

Section 3--Savings

Title of Lesson/Subject: *Save for the Future*

Prepared by:

Contact Information

E-mail address:

Phone:

Time Allotment:

Two class periods and time throughout the semester

Grade Level:

High School, grades 9-12

ND Standards Competencies:

Key Economic Concepts:

Brief Description:

Learner Objectives:

To understand the importance of saving for the future

Introduction:

Materials Needed:

Paper and pencils, checks

Audio/Visual Equipment Needed:

Lesson Outline:

Part 1:

Start the introduction of the lesson by having a guest speaker (I actually already have him talking to my classes about the importance of savings, no matter the amount, but at least putting aside a certain amount of money each and every month/week towards the future). We would look at different types of savings (passport vs. stock market) and discuss how time is your greatest ally. The younger you are when you start saving, the smaller the amount you can put away each month/week, and the more you will have in the end.

Part 2:

Instead of having the students play the stock market game (I have done it in the past, and it doesn't go over well, at least with some of the students—some take it seriously, some purposely put their money into bad stocks to see who can lose the most money the fastest), I will have them pick stocks and we will track them each week. Every Sunday, the Minot Daily News prints out the full stock report; we will use that as well as the internet. We will also track savings account interest, certificate of deposit interest, and money market funds. We will put some "money" into each category, and see where we end up at the end of the semester.

Part 3:

I will have various guest speakers, from trust officers to stock brokers, and will require the students to research the guest speakers' career field, and type up pertinent questions to ask the speaker, so that the students will receive the full benefit

from the speaker (I will send the questions to the speaker in advance, because I don't want to blind-side my speakers!).

Resources:

Activities:

Application/Assignment:

Evaluation Plan:

1. I will base their grade on whether they seriously participated in the projects, classroom discussions, uncovered and shared information with fellow classmates, etc.
2. I will also grade their reconciliation statements, using a rubric.