Tonya

Job: Sales. Take Home Pay: \$3,500

Tonya has a good paying job in sales that she doesn't like but it pays the bills. She has always loved design and working with animals and she wishes she could be designing marketing material and advertisements for a nonprofit that helps abused animals.

She graduated college with a degree in Communications and since she was in high school she has volunteered once per month with a nonprofit that helps abused animals. Her resume for her dream job is not the strongest but is good enough to get her the interview. To strengthen her

chances of getting the job she is practicing her interviewing skills with her friends and creating marketing material to show potential employers.

She has interviewed for a position at job she would love to do but the pay is too low for her to pay her bills—she would only give her take home pay of \$2750. Right now she makes \$5000 a month gross and after taxes she brings home \$3050.

Income

- \$5000 Gross Pay
- Federal Tax (varies by income level) 25%
- State Tax (varies by state & income level) 6.35%
- FICA (Federal Insurance Contributions Act) 7.65%
- 39 % goes to taxes

Take Home Pay \$3050

Tonya’s Current Expenses

- Housing \$800
- Car (includes gas & insurance) \$550
- Needs (electricity, phone, basic food) \$700
- Clothes \$400
- Entertainment \$500
- Medical Insurance \$75
- Toys \$ 200
- Credit Card Debt \$3,650 minimum payment \$65 (\$3,650 at 22%–\$371 payments per month to pay it off in 1 year)
- Student Loan Debt \$150
- Travel \$150
- Friends & Family \$200
- Savings \$0
- Giving Back \$50

Total Expenses \$3840

Take Home Income \$3050
minus Total Expenses Payments \$3840

= Tonya is adding debt of-\$790 per month.

Discussions: How does Tonya live?

Is she able to do everything she wants to?

Why does she miss out on fun with family & friends?

Does she have enough free time to experience life?

How would you describe her spending habits: Frugal Average Over spender

Tonya's Goal:

Her goal is to get out of debt and take her dream job offer. Can you help her?

New choices

Housing	\$ _____
Car (includes gas & insurance)	\$ _____
Health Insurance	\$ _____
Needs (electricity, phone, basic food)	\$ _____
Clothes	\$ _____
Entertainment	\$ _____
Toys	\$ _____
Credit Card Debt	\$ _____
Student Loan Debt	\$ _____
Travel	\$ _____
Friends & Family	\$ _____
Savings	\$ _____
Giving Back	\$ _____

Notes: _____

◀ **Character:** Tim

Job: Brand Rep. Take Home Pay: \$1,625

Tim just graduated college and has taken a job as a brand rep. He is into action sports and is working with a start up clothing company called Ethika. His pay is pretty low but he is able to travel the country and go to all the surf, skate, moto and snow contests. He makes \$2700 gross and after taxes he takes home \$1647. The company also pays for his travel and food about 10 days out of the month.

He has built a reputation as a good worker and has developed a good network of other people in the industry. Tim recently received an offer to rep for another company while he is a rep with Ethika. He has spoken with his boss and he said it was OK as long as it didn't take away time from his current job. This other job would give him an additional take home pay of \$175 per month and he only would need to work an extra 4 hours per week to get that.

Tim's goal is to have 6 months of his rent, car, needs, medical, and student loan debt in his savings account within 1 year. These bills total \$1225 per month. He needs a total of \$7350 saved and already has \$5900 saved. This would give him the security he feels that he needs to start his own company. Having met with many people and asking a successful business person to be his mentor he thinks that once he starts his own business he can be earning \$5000 to \$10,000 each month within a year of starting his business.

Income

- \$2700 Gross Pay
- Federal Tax (varies by income level) 25%
- State Tax (varies by state & income level) 6.35%
- FICA (Federal Insurance Contributions Act) 7.65%
- 39 % goes to taxes

Take Home Pay \$1647

Tim's Current Expenses

- Housing \$400
- Car (includes gas & insurance) \$350
- Needs (electricity, phone, basic food) \$250
- Clothes \$0

Entertainment \$100
Medical Insurance \$75
Toys \$ 50
Credit Card Debt \$0
Student Loan Debt \$150
Travel \$0
Friends & Family \$100
Savings \$122
Giving Back \$50

Total Expenses \$1625

Take Home Income \$1625
minus Total Expenses Payments \$1625

= Tim has \$0 money left over but is saving \$122 each month and has the potential to earn another \$175.

Discussions: How does Tim live?

Is he able to do everything he wants to?

Why does he miss out on fun with family & friends?

Does he have enough free time to experience life?

How would you describe his spending habits: Frugal Average Over spender

Tim's Goal:

His goal is to have 6 months of his rent, car, needs, medical, and student loan debt in his savings account within 1 year. These bills total \$1225 per month. He needs a total of \$7350 saved and already has \$5900 saved so he feels comfortable to start his own business. What advice would you give him?

New choices

Housing	\$_____
Car (includes gas & insurance)	\$_____
Health Insurance	\$_____
Needs (electricity, phone, basic food)	\$_____
Clothes	\$_____
Entertainment	\$_____
Toys	\$_____
Credit Card Debt	\$_____
Student Loan Debt	\$_____
Travel	\$_____
Friends & Family	\$_____
Savings	\$_____
Giving Back	\$_____

Notes: _____

◀ Character: Natasha

Job: Manager. Take Home Pay: \$3,660

Natasha spent a year and a half working a low paying entry level job to build up enough skills to get the job she always wanted. Next week she is starting her dream job where she is managing a team of buyers for an import export business. With this new job she gets a pay of \$6000 and takes home \$3660. Her medical is paid, she has a company car and she also gets a company credit card where she can take clients out to eat many times a week. She loves to travel and will be able to travel the world all expenses paid.

Goals

Goal: Students will articulate the importance of goals and leave inspired to accomplish them.

NFEC Standards:

- Psychology, Standard 5: Develop personal financial and lifestyle goals to successfully recognize the importance of maintaining said goals to become literate in the area of finances.
- Psychology, Standard 8: Recognize the importance of becoming a good steward of money and how this correlates to long-term financial well-being.
- Psychology, Standard 9: Demonstrate necessary responsible traits needed to establish and maintain of financial well-being over a lifetime.
- Psychology, Standard 10: Understand and recognize how personal financial decisions can impact one's life and the community.

Jump \$tart Standards:

- Financial Responsibility and Decision Making, Standard 1: Take responsibility for personal financial decisions.
- Financial Responsibility and Decision Making, Standard 5: Develop communication strategies for discussing financial issues.

National Council of Teachers of English Standards

- Standard #4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Standard #3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Time: 60 minutes

Materials: Student Handbook, Poster-board, Markers

Lesson Overview: In this lesson the students will identify and set goals to achieve their dreams. They will see how goals are different than lifestyle choices but needed to achieve financial literacy.

Essential Questions: At the end of the lesson your students should be able to answer the following

1. How are dreams and goals related?
2. What do goals have to do with finances?
3. What is the importance of setting goals to reach your dreams?

◀ Anticipatory Set (10 minutes)

- Write the following question on the board and have the students complete the answer in their workbooks.
 - What is a goal and what is the difference between goals and dreams?
- Once they have completed the question, talk about their answers as a class. Goals are essentially a person's dreams that are written down with a detailed plan to achieve them. Explain that the overwhelming majority of people have dreams; however very few have a plan to achieve those dreams. Focus on facilitating a discussion about the difference about dreams and goals but how they are related to each other.

◀ Lesson Explanation (40 minutes)

- Discuss with students the importance of setting a goal and determining steps to achieve it.
- Explain to them that in life or with their finances if they set a goal, it is important to work to achieve that goal no matter how long it may take.
 - For example, if they want to purchase a home by the age of 26 and want to put at least 5% of the purchase price down they must work to save money towards that goal. It may take years to reach that goal but having the goal and working towards is important factor.
- Have them take the goals covered in the last section—goal before graduating high school, within 5 years and within 10 years . . . create a plan to achieve those goals.
- Example: Purchase a car in 2 years.
 - This month: Get a rough idea on how much I need to save—look at cars I might want and find out how much I may need for a down payment.
 - Next month: Create a savings plan so I can set aside money each month.
 - Within 6 months: Learn about credit so I can qualify for a car.
 - This year: Find out how much insurance and registration may cost a month.

◀ Lesson Activity (20 minutes)

- Complete the “I Want It!” Activity in the student workbook.
- Help students as needed to complete the activity and then follow-up in the lesson review section.

◀ Lesson Review (10 minutes)

- Ask students to share their goals with the class. Have them talk about what they will do to achieve that goal.
- Complete the Essential Questions in the Student Handbook.

◀ Closing Activity/Remarks (5 minutes)

- Discuss the answers to the essential questions.
- Reiterate the importance of setting goals and working to achieve them in life.

Goals

Goal: In order to live the way I want; I know the first step is to write down my goals and create a plan.

How to Achieve Your Dreams:

- Daydream about how you want to live your life and the lifestyle that you picture for yourself.
- Get these daydreams down in writing—just write do not judge.
- Organize your goals by completing the goal setting worksheet on this page.
- Create a rough plan to accomplish your goals.
- Review your goals often—Every day would be excellent!
- See it, believe it and think about achieving your goals.

You have the ability to experience whatever you want in life. Setting goals may sound simple but it makes a big impact on all areas of your lifestyle.

◀ Warm-Up:

What is a goal and what is the difference between goals and dreams? _____

◀ I Want It!

The best way to get what you want is to set a plan to achieve it. In the lesson we learned about how to save to buy a car in two years.

- What is it that you really want to buy in the next 5–10 years?
- What are you going to do to get there?
- Make your plan today to get started!

◀ I really want:

◀ I will buy what I want by using the following plan:

This month I will: _____

Next month I will: _____

Within 6 months I will: _____

This year I will: _____

Next year I will: _____

Two years from now I will: _____

◀ Questions:

How are dreams and goals related? _____

What do goals have to do with finances? _____

What is the importance of setting goals to reach your dreams? _____

Resumes and Job Applications – A Chance to Shine!

Goal: Students will learn the components of a resume and job application, as well as the purpose and importance of selling yourself within a resume.

NFEC Standards:

- Income, Standard 7: Recognize main components of a resume to showcase talents, experience and education effectively.
- Income, Standard 8: Understand key areas that a potential employer may evaluate and demonstrate the ability to effectively present oneself in an interview.

Jump Start Standards:

- Financial Responsibility and Decision Making, Standard 1: Take responsibility for personal financial decisions.
- Financial Responsibility and Decision Making, Standard 5: Develop communication strategies for discussing financial issues.
- Financial Responsibility and Decision Making, Standard 6: Control personal information.

National Council for Teachers of English Standards:

- Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Time: 60 minutes

Materials: Student Handbook

Lesson Overview: In this lesson students will learn the main components of a resume and how to create one. Within that knowledge students will garner an understanding for the importance of selling yourself to potential employers in a resume.

Essential Questions: At the end of the lesson your students should be able to answer the following:

1. What is a resume?
2. What is a job application?
3. What is the importance of using a resume to sell yourself?
4. What is the importance of taking a standard job application with you to all places you apply too?

◀ Anticipatory Set (10 minutes)

- Have the students answer the following question in their workbook:
 - What is a resume and why is it important?
 - Discuss answers and facilitate a brief discussion.

◀ Lesson Explanation (20 minutes):

- Now to get paid doing what you love you need a good resume. Explain to the students that a resume is your first point of contact with a potential employer.
 - When you apply for a job, you tend to fill out an application. When you apply for a career or high-paying job you need to have a resume.
 - Ask the students, “Who has filled out a job application before?”
 - Then ask, “Who has created a resume before?”
 - Discuss similarities and differences between applications and resumes.
- There is a whole industry related to the field of writing resumes. People pay anywhere from \$50–\$300 to write a resume that helps their client stand out among the crowd of potential job seekers.
 - This is because many people that apply for one position often times have similar educational or career backgrounds.
- With that it is important to master key concepts in a resume. Ask the students, “Why do you think it is important to have a great resume?”
 - Remind them that it is your first point of contact with a potential employer and why this may be important.
 - Explain that if you do not stand out on paper, you will be less likely to get an interview and spend added weeks, months or years searching for a job.
- Break the students into four groups.
- Give each group of four a small bag of different chips or other items (avoid nuts due to peanut allergies).
 - Example: Doritos, Cheetos, Pretzels, etc.
 - Each group must have a different bag.
- Tell the students that all the chips are tasty, but you can only eat one bag.
- Ask them to write a “pitch” as a group convincing you that you should eat their bag.
 - Give them permission to be silly, but have them focus on the unique qualities of their chips.
 - Have each group present this to the class.
 - Vote on the best ‘pitch.’
- Explain that a pitch is like the professional summary or objective statement of a resume. Tell them that in your resume you are to ‘pitch’ yourself to an employer, just like they did with the bag of chips.

- Then have the students write out three unique qualities about themselves and practice selling them to the group the same way they sold the chips.
- Discuss as a class items that would make someone stand out in a resume.
 - Volunteer work in their field, professional organizations, work experience, etc.
- Explain that it is never too early to build a resume. If you start building your resume now it will help you significantly in the future.
 - It is important to remember the old adage; “Practice makes perfect.”
 - If you start building your resume now, when you are ready to enter your dream career you will have a great resume that stands out!
- Discuss ways they get an advantage to get their resume seen.
 - In times of high employment you are mixed in a stack.
 - What are ways you can stand out? (Internships, inside connections, work with companies supported non-profits, informational interviews, etc.)

◀ Lesson Activity (20 minutes)

- Look at the sample resume and job application in the students’ workbooks with the students.
- Go through pertinent points in both, so students can understand the importance of completing both the application and resume.
 - Suggest they complete the sample application and bring that with them to each job interview.
 - Tell them that before most interviews they will need to have this information with them to complete the company’s job application.
 - If they have this sample information with them they will be better equipped to answer the questions on a company application while on the ‘spot.’
- Have students complete the job application and resume in their workbooks.
- Help students as needed.
- When this is complete, discuss the process with the students and give advice to any issues they had with the completion of each.

Employment Application Information Sheet

POSITION APPLYING FOR: _____

First Name: _____ Middle Initial: _____ Last Name: _____

Current Address: _____

Street and Apt.#: _____ City: _____ State: _____ Zip Code: _____

Telephone: _____ E-mail: _____

Social Security #: _____ - _____ - _____ Driver's License #: _____ State: _____

I am an U.S. Citizen or otherwise authorized to work in the United States on an unrestricted basis: Yes No

Have you ever been convicted of a felony? Yes No

EMPLOYMENT HISTORY

Present or Most Recent Employer

Employer: _____ Address: _____

Your Position: _____ Salary: _____

Duties: _____

Dates of Employment: _____ to _____

Supervisor: Name _____ Title: _____

May we contact? Yes No

Reasons for Leaving: _____

Prior Employer

Employer: _____ Address: _____

Your Position: _____ Salary: _____

Duties: _____

Dates of Employment: _____ to _____

Supervisor: Name _____ Title: _____

May we contact? Yes No

Reasons for Leaving: _____

EDUCATION

High School

Name and Address: _____

Did you graduate? Yes No Attended from _____ to _____

If you did not graduate, did you receive your GED? Yes No

Special honors or awards: _____

continued

Technical or Vocational School

Name and Address: _____

Did you graduate? Yes No Attended from _____ to _____

Degree or Certification: _____ Specialty: _____

Special honors or awards: _____

REFERENCES

#1 Name: _____ Phone: _____

Address: _____

#2 Name: _____ Phone: _____

Address: _____

POSITION INFORMATION

Position Applying For: _____

How did you hear about this job? _____

What hours are you willing to work? _ Would you be able to work weekends? Yes No

When would you would you be able to start? _____ Desired salary: _____ per _____

Skills

Please describe any skills you have in the following areas:

Computer: _____

YOUR NAME HERE

123 ANY STREET, ANY CITY, ANY STATE

Phone: (909)222-2222 ~ Email: yourname@youremail.com

PROFESSIONAL SUMMARY

	Summarize your professional/academic experience to give potential employers a glance of why you are best for the job.
Create your own here:	

EXPERIENCE

	2005-Present Ethika <i>Internal Company Training</i> Sales Rep – 2008 • Your responsibilities in order from greatest to least. • Duties include but are not limited too; anything else you do/summary of your duties
Create your own job here:	

EDUCATION

	2005–Present ABC College <i>Riverside, Ca</i> B.A. Journalism; Minor Public Relations • Any Other Concentration
Create your own education here:	

ORGANIZATIONS

	2005–Present ABC College Riverside, Ca The Banner Newspaper – Assistant Editor of Fashion • School student-ran newspaper • DUTIES
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Lesson Review (10 minutes)

- Complete the Essential Questions in the Student Handbook.

Closing Activity/Remarks (5 minutes)

- Discuss the answers to the essential questions.
- Reiterate the importance of standing out in a resume.

What is Insurance?

Goal: Students will understand what insurance is and why they need to obtain certain types of insurance.

NFEC Standards:

- Risk Management, Standard 3: Demonstrate an understanding of the concept of insurance and the potential benefits insurance policies may offer.
- Risk Management, Standard 4: Understand and identify various types of insurance offered, what protections they may provide and the risks associated with not having various forms of insurance.
- Risk Management, Standard 5: Identify and understand the categories of insurance they may need in the near future.
- Risk Management, Standard 9: Understand the key feature of insurance including coverage amounts, deductibles, premiums and other facets of insurance policies.
- Risk Management, Standard 10: Understand the preventative measures that should be taken to prepare for potential disasters.

Jump \$tart Standards:

- Risk Management and Insurance, Standard 2: Explain the purpose and importance of property and liability insurance protection.
- Risk Management and Insurance, Standard 3: Explain the purpose and importance of health, disability, and life insurance protection.

National Council for Teachers of English Standards:

- Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Time: 60 minutes

Materials: Student Handbook

Lesson Overview: Students will understand, in general what insurance is. This understanding will provide an overview of the industry and the concept of purchasing insurance.

Essential Questions: At the end of the lesson your students should be able to answer the following:

1. What is insurance?
2. Why is it important to have insurance?
3. What do you need insurance for?

◀ Anticipatory Set (10 minutes)

- Explain to the students that you have to select 10 people (or choose a figure that represents 10–15% of students in class) in class to stay after school one day next week to collect trash for two hours.
- Tell them sorry they are making you do it.
 - Explain that you are going to randomly select names and there is a good chance you won't be chosen.
- Explain that you have two options;
 - They can have their name in the drawing of randomly selected students
 - OR
 - They can have insurance that they will not be chosen if they chose to do a 30-minute homework assignment one night this week.
- Ask the students that choose to do the homework 'insurance' assignment to sign their names on the board.
- Explain that if they miss their payment (turning in the homework assignment) their name will be placed in the random drawing.
- Once you have the class buying into this skit, let them know you are kidding and transition to a discussion on insurance.

◀ Lesson Explanation (15 minutes)

- Ask the students what they think insurance is? Make sure this is in general, and non-specific to a type of insurance.
- Ask them what they think the main function of insurance is, too?
- Explain that insurance is:
 - An agreement that states something is protected if it is damaged, hurt, or stolen.
 - Essentially, when you purchase insurance on something it can protect your investment. If anything happens that is covered by the policy you can receive funds from the insurance company to have it replaced, fixed or receive a cash settlement.
 - Discuss this with the students.
- Then ask the students why people purchase insurance, to insure their car, homes, items or themselves (medical and dental)?
 - Why is it important?

- Tell the students that people purchase insurance to have protection for the what-if's in life.
 - You never know if you may get some type of illness, break your arm or need to have medication for something. So it is important to have medical insurance to cover these costs.
 - Just like you need to insure your car to have protection against any damages that may happen to your car. For example, if you get in an accident you insurance will help pay for the repair or replacement of the vehicle.
 - It is important to insure your belongings if you rent an apartment or house. Renter's insurance protects your items and belongings in your place if anything happens to the apartment or house. For example, renter's insurance protects your belongings from theft, damage from the building (leaky pipes, roofs, etc.). If something happens to them they are replaced or you are reimbursed for the purchase price.
- Explain to the students that often times the risk of something happening is very low so why would need insurance on the item or thing then?
 - Give the following examples:
 - Ashley just got a new car. She has never been in an accident and is a very responsible driver. She does not want to purchase insurance on her car because her risk is very low. She thinks, "why am I going to pay for something, I may never use?"
 - Talk about why it is still important to purchase car insurance for the following reasons:
 - ◆ It is the law in many states
 - ◆ Just because you are a good driver doesn't mean that accidents can't happen.
 - ◆ Can you afford to replace or repair your car if it's damaged?
 - ◆ Can you guarantee that everyone on the road is a great driver and they won't hit your car?
 - Explain that many people think that just because they don't have any money someone cannot sue them. This is false and completely wrong.
 - Someone can sue you and they can garnish your wages until it's paid in full!
 - Explain that it is EASY to cause 100k in damage with a minor fender bender at a traffic light
 - Example: Expensive cars can run up to 20k just for bumper replacement.
 - Explain the following:
 - Robert just got hired working part-time at a retail store. His employer provides medical insurance but his check will be deducted \$100 per month (\$50 per check) for the insurance. Robert has not been to the doctor's in 2 years and thinks that it is not worth purchasing. He is a student and really needs the extra money so he opts not to get the medical insurance.
 - Talk about why it is important to have medical insurance, even though you may be young and healthy.
 - ◆ Give the following reasons:
 - ◇ Can you afford to pay for a doctor's visit without insurance?

- ◆ Depending on the type of doctor and practice it can cost from \$95–\$265 per visit.
 - ◇ Insurance co-pays: \$5–\$50 per visit.
 - ◇ Are you certain you won't hurt yourself or catch some type of cold?
 - ◇ Do you have allergies, wear contacts or need any other type of regular prescriptions?
 - ◇ Can you afford those medications without insurance?
 - ◆ On average prescription generic medications start around \$50.
 - ◇ Insurance co pays usually around \$5–\$20.
- It is important to highlight the concept of why it is important to have insurance even though you may not need it as often as you think.
 - Also, highlight the importance of what insurance is again.

◀ Lesson Activity (20 minutes)

- Explain to the students that we are going to play a game.
- You will need a set of dice for every 6–8 students.
- Pass out 20 raffle tickets to each student for some type of prize (healthy snacks, day off of homework)
 - The student with the most tickets at the end wins.
- Tell students they can choose to give you 3 tickets to cover car, medical and renter's insurance – Or they can keep all 20 tickets.
- If they do not give you any tickets they will have to pay tickets each time something happens.
 - So explain that if they give you 1 ticket now for each type of insurance they are insured. If they do not then they will pay their tickets when something happens.
- Have each student in the group alternate turns rolling the dice.
- When the game is complete talk about the needs for insurance.
- Use the guidelines below:
 - If the students role:
 - Doubles – nothing, they are extra safe and get 1 extra ticket.
 - 3 – They fall and hurt their leg. If they have insurance they pay 1 ticket. If they do not have medical they pay 4 tickets.
 - 4 – They get into a car accident. If they are insured they pay 1 ticket. If they are not they pay 6 tickets.
 - 5 – Their apartment is broken into and need to replace their electronics. If they are insured they pay 1 ticket. If they are not they pay 5 tickets.
 - 6 – They get the flu and need to have prescription antibiotics and blood test. If they are insured they pay 1 ticket. If they are not they pay 4 tickets.

- 7 – Someone hits his or her car in a parking lot. If they are insured they pay 1 ticket. If they are not they pay 3 tickets.
- 8 – A pipe bursts in their apartment and ruins their couch and TV. If they are insured they pay 1 ticket. If they are not they pay 6 tickets.
- 9 – A rock hits their car and breaks their windshield. If they are insured they pay 1 ticket. If they are not they pay 5 tickets.
- 10 – They trip and fall and sprain their ankle. They need crutches, an x-ray and pain medications. If they are insured they pay 1 ticket. If they are not they pay 8 tickets.
- 11 – They want to get the flu shot to protect themselves. If they are insured they pay 1 ticket. If they are not they pay 3 tickets.
- 12 – The roof collapses and damages all their belongings. If they are insured they pay 1 ticket. If they are not they pay 10 tickets.

◀ Lesson Review (10 minutes)

- Discuss the importance insurance.
- Complete the Essential Questions in the Student Handbook.

◀ Closing Activity/Remarks (5 minutes)

- Discuss the answers to the essential questions.

What is Insurance?

Goal: Understand the basics of insurance and how it can protect you from major financial losses.

◀ Lesson Activity:

- Use the guidelines below to play a game about insurance.
- Your instructor will pass out 20 tickets to you and you will take turns rolling a set of dice with a group of students.
- The guidelines below explain what happens with each number you roll.
 - If you roll:
 - Doubles – nothing, they are extra safe and get 1 extra ticket.
 - 3 – They fall and hurt their leg. If they have insurance they pay 1 ticket. If they do not have medical they pay 4 tickets.
 - 4 – They get into a car accident. If they are insured they pay 1 ticket. If they are not they pay 6 tickets.
 - 5 – Their apartment is broken into and need to replace their electronics. If they are insured they pay 1 ticket. If they are not they pay 5 tickets.
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 - 12 – The roof collapses and damages all their belongings. If they are insured they pay 1 ticket. If they are not they pay 10 tickets.

◀ Questions:

What is insurance?

Why is it important to have insurance?

What do you need insurance for?

NFEC Financial Education Standards

Financial Psychology

1. Understand the impact and motivation for money in life and develop the ability to identify and recognize the emotions involved in making financial decisions
2. Understand and recognize one's personal relationship and thoughts about money to build financial literacy.
3. Demonstrate an understanding regarding personal choices and how these feelings affect financial well being, as well as other areas of their life. Develop the ability to recognize and identify these choices through various examples.
4. Develop an understanding of three distinct personality traits in relation to money. Identify these personality traits and develop skills to determine how these traits may affect their financial literacy.
5. Develop personal financial and lifestyle goals to successfully recognize the importance of maintaining said goals to become literate in the area of finances.
6. Identify lifestyle choices to show there direct or indirect relation to money.
7. Identify how emotions play a role when making financial decisions and build an understanding of the connection between money and emotions.
8. Recognize the importance of becoming a good steward of money and how this correlates to long-term financial well-being.
9. Demonstrate necessary responsible traits needed to establish and maintain of financial well-being over a lifetime.
10. Understand and recognize how personal financial decisions can impact one's life and the community.

Credit and Debt

1. Understand the importance of building a positive credit history.
2. Demonstrate proficiency in reading a credit report and an understanding of how a credit report can impact financial wellbeing.

3. Identify and recognize key elements that impact a credit score, as well as the organizations that maintain credit information.
4. Understand how to build a positive credit history and improve credit scores.
5. Recognize the importance of monitoring a credit report to avoid fraudulent activity.
6. Develop an understanding of how to obtain, evaluate and dispute items on a credit reports.
7. Understand how identity theft can affect a credit report, as well as how to protect from credit fraud.
8. Develop knowledge of credit card payment policies to positively impact credit scores and build credit history.
9. Build an in-depth understanding of the various types of debt and differentiate between positive and negative debt.
10. Differentiate between credit card and debit cards. Identify and understand various situations in which a credit card or debit card should be used.
11. Understand how lenders qualify potential borrowers.
12. Demonstrate the ability to prepare a loan application for qualification.
13. Identify and understand how to compare the cost of purchasing items with different credit options.
14. Reach proficiency in the use of financial calculators and other tools to calculate the cost of borrowing money.
15. Understand the consequences of 'bad' debt and become proficient in how to improve various debt situations.
16. Apply systematic decision making to evaluate loan options within various products, such as; student loans, automobile loans, home loans and credit cards.

Accounts & Budgeting

1. Develop an understanding and identify the importance of budgeting to achieve personal financial and lifestyle goals.

2. Understand how to differentiate from a want and a need when making purchases to.
3. Identify and recognize money management mistakes and understand how to take proper corrective action.
4. Develop an understanding of actual and proposed costs of owning or leasing a car.
5. Develop an understanding of actual and proposed costs of owning or renting a dwelling.
6. Demonstrate proficiency in the importance of maintaining a personal budget that reflects one's current or future financial situation.
7. Understand and recognize how to anticipate and adapt to circumstances that affect personal finances.
8. Demonstrate an ability to identify common spending traps and understand how to live within your means.
9. Demonstrate proficiency in basic banking procedures, specifically in account set up, management and automation of finances.
10. Identify and recognize personal spending habits that will affect future lifestyle and financial goals.
11. Develop an understanding of how landlords qualify tenants and an understanding of the completion of a standard lease agreement.

Income

1. Understand how economic and social trends can affect career and income potential.
2. Identify and recognize passions and strengths to locate potential career options that align with said passions and strengths.
3. Develop a plan for acquiring skills and necessary experience to achieve career goals.
4. Understand how taxes affect paychecks and the difference between net and gross income.

5. Demonstrate knowledge of how to change a career while remaining financially sound through the transition.
6. Identify and understand necessary steps needed to attain promotions and raises.
7. Recognize main components of a resume to showcase talents, experience and education effectively.
8. Understand key areas that a potential employer may evaluate and demonstrate the ability to effectively present oneself in an interview.
9. Understand the differences between jobs, careers and entrepreneurial endeavors. Recognize benefits and disadvantages of jobs, careers and entrepreneurial endeavors.
10. Demonstrate an understanding of standard tax forms and possess knowledge of how to choose a professional tax advisor.

Skill Development

1. Understand the relationship between continued skill development and future opportunities.
2. Demonstrate the ability to locate potential career options that align with said passions and strengths.
3. Develop a plan for acquiring skills and necessary experience to achieve career goals.
4. Demonstrate the ability to strategically evaluate the job market place and create a job plan based on economic conditions.
5. Understand the various ways one can attain skills sets.
6. Demonstrate the ability to calculate the potential return on investment from a higher education.
7. Identify the skills necessary to enter a field of their choice.
8. Understand the value of their skills sets and know their worth in the global workforce.

9. Posses the ability to set skill development goals and create a timeline to build identified skill sets.

Risk Management and Insurance

1. Identify the various ways one can manage risk.
2. Be able to demonstrate the ability to identify and manage risk.
3. Demonstrate an understanding of the concept of insurance and the potential benefits insurance policies may offer.
4. Understand and identify various types of insurance offered, what protections they may provide and the risks associated with not having various forms of insurance
5. Identify and understand the categories of insurance they may need in the near future.
6. Demonstrate the ability to locate an insurance company and insurance agent.
7. Posses the ability to identify factors that affect insurance premiums.
8. Demonstrate the ability to navigate the claims process.
9. Understand the key feature of insurance including coverage amounts, deductibles, premiums and other facets of insurance policies.
10. Understand the preventative measures that should be taken to prepare for potential disasters.

Business Relations

1. Demonstrate the ability to build business relationships and network.
2. Understand the information necessary to effectively network with professionals in the field they are aspiring to enter.
3. Understand the importance locating and working with a mentor to build professional skill sets and unbiased advice.
4. Demonstrate the ability to determine if financial advice is accurate, objective and serves their best interest.

5. Identify and understand the factors to consider when selecting a financial professional.

Long-Term Planning

1. Demonstrate an understanding of how cash flow and net worth impact one's long-term planning.
2. Understand and identify factors that impact ones net worth and cash flow.
3. Demonstrate the ability to calculate ones net worth and/or cash flow necessary to live a desired lifestyle
4. Develop and create a long-term personal financial plan.
5. Understand the initial steps necessary to preparing their financial future.
6. Understand the connection between money and personal relationships.
7. Possess the ability to effectively communicate with loved ones about money and financial goals.
8. Identify the key components of wills and trusts, and develop an understanding the role they play in their finances.
9. Demonstrate the ability to use online calculator to plan out their long-term financial goals.
10. Demonstrate how near-term decisions can impact future opportunities.
11. Apply systematic decision making to planning long-term financial goals.
12. Identify the differences between wills and trusts, and understand how they can protect their estate.
13. Create a personal financial plan in which investment opportunities are aligned with one's lifestyle goals.

Investments

1. Develop an understanding about what investing is and its relationship to ones financial goals.

2. Understand basic investment principles.
3. Identify and understand the risk and reward potential of a variety of investment options.
4. Understand basic investment strategies and techniques to increase long-term financial security.
5. Develop knowledge of the steps necessary to make informed investment decisions.
6. Demonstrate the ability to calculate compounding interest and understand how early implementation of this theory helps one achieve their financial goals.
7. Understand opportunity cost and how it impacts their investment decisions.
8. Create and develop a plan that focuses on building the financial foundation necessary before investing.
9. Demonstrate a basic knowledge of the stock market.
10. Understand the investment principles of dollar cost averaging and diversification.
11. Understanding of the process of purchasing real estate which includes budgeting, loan qualification, managing risk and having a strategy that aligns with ones financial goals.
12. Understand the effect of inflation on purchasing power and investment growth.
13. Demonstrate proficiency in the ability to calculate a return on investment.
14. Understand how to calculate the monthly savings and rate of return necessary to reach ones investment goal.
15. Develop an understanding of the benefits and limitations of Individual Retirement Accounts and 401k plans.
16. Create and develop an investment strategy that is aligned with one's lifestyle goals.
17. Develop and create a long-term financial plan that does not rely on social welfare programs.
18. Understand what liquidity is and its relation to opportunity cost.
19. Demonstrate an understanding of the cost, fees or commissions associated with a variety of investments.

20. Develop a sample diversified investment portfolio.
21. Posses the ability to choose investments based on risk, rates of return, liquidity and transaction costs.
22. Demonstrate the ability to use systematic decision making when creating a personal financial plan.
23. Understand the basic factors that impact the price of stocks, real estate and other investment options.
24. Understand the benefits of creating a consistent investment plan and dollar-cost averaging strategy.

Social Enterprise

1. Understand the risks and potential rewards of starting a business.
2. Have the ability to create a budget for a start-up business.
3. Understand the main components of a business plan.
4. Demonstrate the ability to research, evaluate and choose a charity that aligns with ones goals.
5. Understand what a social entrepreneur is and their role in the global community.
6. Understand how an entrepreneurial mindset is beneficial in their professional life.
7. Identify the skills and resources necessary to start an entrepreneurial endeavor.
8. Have a basic understanding of web-based businesses, which includes revenue streams, marketing and strategic partnerships.
9. Identify and evaluate the potential rewards and risks of business venture.
10. Demonstrate the ability to calculate and minimize the risks associated with business ventures.
11. Identify and recognize the characteristics of a successful entrepreneur and develop a game plan to build those skill sets.
12. Understand causes that are important to them and create social enterprise solutions that can benefit society.