

Section 2—Financial Basics

Title of Lesson/Subject: *Budgeting, Savings, Credit*

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Time Allotment: Unit Lesson Plans—One Week

Grade Level or Target Audience: Budgeting—9th – 12th
Credit—9th-12th

ND Standards Competencies: ND Standard 3--Economic Systems

12.3.1 Individual Roles as producers, consumers, workers, savers, investors

12.3.2 Understand credit, financial institutions

Consumer & Family Resources

2.5 Demonstrate management of financial resources to Meet goals of individuals and families across the life span

Business Standards

3 Students make preparation for entering the workforce

3.E.1 Recognize personal strengths and interests

3.E.2 Identify resources necessary to support a specific problem

4.E.1 Demonstrate responsibility through appropriate management of resources

4.E.4 Participate collaboratively as a member of a team

Key Economic Concepts:

1. A student will possess technical, leadership, communication, problem-solving skills
2. Students will demonstrate critical thinking skills needed to be successful at home, at work, and in an ever-changing society.

Brief Description:

Students will assess their strengths and goals and create a personal spending sheet. Students will log in daily the amount of money spent and what they spent it on. Students will choose a college and discuss the costs needed to attend college in North Dakota and will research one out of state school. Students will create their own budget from their income and projected income. Students will go on-line and compete in the game “Success Street Sweep” and develop a plan for savings. Credit cards and ATM’s will be researched and projects will be developed on how to use the cards and credit dangers.

Learner Objectives:

1. Students will log in how they spend their money daily and become accountable for the daily expenses.
2. Students will develop a plan to save money
3. Students will learn how to use ATMs
4. Students will explore the pros and cons of credit.

Introduction:

Students will become accountable for the money they spend each day and what they spend it on. We will talk about the “envelope” plan and how to talk to parents on increasing your allowance if they think it is unfair. We will find out exactly if the students have jobs and what they do with their money. We are going to break into groups to play an internet game on savings questions. Calculators are provided in the game.

Materials Needed: Internet access, calculators, worksheets on budgets, credit vocabulary worksheets.

Audio/Visual Equipment Needed: Computer lab with internet access

Lesson Outline:Day 1

1. Students will research the “History of Money” on the internet and create a timeline on money
2. Discuss the timeline with the class—print out the timelines and post on bulletin board

Day 2

1. Review student’s goals in Lesson 1—big goals and small goals—long term and short term goal.
2. Have students list how they will achieve the short term goals and the long term goals towards your career and financial security. List result on the board.
3. Start the publications “Career Outlook 2005-2006” published by job service.
4. Review the “Steps to Career/Life Planning” on page 3.
5. Career Outlook www.NDCRN.com

Day 3

1. Continue with “Steps to Career/Life Planning”
2. Students will answer questions on page 3 “Who Are You” and check the answer grid for related occupations.
3. Students will select the appropriate page for related occupations.
4. Discuss on page 17 of NEFE book the key employment skills and have students self-assess their strongest and weakest skills. “Career Outlook” p. 13—“Skills Employers are Looking For” Students need to complete the self-assessment and highlight their strong skills.
5. “Career Outlook” page 7 “Understand Yourself” gives the students another avenue for understanding themselves and developing competencies.

Day 4

1. Explore whether or not you might be the next entrepreneur on page 12 of “Career Outlook”
2. Begin to prepare a resume on your strengths and weaknesses. Students will list their strengths and save in their folders for future reference.
3. Planning for the future needs to begin at an early age—“Career Outlook” pages 20 and 21 lists college cost in North Dakota and course they offer.
4. Students will list one North Dakota College that carries the career they might want to pursue.
5. Have the guidance counselor come and speak about what tests are required by ND and MN schools (ACT, SAT) and what course groupings are necessary to get into college.
6. Students can add to resume with work ethics and strengths.

Day 5

1. Introduce Savings and the different accounts available to 9-12th graders.
2. Discussion on what students have jobs, checking accounts, ATM’s, credit cards
3. List on board what students have spent their money on today and if any are going to anticipate spending money after school.

4. Pass out Personal Budget Worksheet—have students log in what they spent today including lunch. Students will log in daily the money they have spent and keep track of expenses over the weekend.
5. Discuss the “envelope” plan and PYF and how to save for a special event and college

Day 6

1. Choose vocabulary words from the back of the NEFE book that pertains to saving and credit.
2. Play Bingo with the students to familiarize them with the banking terms.
3. Computer lab—have students pair up and play the game on www.nefe.com
4. Click on Students Portal and games. This requires a calculator—the game has one and have the students match up with at least 3 members that need saving tips.
5. List the groups on the board as they finish the exercises.

Day 7

1. Students will log on to “Visa Money Skills” and play financial football.
2. Students will work in pairs and work through the pitfalls and advantages of credit.

Day 8

1. Students will work in groups preparing a one-page typed report on the following topics:
 - a. What are the 3 C’s of Credit? Give specific examples of each “C”.
 - b. List the advantages and disadvantages of a credit card. At what age should you have a credit card? www.aba.com
 - c. List the major credit cards you see advertised on TV. Go to their websites and list if they have an introductory fee, what the APR is www.aba.com or www.federalreserve.gov
 - d. Identity Theft—what can you do to prevent it? What to do if you are a victim of identity theft? www.consumer.gov/idtheft/ or <http://www.identitytheft.org/>
 - e. What is a credit report? How do I get a “free” credit report? List the agencies that handle credit reports. www.aba.com
 - f. List the agencies available in your community that deal with credit counseling. List the common mistakes made with credit cards and how people get into debt.
 - g. Create the billing for a credit card statement. Ask your parents or teacher for a copy of their bill and delete personal information. Reconstruct the statement and be able to discuss what information the statement contains.

Resources:

Internet websites:

www.NDCRN.com
Career Outlook 2005-2006 guide

www.nefe.com
Student Portal for game on savings

www.practicalmoneyskills.com
Financial Football game sponsored by Visa

www.aba.com
Credit, Identity Theft, Credit Pro’s and Con’s

www.consumergov/identitytheft
Identity Theft and how to prevent identity theft

www.identitytheft.com

Identity Theft and how to prevent identity theft

NEFE High School Student Guide

Guide for high school students and worksheets to list goals, strengths, weaknesses, and budgets

Career Outlook 2005-2006 Publication

Published by Job Service of ND

Activities:

1. Individual worksheet and resumes
2. Bingo with vocabulary
3. Student's internet savings game with NEFE—teams
4. Financial Football internet game sponsored by Visa
5. Personal Budget Worksheet
6. Group Report—(2 people) typed-double space on Credit
7. Presentations of Credit findings to the class
8. Group Discussions on ATM's, personal checking account, and credit
9. Panel Discussion on how to talk to parents about raising allowances
10. Money timeline

Application/Assignment:

1. Students will have “hands on” experience with their own budget worksheets and evaluate where they can cut expenses to earn their short term goals.
2. The internet saving game with NEFE will give the students practical experience in savings with math problems and decision-making skills.
3. Students will do research and present their research to the class—students pay more attention to other students than a teacher
4. The money timeline will get to the beginning of how money actually began.

Evaluation Plan:

1. Daily assessment will be given for group discussion and participation.
2. Teams will accumulate scores on both internet games.
3. Personal Budget Worksheet will be graded for completeness and self-assessment on how to reach short-termed goals.
4. Group Reports on credit will be assessed on content and presentation skills.
5. Question and answer session at the end of the unit will allow me to evaluate if the students have grasped the savings concept, as well as, the ATM and credit card concept.
6. Resource Office may be used to notify one of the students that they are a victim of identity theft—the class will have to help the student make decision on what the student can do and how much money they are liable for. Plans will be outlined on the steps to follow as a victim.

NAME _____

SPENDING WORKSHEET

WEEKDAY	CASH	LUNCH CARD	DEBIT CARD	CREDIT CARD	SAVINGS
MONDAY	\$	\$	\$	\$	\$
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					

WHAT I SPENT MY MONEY ON

MONDAY _____

TUESDAY _____

WEDNESDAY _____

THURSDAY _____

FRIDAY _____

SATURDAY _____

SUNDAY _____