



# FINANCIAL LITERACY

Continuity of Education Planning Resources

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HIGH SCHOOL

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## Introduction

Due to the COVID-19 pandemic, schools are experiencing closures and/or developing and implementing education via alternative means.

This document has been developed by a team of educators in cooperation with the leadership from the Making Cents Project in order to assist educators in developing alternative instruction during this time period.

The inclusion of a resource or methodology in this document does not indicate endorsement by the Pennsylvania Department of Education (PDE). Educators and local education agencies (LEAs) are responsible for reviewing the resources to make sure they are compatible with the LEA's continuity of education plan and learning objectives.

For additional resources for teaching personal finance, visit [www.MakingCentsPA.org](http://www.MakingCentsPA.org), PDE's Standards Aligned System at [www.pdesas.org](http://www.pdesas.org), or reach out to Making Cents Project Director, Hilary Hunt ([hilary@makingcentspa.org](mailto:hilary@makingcentspa.org)).

## Using This Document

The resources provided in this document align to the six ideas from [Pennsylvania's PreK-12 Model Curriculum for Pennsylvania Financial Education Programs](#) as shown below.

1. **Money Management:** Money management includes setting goals and developing a plan for how to spend, save, and share financial resources.
2. **Earning Money:** Earning capabilities over a lifetime are maximized by career planning, education, and job choices.
3. **Borrowing Money:** Borrowing money has costs and benefits.
4. **Financial Services:** Financial institutions offer services for people to secure, access, and transfer their money.
5. **Risk Management:** Risk management strategies are used to protect against potential loss.
6. **Saving and Investing:** Saving and investing habits influence lifelong opportunities for financial independence.

For each big idea, you will find an overview, accompanying essential questions, sample activities and links to complete lesson plans and/or units.

- **Sample Activities:** These are designed to be “easy grab and go” activities that educators can incorporate into their remote learning system of choice. They require no user-logins or additional steps in order to assign. How students complete and/or submit their work is left to the educator and should align with the local education agency’s continuity of education plan.
- **Complete Units:** These are complete unit plans that educators may access and choose which components to assign. For the purpose of this document, these come from a limited number of resource providers and were selected due to their ease of access and implementation. No user logins are required for students to access the materials. A free educator account is required to access answer keys and/or additional supporting materials, as desired.

In addition, the next section provides information on a wide variety of resources and financial education providers which may also be of use. All of the programs and resources are offered free of charge.

## Resources Spanning All Big Ideas

The following resources provide materials that may be used and/or modified for distance learning. When applicable, resources and recommendations specific to the current COVID-19 pandemic are also provided.

### **Council for Economic Education's Econ Ed Link**

[EconEdLink](#) includes lesson plans and a host of other resources on both personal finance and economics concepts. A free [educator login](#) is required to access some materials.

### **Discovery Education and Discover's Pathways to Financial Success**

[Pathway to Financial Success](#) offers self-paced modules in each of its eight high school units. Students can access the modules without a login. There are accompanying educator guides for each unit plus an overarching high school [program guide](#).

### **EverFi**

EverFi offers an [online financial literacy](#) program for students. Educators must [register](#) for the program in order to access and/or assign the modules to their students.

### **Federal Reserve Bank of St. Louis' EconLowDown**

[EconLowDown](#) features a wide variety of lesson plans and online learning resources, including online learning modules. With [a free account](#), teachers may assign activities to students in a dedicated online portal.

### **FoolProof**

The [FoolProof](#) program provides videos and other resources focused on helping students to become better, more informed consumers. FoolProof has set up a [page](#) dedicated to teaching personal finance topics that relate to the current pandemic. A free educator login is required to access most of the FoolProof materials. A recent [Making Cents PA webinar](#) provided an overview of the Take Charge Today program.

### **Next Gen Personal Finance**

[Next Gen Personal Finance](#) (NGPF) offers a host of resources, including lesson plans, complete unit plans, case studies, interactive games and simulations, and more. Educators must register to obtain the answer keys and/or participate in free online professional development. NGPF has responded to the pandemic by offering numerous [professional development](#) opportunities (four workshops daily) with an extra emphasis on teaching remotely.

### **National Endowment for Financial Education's (NEFE) High School Financial Planning Program**

The [High School Financial Planning Program](#) features lessons with accompanying [student materials](#) that can be assigned via link or directly through Google classroom. Additional [teacher support resources](#) require a [free educator login](#). NEFE provides [recommendations](#) on adapting its program for online instruction and distance learning.

### **PwC's Earn Your Future Digital Classroom**

The [Earn Your Future Digital Classroom](#) features self-paced interactive modules that can be accessed to students with a free login. Educators or parents may create an account.

### **University of Arizona's Take Charge Today**

With a [free educator account](#), teachers can access [Take Charge Today's](#) comprehensive lesson plans and resources on numerous topics. In response to COVID-19, Take Charge Today is hosting weekly Zoom sessions for educators (each Monday at 2pm throughout April at <https://arizona.zoom.us/j/4507874144>). During these sessions, teachers may request assistance and exchange ideas. A [recent Making Cents PA webinar](#) provided an overview of the Take Charge Today program.



# MONEY MANAGEMENT

Continuity of Education Planning Resources

## Big Idea 1: Money Management

Money management includes setting goals and developing a plan for how to spend, save, and share financial resources.

### Overview

Students learn about goal setting, budgeting, consumer decision making, and financial record keeping in order to be successful financial managers. Students set SMART goals, create a budget, make purchasing decisions, and other money management activities.

### Essential Questions

- How do financial goals vary across a person's lifetime?
- In what ways does money management impact reaching financial goals?
- What constitutes sound financial decision making?
- How does organized record keeping impact finances?
- What factors impact a person's spending plan?

### Sample Assignments

#### What's Your Money Personality?

Take this money [personality quiz](#) from The Simple Dollar then share your results. Do you agree with it? How can knowing your money personality benefit you in the future?

#### Age and Money

How is the way you spend money different from people who are older or younger than you? Examine the graph and answer the questions from this [worksheet](#) from Next Gen Personal Finance.

*Offline alternative: Print the worksheet found above for students.*

#### Setting SMART Goals

Complete the interactive learning module, [Imagining Your Financial Future](#). Then, locate three videos online that explain what SMART goals are and how to set them. For each video provide the following: who created it, something you liked about the

way SMART goals were presented, and something that could have been done better with the video. Finally, explain what you learned from the module and which video you would recommend to other students and why.

### Create a SMART Goal

Identify a financial goal that you have. It can be a short-term goal (something you want to accomplish in the next 3-6 months) or a long-term goal (something that will likely take you a year or more to reach). Use this [SMART Goal Worksheet](#) or answer the following questions about your goal:

- What is your goal?
- What is your target accomplishment date?
- Verify that your goal is SMART (Specific, Measurable, Attainable, Realistic, Timely)
  - Specific: What exactly will you accomplish?
  - Measurable: How will you know when you have reached this goal?
  - Attainable: Is achieving this goal possible with effort and commitment?
  - Realistic: Do you have the resources to achieve this goal? If not, how will you get them?
  - Timely: When will this goal be achieved?

*Offline alternative: Print the worksheet and/or provide the questions above.*

### Should I Buy This?: A Decision Map

A decision map can help you make better choices on spending your money. Think of a financial decision facing you now **or** one that you can imagine making in the future. Then, use [this tool](#) to think through the purchase. Is it realistic to follow this type of process for every buying decision? If not, what would be realistic? And/or are some decisions worth spending more time considering than others?

*Offline alternative: Print the map from the link above and provide it with the discussion prompt.*

### Comparison Shopping Online

A little research can save you a fair amount of money. Select one of the following items to research and compare online: a new television, a new laptop, or a new tablet. Read [this advice](#) from the Federal Trade Commission about what you should do before making a purchase. Then, conduct research online for your selected item. Describe the steps you took and how doing so would (or would not) have saved you money if this was an *actual* purchase you were making.

### Shoes: Wants or Needs?

What are the most desired shoes right now by you and/or your classmates? Describe them, including:

- How much do they cost?
- What makes them so special?



- How long do you think they will be on-trend?
- Is buying them a want or a need? Why?
- Can you purchase them *and* be wise with your money.

*Online alternative: Challenge students to locate one or more videos, social media posts, or other media that promotes buying a certain shoe or provides a list of "must-have" shoes. Direct students to describe the impact of the video or image and how it might influence a teen's purchasing decision.*

### **Examine Your Expenses**

If you had to develop a budget today, what would be your must-haves? Open this [Needs vs. Wants worksheet](#) from NGPF and rate the expenses. Next, locate a graphic online that explains the 50-30-20 method of budgeting. Finally, complete parts II and III. Upload your completed worksheet and share the graphic you located with the class.

*Offline alternative: Print the worksheet from the link above and direct students to complete it. Provide information on 50-30-20 budgets such as this [article](#).*

### **What Impacts Your Money Habits?**

Complete the [Examining Money Habits](#) module. Identify at least two of your own money habits that could improve and describe what you could do to improve them. Explore the tools below and see if any of them might help. Why or why not?

- Streaks: <http://streaksapp.com/>
- Stickk: <http://www.stickk.com/>
- Way of Life: <https://wayoflifeapp.com/>
- Don't Break the Chain: <http://dontbreakthechain.com/>

## **Complete Units**

### **Module 1: Money Management from NEFE's High School Financial Planning Program**

A complete lesson with [student materials](#) and teacher support resources ([free educator login](#) required to access the [educator materials](#)).

### **Budgeting Unit from Next Gen Personal Finance**

A budgeting [unit](#) with lesson plans, case studies, activities and more. To access the assessment answer keys, request an educator login (from the [home page](#), select Create Free Account at the top right).



# EARNING INCOME

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## Big Idea 2: Earning Income

Earning capabilities over a lifetime are maximized by career planning, education, and job choices.

### Overview

Students learn about education and training requirements for various careers and the process of gaining employment. Students explore compensation and taxes and develop a career plan through research and reflection.

### Essential Questions

- What impacts a person's earning potential over a lifetime?
- How do people develop a career plan?
- What factors do people consider when accepting a job?
- What determines personal tax liability and take home pay?

### Sample Assignments

#### A Future Career

What career(s) are you considering? Locate at least two videos about careers that interest you from one of the sources below. Share links to each video along with a brief summary of the information you discovered in each one.

- [Career One Stop](#)
- [Great Job!](#)
- [Occupational Outlook Handbook](#)

#### Would You Rather?

Planning for the future is filled with many decisions. Review these [Would You Rather questions](#). Select enough prompts to get BINGO on the board below (horizontal, vertical, or diagonal). Answer each prompt you select and provide an explanation for your choice.

*Offline alternative: Print the BINGO worksheet from the link above and direct students to complete the activity.*

**Big Money or Big Demand?**

Compare the Occupational Outlook Handbook's lists of the jobs with the [highest salaries](#) and those that are projected to be the [fastest growing](#) (i.e., many people will be needed to do them). Describe what you find. Then, share whether you'd prefer a job with a higher income or one that is in greater demand and why.

**Financing Higher Education**

Complete the interactive learning modules, [Financing Further Education](#) and [Understanding Education Financing Options](#). Summarize what you learned from each in one of the following ways:

- Create a series of social media posts that could help students understand their options
- Develop an infographic featuring key points
- Write a script for a short video that encourages students to understand their options when paying for college

**Student Loan Data and Cartoons**

Do some research online to answer the question below. Be sure to provide the source of your information. Then, select one of the cartoons from [this activity](#) from Next Gen Personal Finance. Analyze how that cartoon depicts the impact student loan debt has on millions of college graduates across the nation.

- What percent of undergraduate college students graduate with student loan debt?
- What is the average amount that a college student owes in student loans upon graduation in the country? In our state?
- How many Americans have student loan debt?

*Offline alternative: Print the cartoons from the link above and direct students to complete the activity.*

**Comparing Colleges**

A college degree is necessary for many careers, but colleges themselves can vary quite a bit. Use [this tool](#) from the College Board to explore colleges that might match your personal goals or interests. Then, answer these questions:

- What did you discover?
- Did your results match what you already suspected about college?
- Will the information you learned be helpful? Why or why not?

**College: Eight Questions**

Complete the Wall Street Journal's interactive, [Eight Questions to Answer Before Picking a College](#). Then, answer the [accompanying questions](#) from Next Gen Personal Finance.

**Play Payback**

College is filled with many financial decisions. The game [Payback](#) simulates many of them. Access [this worksheet](#) and complete it as you go through two rounds of the game.

### **Student Loan Decision Making**

Young people have many choices to make about student loans. Meet three fictional students, Jada, Dwayne, and Megan in [this activity](#) from Next Gen Personal Finance. Review the information and answer each of the questions.

### **How to Interview for a Job**

Watch [this video](#) of a presentation given to high school students about how to interview for a job. From the information in the video as well as information you know from experience or find online, create a top ten list of tips young people should follow when interviewing for a job.

### **Resume and Cover Letter Reviews**

What should you consider when preparing a resume and writing a cover letter/ Next Gen Personal Finance provides a checklist and samples in [this worksheet](#). Follow the directions to review the samples and answer the questions.

*Offline alternative: Print the worksheet and sample resumes and cover letters and direct students to complete the activity.*

### **Applying for a Job**

Complete this [practice job application](#) from Next Gen Personal Finance. Trade completed applications with a classmate and conduct the peer evaluation.

*Offline alternative: Print the worksheet and direct students to complete only the sample application.*

### **“W” is for Wages, W-4, and W-2**

Complete [this online lesson](#) from the Federal Reserve Bank of St .Louis. List five things you learned. Then, answer this question: What should young people know about taxes before they get a job?

### **Tax Expectations**

Explore what taxes come out of a person’s paycheck and how they are used in the interactive student module, [Paying Taxes](#). Then, complete [this worksheet](#) from Next Gen Personal Finance to analyze a pay stub.

## Complete Units

### **Module 3 Earning Power from NEFE’s High School Financial Planning Program**

A complete lesson with [student materials](#) and teacher support resources ([free educator login](#) required to access the [educator materials](#)).

### **Career and Paying for College Units from Next Gen Personal Finance**

Both the [Career](#) and [Paying for College](#) units feature lesson plans, case studies, activities and more. To access the assessment answer keys, request an educator login (from the [home page](#), select Create Free Account at the top right).



# BORROWING MONEY

Continuity of Education Planning Resources

## Big Idea 3: Borrowing Money

Borrowing money has costs and benefits.

### Overview

Students apply sound decision-making principles to determine when and how to use credit. Students learn about borrowers' rights and responsibilities and the risks associated with using credit irresponsibly.

### Essential Questions

- How do people decide when and how to use credit?
- What rights and responsibilities do people have when borrowing money?
- What impacts a person's creditworthiness?
- How does responsible credit behavior benefit a consumer?

### Sample Assignments

#### Credit Pros and Cons

Credit can be a good way to build your financial reputation; however, there are some major pitfalls if you overspend and fall into debt. Complete interactive module, [Deciding When to Use Credit](#). Afterwards, respond to this question: At what age do you think people should get their first credit card and why?

*Offline alternative: Instead of the module, have students read [this article](#) and provide students with the question to answer.*

#### Credit or Debit?

Watch [this video](#) on the difference between credit and debit cards. Create a table that shows the differences between the two. Finally, describe three scenarios in which you might need to decide which one to use, share which you would pick, and explain why.

### The Secret History of Credit Cards

Get a "behind the scenes" look at credit cards and the credit card industry by watching [this video](#) from PBS (it is about an hour long). When you are done, choose one of the following to answer.

- What is the view of credit cards from the four "average" people the interviewer consults?
  - What do they find positive about credit cards?
  - What problems do they see with the way credit cards are administered?
  - What does it tell you about what consumers know about credit cards?
- The OCC (Office of the Comptroller of the Currency) is the government agency in charge of monitoring credit card companies.
  - What, according to the documentary, should the role of the OCC (Office of the Comptroller of the Currency) be?
  - Why do the Better Business Bureau of Oakland, California and the District Attorneys of San Francisco and New York criticize the OCC?
  - What role did the OCC play in the Provident case?
- Cite some arguments you noted in favor of and against tighter regulation of the credit card industry (interest rates, fees, marketing of cards).

### The Schumer Box

Named for Senator Chuck Schumer who introduced the legislation that required it, every credit card bill has what is called a "Schumer Box" on it. Use [this handout](#) from Next Gen Personal Finance to review a sample and answer the questions that follow.

*Offline alternative: Print the handout for students.*

### Credit Card Calculations

There are online calculators that can help people to figure out how much their purchases will cost over time if they use a credit card and don't pay it all off at once. Use Bankrate's [credit card payoff calculator](#) and answer the questions from [this handout](#) from Next Gen Personal Finance.

### A "Good" Credit Score

Your credit score is a rating of your financial reputation. Read [this article](#) or watch [this video](#) to understand what goes into a person's credit score and what is considered a "good" score. Then, go through FICO's [Credit Score Estimator](#) three times. Keep track of your responses to each question on each round along with the final credit score. What was your highest score? Why do you think it was the highest (based on your answers to the questions)? Which was your lowest? Why?

### **Credit Questions**

Review [this infographic](#) from the Federal Reserve Bank of Atlanta. Develop a list of five questions you have about credit after reading the information on the infographic.

*Offline alternative: Print the infographic for students and explain the assignment.*

### **Play Shady Sam**

Do you know what people mean if they are referred to as a “loan shark?” Play [Shady Sam](#). When you are done take a screenshot of your final email and total profits. Click “Clock Out” and then answer the questions on [this worksheet](#) from Next Gen Personal Finance.

### **Auto and Mortgage Monthly Payments**

Finding the right car and home is exciting, but an important part of making that final decision is being sure you can afford this often expensive purchase. If you don’t have enough money saved to pay the full price upfront, you may choose to take out a loan. Complete [this activity](#) from Next Gen Personal Finance to practice calculating monthly costs of auto and mortgage loan payments, taking into account how much money you need to borrow, how long the loan is, and annual interest rates.

### **Approaches to Debt**

If people find themselves with debt, there are different ways they can approach paying it off. Complete the interactive module, [Managing Debt](#). If someone you know found themselves in debt, which method (snowball or avalanche) would you recommend they choose and why?

## **Complete Units**

### **Module 2 Borrowing Money from NEFE’s High School Financial Planning Program**

A complete lesson with [student materials](#) and teacher support resources ([free educator login](#) required to access the [educator materials](#)).

### **Types of Credit and Managing Credit Units from Next Gen Personal Finance**

Both the [Types of Credit](#) and [Managing Credit](#) and units feature lesson plans, case studies, activities and more. To access the assessment answer keys, request an educator login (from the [home page](#), select Create Free Account at the top right).





## Big Idea 4: Financial Services

Financial institutions offer services for people to secure, access, and transfer their money.

### Overview

Students apply sound decision-making principles to select financial services and products. Students learn how to minimize susceptibility to and recover from financial scams and identity theft.

### Essential Questions

- How do people choose and use financial services?
- In what ways do people safeguard their financial assets and information?

### Sample Assignments

#### 10 Questions to Ask

What — on paper — looks like a no-fee or low-cost bank account may not be the one that's best suited to your needs. Review these [ten questions](#) to ask before deciding if an account is right for you. Then, look online for information about checking accounts at a local bank or credit union. Which of the questions could you answer from the information you found online? Which ones could you *not* answer? Do you think financial institutions should be required to have all of this information on their websites?

#### Account Demos

Select one of [these online banking simulations](#) to complete. Pretend you need to explain how to use it to an older family member or friend. Write a set of directions that would be easy to follow.

#### Online Banking Simulation

Complete the NGPF Online Bank Simulation following [these instructions](#) and answer the questions.

### **Check Register Practice**

Practice balancing a checkbook using [this simulation](#). Then, explain whether or not you think you will need to use this skill. Why or why not?

*Offline alternative: Instead of the interactive, provide students with [this worksheet](#) instead.*

### **Checking Case Study**

Complete the [Bank on This checking case study](#) from NGPF. Share what you learned with your classmates and how this will impact your future financial choices.

### **Bank or Credit Union?**

Listen to [this podcast](#) from “The Money Girl.” Create a Venn diagram that shows the similarities and differences between banks and credit unions.

*Offline alternative: Print the script found at the same link.*

### **Deciding Where and How to Bank**

Complete the interactive module, [Deciding Where and How to Bank](#). What information was new and what did you already know?

### **Checking Alternatives Worksheet**

Compare the costs of various options like check cashing stores and prepaid cards using [this worksheet](#) from Next Gen Personal Finance. Answer the questions that follow.

*Offline alternative: Print the activity found at the same link.*

### **Payday Loans: Take a Stand**

Listen to [this article](#) from NPR, and read [this information](#) from the Chamber of Commerce. Should people be allowed to get payday loans? Why or why not?

*Offline alternative: Print both articles and provide the prompt.*

## **Complete Units**

### **Module 5 Financial Services from NEFE’s High School Financial Planning Program**

A complete lesson with [student materials](#) and teacher support resources ([free educator login](#) required to access the [educator materials](#)).

### **Checking Unit from Next Gen Personal Finance**

The [Checking](#) unit feature lesson plans, case studies, activities and more. To access the assessment answer keys, request an educator login (from the [home page](#), select Create Free Account at the top right).



# RISK MANAGEMENT

Continuity of Education Planning Resources

## Big Idea 5: Risk Management

Risk management strategies are used to protect against potential loss.

### Overview

Students learn about risks faced in life and strategies for managing those risks to prevent loss. Students are exposed to different types of insurance and other ways to manage risk, including avoiding and accepting. Students create a risk management plan that includes end-of-life decisions and securing financial documents.

### Essential Questions

- Why do people choose to limit their risk?
- How do people protect themselves from financial loss throughout their life?
- How does insurance work?

### Sample Assignments

#### Emergency Funds

One way to deal with risk is to have an emergency savings fund. If you have one, then you may be able to handle unexpected financial costs more easily. Watch [this video](#) with tips for creating an emergency fund. Describe how you feel about the importance of having emergency savings and describe steps you can take to having an emergency fund.

#### Test Your Insurance IQ

Take [this insurance quiz](#) and share your results. What topics do you need to brush up on the most?

#### Protecting Yourself through Insurance

Watch the video, "[Insurance: Protecting Yourself from Damage](#)" from the Federal Reserve Bank of St. Louis. Then, explain how insurance is used to transfer or reduce risk.

### Understanding Car Insurance

Watch all three segments in this [video series](#) from the Federal Reserve Bank of St. Louis and answer the following questions:

- What is an insurance premium and how is it different from a deductible?
- What are four things you should know before deciding on an insurance policy?
- What determines the cost of insurance?

### Should I?

Insurance companies consider various factors when deciding whether or not to insure either an individual or a group. Access the [Should I Insure This Group?](#) activity and complete the questions for three of the scenarios.

### Car Insurance in Pennsylvania

Read [this brochure](#) from the Pennsylvania Insurance Department. Use a tool of your choice to create a presentation or video that explains what young people in Pennsylvania should know about car insurance, including what insurance is required and other information you feel is important.

### Emergency Financial First Aid Kit

Download the [Emergency Financial First Aid Kit](#) from FEMA and Operation Hope. Complete as much information as you can. Describe how and *why* having this information could be beneficial in the future.

*Offline alternative: Provide students with a print version of the kit.*

### Choosing an Insurance Plan

Complete the interactive module, [Choosing an Insurance Plan](#). Select three factors you think are most important to consider and explain your choice.

### Skipping Health Insurance

Watch the video, [I'm Young & Healthy, Can I Skip Health Insurance?](#), from the PBS series, Two Cents. Share your thoughts. If you are young and healthy, is it okay to skip health insurance?

### Life Insurance

Select [two of the videos](#) from Life Happens. Do you think it is important to have life insurance? Why or why not?

### Renters Insurance

Have you ever heard about the importance of "reading the fine print?" Review the sample renters insurance agreement in [this activity from NGPF](#). Answer the questions that follow.

*Offline alternative: Provide students with a print version of the activity.*

## Complete Units

### **Module 6 Insurance from NEFE’s High School Financial Planning Program**

A complete lesson with [student materials](#) and teacher support resources ([free educator login](#) required to access the [educator materials](#)).

### **Insurance Unit from Next Gen Personal Finance**

The [insurance](#) unit features lesson plans, case studies, activities and more. To access the assessment answer keys, request an educator login (from the [home page](#), select Create Free Account at the top right).



# SAVING & INVESTING

Continuity of Education Planning Resources

## Big Idea 6: Saving and Investing

Saving and investing habits influence lifelong opportunities for financial independence.

### Overview

Students learn to differentiate between saving and investing, understand the importance of each, and analyze the impacts on their financial future. Students perform calculations related to the development of investment strategies. Students demonstrate an understanding of portfolio diversification, investing for various life situations, and the role government regulation plays in saving and investing.

### Essential Questions

- Why do people choose to save and invest money?
- In what ways do people save and invest their money?
- Why do some investments have the potential for greater return and risk than others?

### Sample Assignments

#### Retirement Savings

Watch [this video](#) about when you should start planning for retirement. Then, complete [this worksheet](#). When do you think people should begin saving for retirement? Why?

#### Janitor with Millions

Some people think you need to work in a high-paying job to become a millionaire. Read [this article](#) about a man who worked as a janitor and ended up leaving behind millions. Complete [this worksheet](#) from NGPF to find out how this could happen.

*Offline alternative: Provide students with the print version of the article and the worksheet.*

#### Find Money to Save

Complete the interactive module, [Find Money to Save](#). Describe three steps you can take to increase the amount of money you save.

### **Time Value of Money**

You may have heard the phrase “Time is money,” but what do these two things actually have to do with one another? Watch [this video](#) and learn about the math behind interest rates and how you can calculate the future value of your money. Explain what time and money have to do with each other after watching.

### **Napkin Finance**

Select three of the “[napkins](#)” on the topic of investing. Compare and contrast the information found on each.

### **Mutual Funds**

Watch [this video](#) from the PBS Two Cents series that explains what mutual funds are. Then, review the information on a mutual fund and answer the questions in [this worksheet](#).

### **No Frills Money Skills**

Look at the topics in the first six videos on [this site](#) from the Federal Reserve Bank of St. Louis. Select one and summarize it for your classmates.

### **Play Stax**

Investing is filled with potential — for both risk and returns. Use [this worksheet](#) and follow the directions to access and use Stax. Then, answer the questions that follow.

### **Owning Stocks**

What does it mean to own stocks? Read [this article](#) and then answer the questions — in your own words — from [this worksheet](#).

*Offline alternative: Provide students with the print version of the article and the worksheet.*

## **Complete Units**

### **Module 4 Investing from NEFE’s High School Financial Planning Program**

A complete lesson with [student materials](#) and teacher support resources ([free educator login](#) required to access the [educator materials](#)).

### **Saving and Investing Units from Next Gen Personal Finance**

Both the [saving](#) and [investing](#) units feature lesson plans, case studies, activities and more. To access the assessment answer keys, request an educator login (from the [home page](#), select Create Free Account at the top right).