

IT'S WORTH ITSM

Thinking Smart About Your Money

A Curriculum Guide for Educators





Introduction

“Financial literacy is closely connected to an individual’s emotional, personal, social, economic, and employment success. An individual needs to understand the basics of money management, and use financial resources appropriately to function well in society at a personal, professional, business and community level.” (*The enGauge 21st Century Skills*, 2003)

The board of directors for Iowa Student Loan[®], which now does business as ISL Education Lending, created the Student Indebtedness Task Force to develop and implement programs that will help Iowans become more financially literate. As part of the organization’s responsible borrowing initiative, the task force commissioned the creation of a financial literacy program for middle school students. The task force believes that early financial education delivered continuously over a period of time will improve financial knowledge and future behavior.

Sessions for the financial literacy program were based on core concepts outlined in the Iowa Core¹ and Financial Education Core Competencies as published in the Federal Register by the U.S. Department of the Treasury². Throughout this guide, you will find a section for each week’s lesson noting which core concepts are addressed by the session.

The curriculum developed for this program was pilot tested at two middle schools in central Iowa in fall 2011. An experimental pretest/post-test design with a control group of students at each school was used to test the effectiveness of the program in increasing knowledge of financial literacy concepts and changes in behavior related to financial decisions. The results of the pilot project showed increases in knowledge of several financial concepts and, although the pilot program took place over a short three-month period, changes in behavior were also observed through the testing process.

The information presented in this guide along with the accompanying materials available at www.studentloan.org/ItsWorthIt constitutes a financial literacy program that can be incorporated into the middle school curriculum. **All materials and information may be used in any Iowa school district free of charge and reproduced for use in any Iowa school district without permission of Iowa Student Loan. Any document included in this program can also be customized by any Iowa school for use in their district. No materials, even those customized by a school district, can be redistributed by any school district.**

1 Available at http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2478&Itemid=4594.

2 Available at <http://www.gpo.gov/fdsys/pkg/FR-2010-08-26/pdf/2010-21305.pdf>.

Initial Preparations

You can complete many activities prior to teaching this course that will make things easier throughout the sessions.

First, decide how to deliver the course. Will the course be a stand-alone session offered before or after school, or will it be integrated into an existing class? Will homework and assignments be graded or just marked off as completed? Will a test be given? (A sample test is available for download at www.studentloan.org/ItsWorthIt.) The teacher assigned to deliver the information should familiarize him- or herself with the material, prepare any additional handouts or reference materials, and prepare detailed lesson plans. The PowerPoint files available at www.studentloan.org/ItsWorthIt that support this program allow the user to add new slides that are branded with the It's Worth ItSM name and logo, so additional materials can be easily incorporated into the program.

The curriculum is structured to be delivered in 12 class sessions. The teacher may use his or her discretion to remove portions to make the entire program shorter or to extend certain portions of the program to make it longer. Additional Web resources are provided with most lessons, and these can be used to expand on ideas presented in each session. It is recommended that the sessions be offered twice per week for six weeks, but the course material is flexible and can be expanded or shortened to meet your needs.

Students should have a 1" binder, preferably one with a plastic slipcase on the front, to hold all the materials. A useful item for the notebooks is a set of 12 numbered tabs to divide the materials into sections. Avery makes a set of 12 numbered tabs (Ready Index 11141) that can be used to help organize the notebook. You may download a completed template at www.studentloan.org/ItsWorthIt for the index sheet that comes with those tabs. You will find all the materials mentioned in the plans for each session in PowerPoint files at that Web address. These files print on regular 8½" x 11" paper that should be three-hole punched for easy insertion into the binder. You can add new slides to the PowerPoint files to accommodate any additional materials you add, and they will automatically have the branding to match the existing materials. So, feel free to customize the lessons to your needs. For example, each session is designed to be completed in approximately 45 minutes; however, each session can easily be compressed into a shorter time or expanded using the additional resources for additional information or activities.

Corporate Partners

Your school district might consider approaching a local business or corporation to help fund the materials for this class. In addition to the cost of printing the materials, buying three-ring binders and Avery index tabs, local businesses may want to supply useful incentives to students to help them become financially responsible. You can find the program logo at www.studentloan.org/ItsWorthIt, which can be used to customize giveaway items. For example, a local bank may want to create a piggy bank with the program logo to give each student or a corporation may want to provide clip-on calculators to be handed out during the Life Store activity.



A corporate sponsor may want to donate flash drives, T-shirts, backpacks or water bottles for the students with the logo on them. Anything that will remind students to be financially responsible would be a useful incentive.

Your school district may also want to get involved with the U.S. Treasury Department's annual National Financial Capability Challenge. Information on this program is available online at www.challenge.treas.gov. Corporate sponsors or local businesses may be willing to offer incentives to students who participate or score in the top 20% on the test associated with the challenge.

Guest Speakers

Part of the curriculum that was well-received by students in the pilot project was the use of two guest speakers. It is important to arrange for these speakers well ahead of time to ensure that they will be available on the days you want them to talk to your students.

Banker

The first guest speaker (during Session 4) is a local banker. The banker should be asked to come speak to students about what a bank or credit union does, why it is important to open a savings account and how to open a savings account. The banker should be told that this is an opportunity for community outreach but that their interaction with students will not be allowed to turn into a business opportunity. They should not promote their bank or credit union or any product they offer, although it is fine for them to hand out generic brochures that may be branded with their logo. The goals of this interaction are two-fold:

1. The first goal is to allow the students to have an informal interaction with a banker so that they are not intimidated by adults at the bank or credit union. Because students will eventually interact with these people when they need banking services, they should feel comfortable doing so.
2. The second goal is to have the banker stress the importance of opening a savings account and give the students an understanding of that process.

Graduate

The second guest speaker (during Session 11) is a graduate of your middle school who has earned a postsecondary degree or certificate. This person should be prepared to talk about the process and experience of going to college or receiving additional training. He or she should be prepared to talk about paying for college, where he or she got financial aid and why the experience was worthwhile. Students in the pilot program were very receptive to someone from their own community who had successfully completed the process, and they were very interested in hearing about the graduate's college experience, including the amount of effort that was necessary to succeed.

ICAN

ICAN is a nonprofit company based in West Des Moines, Iowa. According to the ICAN website (www.ICANsucceed.org), ICAN's mission is to help prepare students for future success. It believes education leads to greater economic prosperity for individual students, their families, and the communities in which they reside. We also believe that all Iowans benefit as more and more students attain their education and career goals through informed decision making, translating into greater numbers of educated and skilled workers. All ICAN services are free of charge to the user.

Staff at ICAN assisted in the development of the financial literacy curriculum presented in this document. One of the sessions (Session 6) uses the ICAN Life Store activity. This exercise assigns each student a job, a salary, a credit score and a family size. Students go through a budget process and make decisions on how much to spend in each category to see how they come out after they pay all their expenses. The activity is similar to a shortened version of Hasbro's game of LIFE. Students love this activity and come away with a better appreciation of what it costs to live on a budget.

It is easy to get ICAN involved with your session, and their services are free of charge. Call ICAN a few months prior to your Life Store activity to arrange for an ICAN staff member to present it. You may schedule an appointment by calling (877) 272-4692.

Parent Newsletters

Many academic studies on financial literacy and children show that parents have the most influence on their children's financial habits. Educators know this is true about many academic topics. One of the most important things parents can do for their children's future financial stability is engage them in discussions about financial literacy and model good behavior. With that in mind, a parent newsletter has been developed to send home with students after each session, available at www.studentloan.org/ItsWorthIt. Feel free to edit them as appropriate to meet your needs and use them as you see fit. Some teachers may require parents to sign each newsletter and have the students show the signature to receive credit for the class. In any case, the respective newsletter should be printed before each session and three-hole punched so it can be included in the appropriate section of the binder.

Homework

Each session has its own homework assignment. Depending on how material is incorporated into the curriculum, homework may or may not be appropriate. When providing the sessions as an elective or as a before- or after-school program, less emphasis may be placed on homework; in a classroom setting, a teacher may find that not enough homework is suggested. Feel free to intensify or reduce the amount of homework. For any given topic, students can be assigned further research outside of class as additional homework. One important note — many of the homework assignments require discussion with other family members, which is an important component of all financial literacy efforts and should be retained regardless of how the material is shared with students.

Test

A sample test with 25 questions and an answer key is available for download at www.studentloan.org/ItsWorthIt. This test can be used as a final test for the unit or can be used as both a pretest and post-test in an attempt to quantify knowledge gained. As with all other materials supplied with this curriculum, you should feel free to add, remove or alter questions as appropriate.

Giant Check

Session 7 teaches students how to fill out a check properly. To facilitate this lesson, a check image found at www.studentloan.org/ItsWorthIt can be printed in large format and laminated. Recommend printing size is 24" x 36". Once the check is laminated, you and your students can write on it with dry-erase markers, erase the markings and reuse the check as needed. Students really enjoy writing on the giant check.

Savings Tips

Starting with Session 2, students are asked to bring two savings tips to class. It is fun to hear what students come up with to help save money. Keep a large flip chart available and ask students to share their ideas at the beginning of each session. Write down any new ideas that have not already been suggested. After Session 11, compile the list on the template available at www.studentloan.org/ItsWorthIt so you can print off a copy to give to each student at the last session. You can print the list on a single sheet of paper (front and back) and either three-hole punch the list so it can go in their notebooks or laminate it so it can go on the refrigerator at home.

Certificates

A certificate that can be individualized, printed and given to students at the last session to congratulate them on their newfound financial knowledge can be found at www.studentloan.org/ItsWorthIt. Students are usually excited to get these nice certificates from their teachers.

Other References

In most of the lesson plans that follow, information on selected teacher resources is provided. Many additional references are available online — the list grows larger every day. One source that provides good ideas as well as many additional online references for K – 12 financial literacy is the Financial Capability Toolkit put together by the President's Advisory Council on Financial Capability. An electronic copy of the toolkit can be downloaded at: http://www.whitehouse.gov/sites/default/files/financial_capability_toolkit_5.10.2012.pdf.

Session 1 — Getting Started

Preparations

Notebook Binders

Before the first session, prepare a binder for each student in the class. A 1" white binder with a slipcase on the front for the cover page is recommended.

Students should receive the binder during the first class. The initial binder should be assembled as follows:

1. Print two copies of the cover page for each notebook. One copy of the cover page should be printed and slipped into the plastic slipcase on the front of the notebook. The second copy should be three-hole punched and used as the title page of the notebook.
2. Print one copy of the table of contents for each notebook. This should be three-hole punched and inserted after the title page in the notebook.
3. Avery produces a useful set of 12 numbered tabs (Ready Index 11141) that can be used to help organize the notebook. Use of tabs is highly encouraged.
 - a. If you use these tabs, use the template accompanying this program at www.studentloan.org/ItsWorthIt to print the index page included with the tabs.
 - b. Insert the printed index page after the table of contents.
 - c. Insert the 12 numbered tabs after the index page.
4. Print all four pages in the Session 1 PowerPoint file at www.studentloan.org/ItsWorthIt. Three-hole punch the pages and place them in the binder after tab 1. If possible, print the first two pages (the quiz) front and back on a single sheet of paper.

Parent Newsletters

Print and three-hole punch the Session 1 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Outline course goals and discuss the importance of being fiscally responsible.

Core Concepts Addressed

1. People spend their entire lives making decision about how to spend their money.
2. Some decisions are better than others.
3. It is important for students to begin learning at an early age about how to handle money so they can make good decisions about how to spend their money.

Activities

1. Hand out binders. Discuss the importance of financial literacy and the requirements set forth by the state of Iowa in the Iowa Core. Explain the importance of establishing good financial habits at an early age since those habits can affect the rest of their lives. **(15 minutes)**
2. Have students take the "What Kind of Spender Are You?" quiz and discuss the results. **(10 minutes)**

3. Discuss the difference between spending money on needs versus wants using the “Create Good Spending Habits” work sheet. **(15 minutes)**
 - a. Provide some examples of both a need and a want that are not on the sheet. A need is something that you cannot live without, while a want is something that you could live without.
 - b. Ask students to provide some possible examples of each.
4. Discuss the “Avoid Budget Killers” work sheet. Ask students to fill in at least two additional examples and discuss alternatives to some of the expenses listed. **(5 minutes)**

Materials

- Binders
- “What Kind of Spender Are You?” quiz
- “Create Good Spending Habits” work sheet
- “Avoid Budget Killers” work sheet
- Parent newsletter

Assignment

1. Ask students to discuss the “Create Good Spending Habits” work sheet with their parents, categorize each of the items as either a need or a want, and fill in the five blanks with some needs and some wants. Instruct students to bring the completed assignment with them to the next class.
2. Have students fill in the remaining three items on the “Avoid Budget Killers” work sheet and provide some additional alternatives to the items they wrote down as well as alternatives to the three items they come up with outside of class.
3. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. When starting the discussion about financial literacy with students, it is important to explain to them what the term “financial literacy” means. The quote in the introduction to this document (taken from the Iowa Core website and repeated below) is a good quote to start a discussion with students.

“Financial literacy is closely connected to an individual’s emotional, personal, social, economic, and employment success. An individual needs to understand the basics of money management, and use financial resources appropriately to function well in society at a personal, professional, business and community level.” (*The enGauge 21st Century Skills*, 2003)

2. There are only four questions on the “What Kind of Spender Are You?” quiz, and students may get mixed results (some As, some Bs, etc.). The point of the quiz is to get students thinking about how they think about spending — if they don’t fall neatly into one of the categories, the results can still be used to do some self-analysis and set goals for changes in future behavior. Some students may not have thought about the types of ideas addressed by the quiz; that is fine — hopefully this will get them thinking.
3. Some of the following websites can provide you with ideas on how to expand the discussions about needs versus wants and easy ways to save money.

Selected Teacher Resources

Financial Education Core Competencies (U.S. Department of the Treasury)

<http://edocket.access.gpo.gov/2010/pdf/2010-21305.pdf>

Iowa Core 21st Century Financial Literacy Skills

http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2478&Itemid=4594

Needs Versus Wants

<http://pbskids.org/itsmylife/money/managing/article2.html>

<http://www.themint.org/teens/buy-it-or-not.html>

Needs and Wants Teacher Activities

<http://www.brainpopjr.com/socialstudies/economics/needsandwants/grownups.weml>

45 Ways to Save Money

<http://financialhighway.com/45-ways-to-save-money/>

Session 2 — Differentiating Between Wants and Needs

Preparations

Notebook Binders

Print all three pages in the Session 2 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and collate to hand out at the beginning of the session.

Parent Newsletters

Print and three-hole punch the Session 2 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Model the process of financial planning based on personal prioritization of wants and needs.

Core Concepts Addressed

1. A need is something that you cannot live without while a want is something that you could live without.
2. Spending on needs must have priority over spending on wants.
3. It is all right to spend on wants if you have the money to do so.
4. It is important to set both short-term and long-term spending goals.
5. Sometimes a want can become a need.
6. What we think is a need or a want can be influenced by our peers and advertisements by businesses.

Activities

1. Hand out binder inserts for Session 2. **(2 minutes)**
2. Place students in small groups and have them discuss and compare the two work sheets that they completed as an assignment. Discuss as a class the outcomes of the small group discussions and how to prioritize spending. **(13 minutes)**
3. Hand out the “Making the Right Start” work sheet and explain the importance of setting both short-term and long-term goals. Give an example of each. Have students fill out their work sheets. Be sure to have them fill out the section called “Share Your Goals.” Ask them to have the person listed initial next to the goal to indicate that it was shared before the next class session. **(15 minutes)**
4. Introduce the “Savings Tips” concept/activity by giving two or three examples to write down for week 1. Give an example of a “serious” tip like bringing a snack from home instead of buying one in a vending machine and a “fun” tip like squeezing the last bit of toothpaste out of the tube. Ask students to come up with a few additional examples. Start a list of these examples. Tell them that the goal for the class is to come up with 100 savings tips by the end of the course and that they will receive a list of all the tips from the class at the last session. **(10 minutes)**
5. Hand out the “What Does Your Family Spend Money On?” work sheet and explain how it is to be used. **(5 minutes)**

Materials

- “Making the Right Start” work sheet
- “Savings Tips” work sheet
- “What Does Your Family Spend Money On?” work sheet
- Parent newsletter

Assignment

1. Ask students to make a list of all the things that their family spends money on each month using the “What Does Your Family Spend Money On?” work sheet. Instruct the students that they are to list only the items on which money is spent; not the amount that is spent.
2. Remind students to share the goals they listed on the “Making the Right Start” work sheet with the two people they listed and have those people initial their sheet to indicate that they shared their goals.
3. Ask students to write two savings tips on their “Savings Tips” work sheet and bring them to the next class.
4. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. Below are some questions and topics for the students to include in whole-class and small-group discussions of the two work sheets they completed for homework:
 - a. Can a need become a want? (Yes — Think about buying a pair of jeans versus a pair of designer jeans.)
 - b. Can a want become a need? (Yes — Think about a computer; you may want one but don't need it until you have a job or a class that requires one.)
 - c. Can one person's want be another person's need? (Yes — Think of a car; people who live in big cities with mass transportation systems may see a car as a want, while people living on a rural acreage may see a car as a need.)
 - d. Should you only buy things you need? (No — This exercise does not intend to tell students that they can never buy things that they want, just that they should focus on needs and only fulfill wants when they have budgeted, planned and saved for them. Wants can be considered wasteful if your income is limited.)
 - e. Which “budget killers” wasted the most money?
 - f. Are some “budget killers” easier to eliminate than others?
 - g. Did you talk to your parents about ways to save money by eliminating “budget killers”?
2. Use some of the resources below to develop a short talk about setting short-term and long-term goals as well as some examples of each. Include the SMART mnemonic as a good way to remember the suggested way to set goals. SMART refers to the fact that goals should be:
 - a. Specific
 - b. Measurable
 - c. Attainable
 - d. Realistic
 - e. Timely
3. Use some of the resources below to develop a starter list of savings tips.

Selected Teacher Resources

Setting Personal Goals <http://www.mindtools.com/page6.html>
<http://www.goal-setting-guide.com/personal-goal-setting>

Savings Tips

http://www.choosetosave.org/tips/index.cfm?fa=display&content_ID=3539
<http://www.thesimpledollar.com/2008/02/06/little-steps-100-great-tips-for-saving-money-for-those-just-getting-started/>
<http://www.americasaves.org/for-savers/17>

Session 3 — Creating a Spending Plan (Budgeting and Saving) I

Preparations

Notebook Binders

Print all four pages in the Session 3 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and collate to hand out at the beginning of the session.

Parent Newsletters

Print and three-hole punch the Session 3 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Create an effective spending plan (budget) using informed decision-making skills and understand how earned money translates into spendable money.

Core Concepts Addressed

1. A budget is really a plan for how you will spend your money.
2. It is very important to have a spending plan.
3. A spending plan should first allow you to meet your needs.
4. The goal of a spending plan is to spend less than you have so that you can save some of your money.
5. It is important to try to “pay yourself first.”
6. A good spending plan is based both on short-term and long-term goals.
7. Circumstances beyond your control may affect your savings plan.
8. There is a difference between earned pay and take-home pay.

Activities

1. Hand out binder inserts for Session 3. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind students that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Discuss the “What Does Your Family Spend Money On?” work sheet from the previous class. Point out the variety of items offered by students. **(10 minutes)**
4. Review and discuss the “Sample Family Budget” work sheet that gives an example of what a family budget might look like and discuss. Make a point to note how many different expenses are on the work sheet. **(10 minutes)**
5. How much money will you earn? Give an example of how various deductions reduce earned pay to take-home pay by exploring the sample pay stub work sheet. Discuss the importance of saving through a savings account and/or a 401(k) plan. This is what is meant by “pay yourself first.” **(10 minutes)**

6. Hand out and explain the “Learn to Live on a Budget” work sheet. **(5 minutes)**
7. Hand out and explain the “Guest Speaker — Banker” work sheet. Ask students to write down three questions to ask the banker before the next session. Questions can be about any aspect of banking that they don’t understand or want to know more about. (5 minutes)

Materials

- Sample pay stub work sheet
- “Sample Family Budget” work sheet
- “Learn to Live on a Budget” work sheet
- “Guest Speaker — Banker” work sheet
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Give students the “Learn to Live on a Budget” work sheet that shows \$300 as the income amount for a month. Ask them to create a spending plan for that amount and bring it to the class after the next one.
2. Give students the “Guest Speaker — Banker” work sheet. Tell them that they will have a banker as a special guest at the next class and that they are to bring three questions that they would like to ask the banker.
3. Ask students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
4. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. Students will most likely not realize how much goes into making a budget for a family. They may have a few items on their “What Does Your Family Spend Money On?” work sheet, but they will most likely not have come up with as extensive a list as the “Sample Family Budget” work sheet. It is important to point out the many categories on the “Sample Family Budget” work sheet and get students to understand how important it is to live within their means. Also, be sure that students understand that a budget should be flexible and realistic and should include money to set aside for the future and for unexpected expenses.
2. To pay expenses, a person needs to have a job. It is important for students to be able to understand the difference between gross pay and net pay and to understand the types of deductions they will encounter on their paycheck. The sample paycheck shows a worker who earns \$1,192.31 a week (approximately \$62,000 per year — not bad) but only takes home \$733.54 (\$38,144 per year) because of taxes, insurance and other deductions. Also, it would be good to point out that our sample employee is putting \$200 per week into a savings account.
3. Be sure to explain the importance of contributing to and ease of using a 401(k) plan. Discuss the fact that the money is not taxed when it is taken out of the check (a major advantage) and that many companies will match contributions up to a certain percent.

Selected Teacher Resources

Determining Your Budget

<http://www.themint.org/teens/determine-your-budget.html>

Making a Budget

http://www.edfund.org/pdfs/Budgeting_100_Making_A_Budget.pdf

<http://office.microsoft.com/en-us/templates/family-monthly-budget-planner-TC001023342.aspx> (an Excel version of the "Sample Family Budget" worksheets)

<http://www.moneycrashers.com/how-to-make-a-budget/>

401(k) Plans

<http://www.investopedia.com/articles/retirement/08/401k-info.asp#axzz1t5X6pEmD>

<http://www.metlife.com/individual/life-advice/retirement-planning/401k-plans/index.html>

Session 4 — Creating a Spending Plan (Budgeting and Saving) II

Preparations

Notebook Binders

1. Customize the “Visit a Bank or Credit Union Activity” work sheet in the Session 4 PowerPoint file available at www.studentloan.org/ItsWorthIt to include banks and credit unions in your area. Use the links in the Selected Teacher Resources section below to find banks and credit unions in your area.
2. Print a copy of the “Visit a Bank or Credit Union Activity” work sheet. Three-hole punch and hand out at the beginning of the session.

Parent Newsletters

Customize, print and three-hole punch the Session 4 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Emphasize savings as part of an effective spending plan.

Core Concepts Addressed

1. Savings should be included in a spending plan.
2. Savings can be for short-term goals and for long-term goals.
3. The best way to save is to “pay yourself first.”

Activities

1. Hand out binder insert for Session 4. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind students that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Bring in a banker to talk to students about how to open a savings account. As time allows, have the banker respond to various questions from the students. **(35 minutes)**
4. Hand out and explain the “Visit a Bank or Credit Union Activity” work sheet. The point of this activity is to get students to feel comfortable talking to an adult at a financial institution and possibly open a savings account, although opening an account should not be a requirement. **(5 minutes)**

Materials

- “Visit a Bank or Credit Union Activity” work sheet
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Remind students to complete and bring the “Learn to Live on a Budget” work sheet to the next class.
2. Give students the “Visit a Bank or Credit Union Activity” work sheet and ask them to visit a bank and bring back a savings account brochure and a business card from a personal account banker from that bank. Allow three class meetings to get this accomplished.
3. Ask students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
4. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

Some suggested questions for the guest speaker:

- Why is it important to have a savings account?
- How much money do I need to open a savings account?
- Is there a minimum balance I need to keep in a savings account?
- How much interest can I earn in a savings account?
- Are there different types of savings accounts? How do I know which type is best for me?
- Are there any fees associated with having a savings account?
- Can I get money from my savings account with a debit or ATM card?

Selected Teacher Resources

Alphabetical List (by city) of Banks in Iowa

http://www.idob.state.ia.us/bank/Docs/statics/bank_labels.aspx

Alphabetical List (by city) of Credit Unions in Iowa

http://www.creditunionsonline.com/iowa_credit_unions.html

Savings Tricks

<http://www.themint.org/teens/saving-tricks.html>

About Savings Accounts

<http://www.themint.org/teens/about-savings-accounts.html>

<http://www.investopedia.com/university/banking/banking7.asp#axzz1t5X6pEmD>

Session 5 — Creating a Spending Plan (Budgeting and Saving) III

Preparations

Notebook Binders

Print the page in the Session 5 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and hand out at the beginning of the session.

Parent Newsletters

Print and three-hole punch the Session 5 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Create an effective spending plan (budget) using informed decision-making skills and understand how earned money translates into spendable money.

Core Concepts Addressed

1. A budget is really a plan for how you will spend your money.
2. It is very important to have a spending plan.
3. A spending plan should first allow you to meet your needs.
4. The goal of a spending plan is to spend less than what you have so that you can save some of your money.
5. A good spending plan is based both on short-term and long-term goals.
6. Circumstances beyond your control may affect your savings plan.
7. There is a difference between earned pay and take-home pay.
8. Savings should be included in a spending plan.
9. Savings can be for short-term goals and for long-term goals.
10. The best way to save is to “pay yourself first.”

Activities

1. Hand out binder insert for Session 5. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind students that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Put students in small groups to discuss their “Learn to Live on a Budget” work sheets. Discuss as a class some of the items that they included in their plans. **(15 minutes)**
4. To handle money wisely, you need to earn money. Put students in small groups and ask them to come up with different ways that they can earn money while they are in school. If Internet access is available, allow students to search job sites. Give students the “You Have to Make Money to Spend Money” work sheet to list their ideas. Discuss as a class and create an overall list of what those ideas are. See Fun Jobs for

Teens in the following Selected Teacher Resources section to put together a list of possible jobs.
(25 minutes)

Materials

- “You Have to Make Money to Spend Money” work sheet
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Remind students to bring their completed “Visit a Bank or Credit Union Activity” work sheet to the class after the next one.
2. Ask students to write two savings tips on their “Savings Tips” worksheet in Session 2 and bring them to the next class.
3. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. When reviewing the “Learn to Live on a Budget” work sheet, ask how many students put some of the money into a savings account. Be sure to point out the importance of doing so — this is called “paying yourself first.” This is also a good time to talk about unexpected expenses.
2. In the class discussion of jobs that students might do while they are in school, it is appropriate to also get them thinking about jobs they might get when they are out of high school or college. Show students how to use one of the job search websites to narrow down the available jobs to ones that interest them and are in their area. Encourage them to do job shadowing activities with family members or friends of the family or to find internship opportunities.

Selected Teacher Resources

A Guide to Getting Your First Job

<http://www.snagajob.com/uploadedfiles/SnagAJob.com-First-job-guide.pdf>

Can Social Media Hurt Your Chances of Getting a Job?

<http://www.snagajob.com/job-articles/social-media-dark-side.aspx>

Fun Jobs for Teens

<http://www.snagajob.com/job-search-tips/companies-work-environments.aspx>

<http://www.jobdoggy.com/student-jobs/great-seasonal-summer-jobs/>

<http://www.jobdoggy.com/student-jobs/job-ideas-for-teens-15-and-older/>

Job Search Sites That Have Jobs for Students

<http://jobsearch.monster.com/AdvancedSearch.aspx> (enter city and state under the Location heading, check the Student (High School) box under the Career Level heading, then choose Search)

<http://www.usajobs.gov/JobSearch/Search/AdvancedSearch> (select Iowa under the Location Search heading, select All Iowa and choose Add. Check the Student box under the Type of Work heading, then select Search Jobs)

Session 6 — Life Store Activity

Preparations

Notebook Binders

Contact the Iowa College Access Network and arrange to have its staff present the Life Store activity to the class.

Parent Newsletters

Print and three-hole punch the Session 6 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Demonstrate how different factors influence the financial circumstances of families through the use of life experience examples.

Core Concepts Addressed

1. Life circumstances influence the spending plans of families.
2. Some of those circumstances can be controlled by the family while others cannot be controlled.
3. Circumstances that cannot be controlled must still be managed.

Activities

1. Complete the Life Store activity. **(40 minutes)**
2. Hand out and explain the “How Do Your Parents Bank?” work sheet. **(2 minutes)**

Materials

- “How Do Your Parents Bank?” work sheet
- Parent newsletter

Assignment

1. Ask students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
2. Remind students to bring their completed “Visit a Bank or Credit Union Activity” work sheet to the next class.
3. Complete the “How Do Your Parents Bank?” work sheet.
4. Ask students to share the newsletter with their parents at home.

Session 7 — Checking Accounts, Saving Accounts, Debit Cards I

Preparations

Notebook Binders

1. Print all four pages in the Session 7 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and collate to hand out at the beginning of the session.
2. Take the Giant Check graphic file to a local print shop and have it printed on heavy paper at a size of 24" x 36". Have it laminated so you may write on the check with a dry-erase marker and erase it over and over.

Parent Newsletters

Print and three-hole punch the Session 7 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Create an understanding of different types of financial instruments and their intended uses.

Core Concepts Addressed

1. A checking account is a tool that helps you manage the money that you spend.
2. A savings account is a tool that helps manage the money that you want to save for future short-term or long-term goals (purposes).

Activities

1. Hand out binder inserts for Session 7. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind them that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Collect the "Visit a Bank or Credit Union Activity" work sheet and ask students to share what they learned. Ask if any students opened a savings account while there. **(5 minutes)**
4. Discuss the purpose of a checking account and a savings account and the difference between the two. **(10 minutes)**
5. Discuss the parts of a check — the account number, the routing number, the check number, the "pay to the order of" line, the box for the amount, the line for the amount, the signature line and the memo field. Also, explain how to *endorse* a check and explain that endorse is a word that means "sign to claim that you are the person to be paid by the check." **(10 minutes)**
6. Provide an example of how a check is used to pay a bill. Be sure to note a portion of the bill should usually be returned with the check. Demonstrate the technique for completing a check using the large laminated check and invite a few students to come up and write out a check on the giant check. Have the students provide a payee, an amount and a reason for the purchase. Use the sample Visa bill and one of the sample checks provided in the PowerPoint file and ask students to fill out a check. Have them write out the other check using the BGE bill for homework. **(15 minutes)**

Materials

- “Sample Visa Statement” work sheet
- “Sample Bill” work sheet
- “Sample Checks” work sheets
- Dry-erase markers
- Laminated giant check
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Write a check for the BGE sample bill.
2. Ask students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
3. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. See the link under Differences Between Checking and Savings Accounts in the Selected Teacher Resources section for information about how checking and savings accounts are different. This is also a good time to talk about the Federal Deposit Insurance Corporation (FDIC) as well as the different types of checking accounts and savings accounts. For example, money market checking accounts typically earn interest. It is important to mention that some banks charge fees to have certain types of accounts.
2. While explaining how a check works, have the students follow along using the “Sample Checks” work sheets. Have them endorse one of the checks.
3. The Writing a Check online activity listed in the Selected Teacher Resources section below is a good site to use for practice writing checks.

Selected Teacher Resources

Differences Between Checking and Savings Accounts

<http://www.dailymarkets.com/contributor/2009/02/07/the-difference-between-checking-and-savings-account/>

<http://masteryourcard.com/blog/2009/02/06/the-difference-between-checking-and-savings/>

How Banks Work

<http://www.themint.org/teens/how-banks-work.html>

FDIC Insurance Explained

http://www.fdic.gov/deposit/deposits/insured/print/yid_english.pdf

http://www.fdic.gov/deposit/deposits/dis/print/dis_english.pdf

Writing a Check

<http://www.themint.org/teens/writing-a-check.html>

Session 8 — Checking Accounts, Saving Accounts, Debit Cards II

Preparations

Notebook Binders

Print all six pages in the Session 8 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and collate to hand out at the beginning of the session.

Parent Newsletters

Print and three-hole punch the Session 8 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Create an understanding of different types of financial instruments and their intended uses.

Core Concepts Addressed

1. Putting money into a checking or savings account is called a “deposit.” A withdrawal is when you take money out of an account.
2. Balancing a checkbook is an essential skill.
3. A debit card allows you to pay for things from a checking or savings account without writing a check or making a withdrawal.
4. Many bills can be paid either by using online or EFT processes.
5. Banks may charge fees for having an account or a debit card.

Activities

1. Hand out binder inserts for Session 8. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind students that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Review the “Sample Check Register” work sheet and explain how to fill out a check register and why it is important to keep a checkbook balanced. The typical story of a person overdrawing their account because “I still had checks in the checkbook” is a well-worn but good story to share. Be sure to explain how to enter a deposit and complete a withdrawal, debit card use, fees and interest payments. **(15 minutes)**
4. Using the “Sample Transactions” work sheet, have students complete the “Sample Blank Check Register” work sheet. Review their work and be sure they fill it out correctly and end with a balance of \$203.40. Note that some banks charge a monthly fee just to have a checking account and/or a debit card. **(10 minutes)**
5. Discuss the “Debit Cards Are Not Credit Cards” work sheet. Despite the potential issues, remind students that debit cards are very handy and convenient when used appropriately. **(5 minutes)**

6. Discuss the advantages of online banking and electronic funds transfer (EFT) payment of bills. **(5 minutes)**
7. Hand out and explain the “A Loan Is Money You Have to Pay Back” work sheet. **(5 minutes)**

Materials

- “Sample Check Register” work sheet
- “Sample Blank Check Register” work sheet
- “Sample Transactions” work sheet
- Deposit slip example work sheet
- “Debit Cards Are Not Credit Cards” work sheet
- “A Loan Is Money You Have to Pay Back” work sheet
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Have students talk to family members about things people borrow money for and write them down on their “A Loan Is Money You Have to Pay Back” work sheet. Be sure to remind them that they need a list of items, not loan amounts.
2. Ask the students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
3. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. While reviewing how to use a checkbook register, talk again about fees that banks can charge and discuss interest earnings. In particular, it is important to note what interest rates banks are paying today. See the Current Interest Rates portion of the following Selected Teacher Resources section for a website that gives examples of interest rates on various types of accounts, including money market accounts, CDs and other financial instruments.
2. If time allows, demonstrate how to fill out a deposit slip using the sample in the Session 8 file. This is a skill that students will need, but they rarely have the opportunity to learn it.
3. The discussion about debit cards is a good time to point out the differences between a debit card and an ATM card. The Debit and ATM Cards portion of the following Selected Teacher Resources section gives information about the differences between the two types of cards. Some banks still offer ATM cards, but they need to be requested.
4. The Balancing Your Checking Account online activity listed in the Selected Teacher Resources section below is a good site to use for practice balancing a checkbook.
5. The Online Banking portion of the Selected Teacher Resources section gives a link with information about online banking, including pros and cons.

Selected Teacher Resources

Balance Your Checking Account

<http://www.themint.org/teens/balance-your-checking-account.html>

Current Interest Rates

<http://www.money-rates.com/savings.htm>

Debit and ATM Cards

<http://money.howstuffworks.com/personal-finance/banking/atm1.htm>

<http://www.pirg.org/consumer/banks/debit/debitcards1.htm>

Online Banking

<http://www.bankrate.com/brm/olbstep2.asp>

Session 9 — Borrowing and Credit Cards

Preparations

Notebook Binders

1. Customize the “Discover Iowa Colleges” work sheet to list any four-year or two-year colleges in your area.
2. Print all three pages in the Session 9 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and collate to hand out at the beginning of the session.

Parent Newsletters

Print and three-hole punch the Session 9 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Recognize appropriate uses of credit and its impact on an individual’s financial security.

Core Concepts Addressed

1. A loan is something that you have to pay back.
2. Putting something on a credit card is really the same as getting a loan.
3. There are good and bad uses of credit cards.
4. There is a cost (interest) associated with taking out a loan or using a credit card.
5. If you do not repay your loans or make your credit card payments on time, it will hurt your ability to get credit for important things in the future.

Activities

1. Hand out binder inserts for Session 9. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind students that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Discuss the items on the completed “A Loan Is Money You Have to Pay Back” work sheet. **(4 minutes)**
4. Discuss where people go to get loans and the fact that some types of loans should be considered only as a last resort (e.g., payday loans). **(4 minutes)**
5. Refer to the sample Visa bill from Session 7 and review the minimum payment warning box that is now required on all credit card bills. Use this to discuss the cost of using a credit card — interest — and how it can make the cost of an item increase significantly. Discuss the benefits of paying off a credit card bill in full each month. Try the Minimum Payment Calculator at the link in the Selected Teacher Resources section to show how interest adds to the cost of an item charged to a credit card. **(13 minutes)**
6. Put students in small groups and ask them to prepare a list of things that people put on credit cards using the “Credit Card: Just Another Way of Saying Loan” work sheet. Discuss as a class whether each is an appropriate or inappropriate use of a credit card. **(14 minutes)**
7. Hand out and explain the “Find College Costs” work sheet. Let students know that every college website has an admissions section where they can find the cost of attendance. Also, ask them to visit a local college and bring back an admission brochure from that college as described in the “Discover Iowa Colleges” work sheet. They will have until the last class session to bring in the brochure. **(5 minutes)**

Materials

- “Credit Card: Just Another Way of Saying Loan” work sheet
- “Find College Costs” work sheet
- “Discover Iowa Colleges” work sheet
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Help students complete the “Find College Costs” work sheet.
2. Instruct students to visit a local college and bring back an admission brochure from that college as described in the “Discover Iowa Colleges” work sheet. If they cannot get to a college, ask them to call to request a brochure in the mail. Tell them they have until the last class session to complete this assignment.
3. Ask students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
4. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. The discussion of the “A Loan Is Money You Have to Pay Back” work sheet is a good time to begin talking about “good” and “bad” uses of credit cards. Remind students that a credit card is a loan and ask them, for example, if they feel it is appropriate to go to a bank and take out a loan to buy a video game or a new pair of jeans. Also, student loans for college should be mentioned in this discussion.
2. You should have a short discussion of payday loans, the most predatory type. Because of the high interest rates or fees and the ease of getting one, a payday loan is a very dangerous form of credit and should be avoided if at all possible. Alternatives to payday loans exist (see the second link in the Payday Loan Cautions portion of the Selected Teacher Resources section below).
3. Interest is the cost associated with using a credit card, and students should be informed of the way interest charges cut into their ability to pay off their debt. The second link in the Credit Cards and Interest portion of the Selected Teacher Resources section provides a calculator that helps users understand the minimum payment warning box on credit card bills.

Selected Teacher Resources

Payday Loan Cautions

http://www.americanprogress.org/issues/2009/04/caution_payday_loans.html

<http://njaes.rutgers.edu/money2000/pressroom/release.asp?id=130>

Credit Cards and Interest

<http://www.investopedia.com/articles/01/061301.asp#axzz1t5X6pEmD>

<http://www.consumercredit.com/CC-interestCalc.htm>

Credit Card Facts

<http://www.themint.org/teens/credit-card-facts.html>

Minimum Payment Calculator

<http://www.bankrate.com/calculators/managing-debt/minimum-payment-calculator.aspx>

Session 10 — Financial Aid for College

Preparations

Notebook Binders

Print all six pages in the Session 10 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and collate to hand out at the beginning of the session.

Parent Newsletters

Customize, print and three-hole punch the Session 10 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Recognize that there are sources of assistance (financial aid) that can help pay for college.

Core Concepts Addressed

1. Some colleges cost more than others.
2. Direct costs are those, such as tuition, that must be paid to the college, while indirect costs are those that students must pay, such as the cost of transportation, but are not paid to the college.
3. The “sticker price” is different from what students must pay out of pocket once financial aid is applied to the price.
4. Financial aid is available to help pay for the costs of going to college.
5. There are several different types of financial aid (grants, scholarships, loans and work-study).
6. There are several different sources of financial aid (federal, state, schools and private).
7. You have to apply for financial aid to get it.

Activities

1. Hand out binder inserts for Session 10. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind students that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Review the “Find College Costs” work sheet. Ask students if they found costs that were higher than, lower than or exactly what they expected. Put the high and low costs on the board. Note what types of schools had the high and low costs. **(8 minutes)**
4. Discuss the different cost components that are included in a college’s cost of attendance using the “Understanding Cost of Attendance” section of the “Comparing Financial Aid Packages” work sheet. Be sure to note the difference between direct (tuition and fees, room and board) and indirect costs (everything else). **(12 minutes)**
5. Review the two “Make an Informed Decision” work sheets with filled-in responses as a way to explain that the process of selecting a college based on finances can be challenging. The blank sheet included can be used by students when they compare college costs in the future. Refer to the “Financing Your Education” work sheet to explain sources of funding. **(15 minutes)**

6. Hand out and explain the “Guest Speaker” work sheet. Explain that a graduate of their school will be coming to talk to them next week about his or her college experience and that they need to bring at least two questions to ask that person. **(5 minutes)**

Materials

- “Comparing Financial Aid Packages” work sheet
- “Financing Your Education” work sheet
- “Make an Informed Decision” work sheets
- “Guest Speaker” work sheet
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Have students write at least two questions for the guest speaker on the “Guest Speaker” work sheet and bring them to the next class.
2. Remind students to complete the “Discover Iowa Colleges” assignment from the previous class session — they need to bring in the information by the last class session.
3. Ask students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
4. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

1. It is important to mention that there are many types of post-secondary education opportunities while reviewing the “Find College Costs” work sheet. Community colleges cost less than four-year schools and for-profit schools tend to cost more than public or private schools.
2. While discussing the “Comparing Financial Aid Packages” work sheet, be sure to note the \$0 of unmet need for the community college (a student could possibly go for free) and the fact that, despite the difference in their advertised or “sticker” prices, the four-year private school and the four-year public school differ in cost to the family by approximately \$3,100 per year. Also, point out the various sources of aid and mention that students need to apply for aid using the Free Application for Federal Student Aid (FAFSA) and possibly other forms for specific scholarships or grants. Review the “Financing Your Education” work sheet as part of the discussion of financial aid. Remind students that they need to seek out the aid.

Selected Teacher Resources

Finding Financial Aid

<http://www.fafsa.ed.gov/>

<http://www.fastweb.com/>

<https://bigfuture.collegeboard.org/pay-for-college?fromPage=home>

Session 11 — College and Career Planning I

Preparations

Notebook Binders

Print the single page in the Session 11 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and hand out at the beginning of the session.

Parent Newsletters

Customize, print and three-hole punch the Session 11 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Promote thinking about college and a future career at an early age.

Core Concepts Addressed

1. The single most important way to prepare for a future job is to graduate from high school.
2. It is important to take courses that will help students prepare for college and future jobs.
3. Everyone can go to college if they want to badly enough.

Activities

1. Hand out the binder insert for Session 11. **(2 minutes)**
2. Start the class by adding to the savings tips list. Remind students that the class has to get to 100 tips by the end of the course. **(3 minutes)**
3. Bring in a recent college graduate who attended the students' middle school and have that person talk about his or her experience in getting to and going to college. **(25 minutes)**
4. Questions for the guest speaker. **(10 minutes)**
5. Hand out and explain the "Find the Right Fit for You" work sheet. **(5 minutes)**

Materials

- "Find the Right Fit for You" work sheet
- Paper flip chart to track savings tips
- Parent newsletter

Assignment

1. Ask students to identify three jobs they might be interested in pursuing and then identify the type of education after high school that will be needed in order to get those jobs. Have them complete the "Find the Right Fit for You" work sheet.
2. Remind students to complete the "Discover Iowa Colleges" assignment — they need to bring in the information by the next class session.

3. Ask students to write two savings tips on their “Savings Tips” work sheet from Session 2 and bring them to the next class.
4. Ask students to share the newsletter with their parents at home.

Detailed Lesson Suggestions

Some possible questions for the guest speaker include:

- How did you decide where to go to college?
- How did you decide on your major? Did you change it while in college?
- Was the cost of college worth it?
- What was the biggest benefit of going to college?
- Do you use what you learned in college in your job?

Session 12 — College and Career Planning II

Preparations

Notebook Binders

1. Print both pages in the Session 12 PowerPoint file available at www.studentloan.org/ItsWorthIt. Three-hole punch and collate to hand out at the beginning of the session.
2. Create and print a master list of savings tips collected over the course of the class sessions. Three-hole punch it so students can put it in their notebooks.
3. Print individualized certificates on heavy stock paper; personalize and sign them.

Parent Newsletters

Customize, print and three-hole punch the Session 12 parent newsletter from www.studentloan.org/ItsWorthIt.

Session Outline

Goal: Promote thinking about college and a future career at an early age.

Core Concepts Addressed

1. Not everyone needs to go to college, but for some jobs a degree is necessary.
2. Not all jobs require the same levels of education, and different types of school can prepare you for different types of jobs.

Activities

1. Hand out the binder inserts for Session 12, including the big list of savings tips. **(2 minutes)**
2. Discuss the “College Can Mean Different Things to Different People” work sheets. **(15 minutes)**
3. Discuss the results of the “Find the Right Fit for You” work sheet. **(10 minutes)**
4. Discuss the college brochures that students brought in. Ask them to share something that they did not know about the college that they discovered in the information they received. **(10 minutes)**
5. Ask students to share the newsletter with their parents at home. **(2 minutes)**
6. Hand out certificates. Congratulate students on their newfound financial knowledge. **(5 minutes)**

Materials

- “College Can Mean Different Things to Different People” work sheets
- Printed and signed certificates
- Parent newsletter

Detailed Lesson Suggestions

The discussion of the “College Can Mean Different Things to Different People” work sheet is the time to get students to understand that not everyone needs a four-year college education to be successful. Talk about the advantages of going to a community college to get an associate degree or as a springboard to a four-year college. Stress the importance of finding a career path that interests them and that gives them opportunities for employment. To be financially responsible, students will need a stable job to provide them with an income. The U.S. Bureau of Labor Statistics online Occupational Outlook Handbook is an excellent source of information (see the link in the Selected Teacher Resources section).

Selected Teacher Resources

Occupational Outlook Handbook

<http://bls.gov/ooh/home.htm>