

Retirement Planning Workshop



Accredited Course

Educator Guide



Accredited Lesson Plans

In this section, you'll find two sample interactive lesson plans for each of the workshop sessions. Each lesson is divided into four sections:

- a hook, to engage students in the lesson content;
- guided practice to introduce students to the core concepts and skills of the lesson;
- independent practice, for students to deepen their understanding of the core concepts and skills; and
- a short assessment, to help instructors and students monitor what students have learned and what needs further work.

Sample Lesson Plan for Retirement Planning Workshop: Preparing for Future Needs & Investment Fundamentals

Audience: Anyone beginning to think about retirement planning

Chapter Plan

of total lessons for the chapter = 1

Chapter Learning Objectives:

- Students will:
 - Demonstrate knowledge of why people invest for retirement.
 - Demonstrate knowledge of how to evaluate investment risk.
 - Demonstrate knowledge of how to develop a budget to estimate future needs.



The lesson plans are organized around a backward system, in which the instructor starts with a plan of learning objectives for the whole chapter and breaks the chapter into the available class time.

Lesson #1 topic: Investing for Retirement

Time: 150 minutes

Learning objectives:

- Students will be able to demonstrate knowledge of why people invest for retirement.
- Students will be able to demonstrate how to evaluate investment risk.
- Students will be able to demonstrate knowledge of how to develop a budget to estimate future needs.

Lesson Plan

1. Hook: KWR Chart (10 min)

Materials: Student Guide pages 1-7; Whiteboard or Flipchart, markers

Ask: Instructor should share with the students a little about him/herself and his/her passion for teaching this topic. Also ask students: “What are you looking to get from this workshop? What would you like to leave with?” “What do you already know about retirement savings?” and similar questions. Then have students complete the KWR chart in their Student Guides.

Lead students in the KWR activity from the Student Guide, Retirement Planning Workshop: Preparing for Future Needs & Investment Fundamentals.



The hook engages students and activates their prior knowledge.

2. Introducing the Content of the Lesson/Guided Practice: Reading on Why People Invest (10 minutes)



In this section of the lesson, students will engage with pre-education case studies. Case studies help them become familiar with and gain confidence about their knowledge of the topic.

Materials:

- Student Guide pgs.8-14, to use as a reading
- PowerPoint Slides 2-6

Why People Invest

Although each person has a unique vision of an ideal future, we all need money and free time to get there. In this topic, we present some of the reasons why people decide they need to invest their money in order to work toward enjoyable, independent, and secure retirement years.



Briefly introduce the idea of why people invest. Either give students an opportunity to read the materials, or present the materials to them using the PowerPoint slides and have them follow along in the text. Ask students to read and take notes in the following way:

- Put a star next to anything they think is important for people to know or that can help them in their lives.
- Put an exclamation point next to any ideas that are new or interesting.
- Put a question mark next to anything about which they have questions or want to know more.

After students do the reading or you present the materials to the class, have students share their ideas by asking the following questions:

- What was surprising or interesting?
- What do you have questions about?
- What do people need to know about this topic, and why?

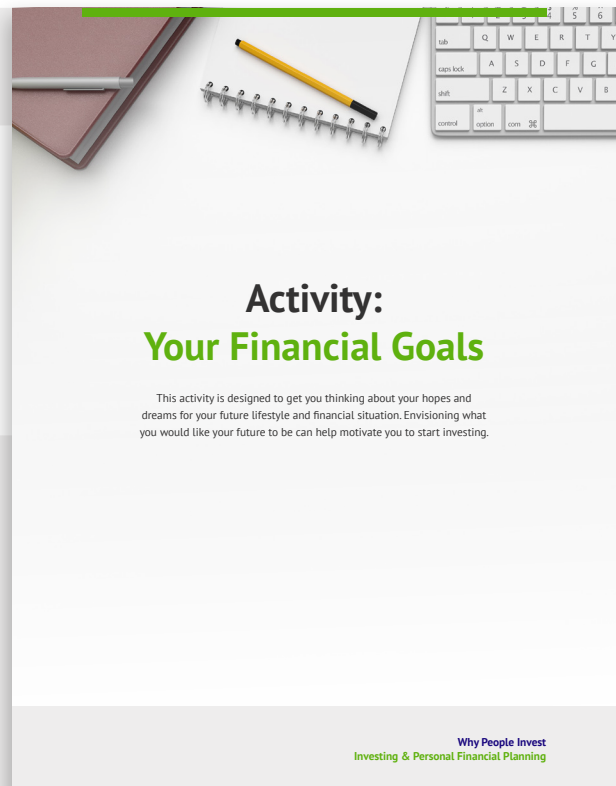
3. Activity: Your Financial Goals (25 minutes)



Students should use the information presented in the lesson – individually. During this section of the lesson, they will practice and apply what they are learning to scenarios.

Materials:

- Your Financial Goals activity from Why People Invest



Tell participants that in this portion of the workshop, they will apply what they have learned about why people invest by setting their own financial goals.

Have students turn to page 15 in their Student Guides. As students work through the activity, help them where they have difficulty.

If there is time, have students share with the class what they discovered and what they learned from this activity. This is a very personal activity, so they may not want to share too many details about their plans.

4. Assessment (10 minutes)



Each lesson should contain a formative assessment to help you and the students understand what they have learned and what still needs work.

Materials:

- Quiz: Why People Invest



Instruct students that they will be taking a quiz to assess what they have learned and what they still need to work on. This is only a formative assessment, but it gives you as the instructor a good idea what you need to cover better in the next workshop. Tell them they can take the assessment in the Student Guide or on the online learning platform.

5. Activity: Automating Your Financial Tracking (15 minutes)



Students should use the information presented in the lesson – individually. During this section of the lesson, they will practice and apply what they are learning.

Materials:

- Student Guide pgs. 23-32, to use as a reading
- PowerPoint Slides 7-13

Investment Risk

All of life involves risk, and investing is no different. When making investment decisions, it is important to understand your tolerance for risk and how to evaluate risk against potential rewards. This topic covers the common types of risk encountered when making investments, guides you to determine your own risk tolerance, and offers some strategies to mitigate investment risk.



Briefly introduce the idea of investment risk. Either give the students an opportunity to read the materials, or present the materials to them using the PowerPoint slides and have them follow along in the text. Ask students to read and take notes in the following way:

- Put a star next to anything they think is important for people to know or that can help them in their lives.
- Put an exclamation point next to any ideas that are new or interesting.
- Put a question mark next to anything about which they have questions or want to know more.

After students do the reading or you present the materials to the class, have students share their ideas by asking the following questions:

- What was surprising or interesting?
- What do you have questions about?
- What do people need to know about this topic, and why?

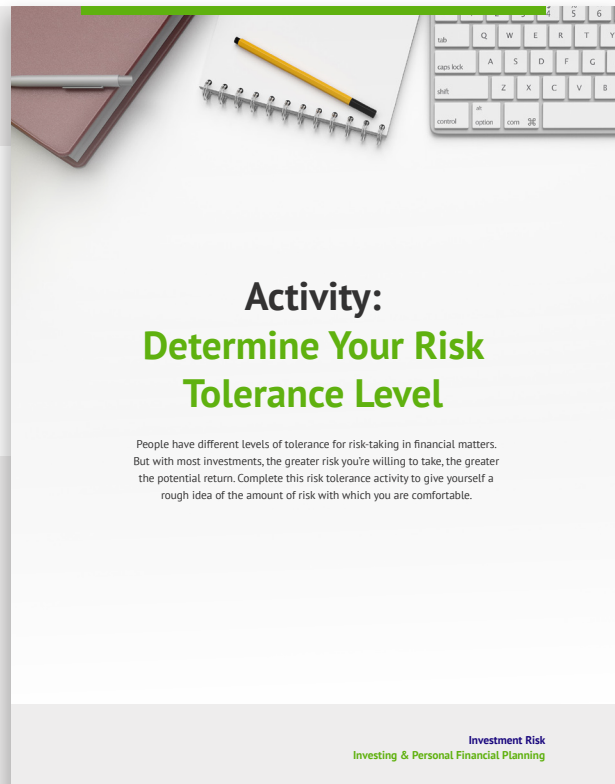
6. Activity: Determine Your Risk Tolerance Level (25 minutes)



Students should use the information presented in the lesson – individually. During this section of the lesson, they will practice and apply what they are learning.

Materials:

- Determine Your Risk Tolerance Level activity from Investment Risk



Tell participants that in this portion of the workshop, they will apply what they have learned to their own lives and determine their personal risk tolerance levels.

Have students turn to page 33 in their Student Guides. Have them work individually on calculating their risk tolerance levels. If there is time at the end, hold a discussion about what the students learned and how they felt about their calculations.

7. Assessment (10 minutes)



Each lesson should contain a formative assessment to help you and the students understand what they have learned and what still needs work.

Materials:

- Quiz: Investment Risk



Instruct students that they will be taking a quiz to assess what they have learned and what they still need to work on. This is only a formative assessment, but it gives you as the instructor a good idea what you need to cover better in the next workshop. Tell them they can take the assessment in the Student Guide or on the online learning platform.

8. Introducing the Content of the Lesson/Guided Practice on Identifying Your Future Needs (10 minutes)



In this section of the lesson, new content is introduced. To the extent possible, introduce content in an engaging, active, and interactive way.

Materials:

- Student Guide pgs. 45-52, to use as a reading
- PowerPoint Slides 14-19

Identifying Your Future Needs

Many people have working budgets that guide their spending now, but far fewer have prepared budgets to plan their futures. Developing a budget that estimates your future needs is important to your current financial decisions around savings and investment goals. This topic discusses how to create a future budget that accounts for contributing factors – such as inflation – that will have impact on your needs over time.



Identifying Your Future Needs
Investing & Personal Financial Planning

Briefly introduce the idea of identifying and planning for your future needs. Either give the students an opportunity to read the materials, or present the materials to them using the PowerPoint slides and have them follow along in the text. Ask students to read and take notes in the following way:

- Put a star next to anything they think is important for people to know or that can help them in their lives.
- Put an exclamation point next to any ideas that are new or interesting.
- Put a question mark next to anything about which they have questions or want to know more.

After students do the reading or you present the materials to the class, have students share their ideas by asking the following questions:

- What was surprising or interesting?
- What do you have questions about?
- What do people need to know about this topic, and why?

9. Activity: Create Your Future Budget (30 minutes)



Students should use the information presented in the lesson – individually. During this section of the lesson, they will practice and apply what they are learning.

Materials:

- Create Your Future Budget activity from Identifying Your Future Needs



Tell participants that in this portion of the workshop, they will apply what they have learned to their own lives and create a future budget, attempting to determine how much they would need to save for retirement.

Have students turn to page 53 in their Student Guides. Have them work individually on calculating their future budgets. If there is time at the end, hold a discussion about what the students learned and how they felt about their calculations.

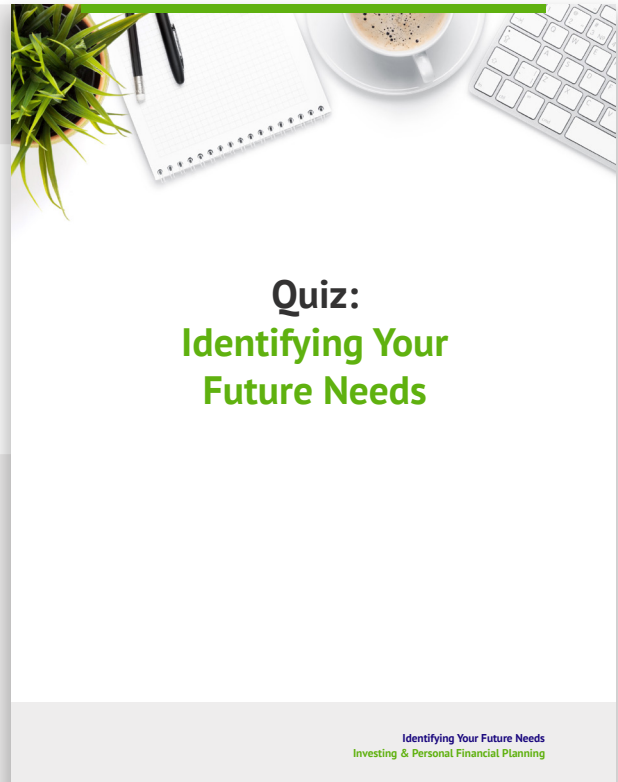
10. Assessment (10 minutes)



Each lesson should contain a formative assessment to help you and the students understand what they have learned and what still needs work.

Materials:

- Quiz: Identifying Your Future Needs



Instruct students that they will be taking a quiz to assess what they have learned and what they still need to work on. This is only a formative assessment, but it gives you as the instructor a good idea what you need to cover better in the next workshop. Tell them they can take the assessment in the Student Guide or on the online learning platform.

Before leaving, have students verbally discuss or fill out and turn in a notecard answering the following questions:

- What are 3 steps you can take after this workshop to help you plan for your future needs?

- On a scale of 1-10, how important is it to you to keep a budget?
- On a scale of 1-10, how likely are you to maintain a budget?

Is there anything else you can do – or support that you need – to maintain your budget and plan for your future needs?

If you had students fill out a notecard or write down their answers, lead a short discussion where they share their plans and ideas.